

# FLORIDA DEPARTMENT OF EDUCATION



*Marshall Middle School*

*Home of the Dragons*

*Dedicated to Excellence!*

School Improvement Plan (SIP)

Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

## PART I: SCHOOL INFORMATION

School Name: <b>Marshall Middle School</b>	District Name: <b>SDHC</b>
Principal: <b>Daphne Blanton</b>	Superintendent: <b>Mary Ellen Elia</b>
SAC Co-Chairs: <b>Farrell Rogers &amp; Marie King</b>	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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
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Principal	Daphne Blanton	BS Elem. Ed MS Ed. Leadership	10	10	11/12: C 519 Total Score 10/11: C 69% AYP 09/10: A 69% AYP(1st year as Principal) 08/09: A 72% AYP 07/08: B 74% AYP 06/07: B 82% AYP
Assistant Principal	Bill Lingenfelter	BS Health & Physical Education /Science M.S. Educational Leadership	17	17	11/12: C 519 Total Score 10/11: C 69% AYP 09/10: A 69% AYP 08/09: A 72% AYP 07/08: B 74% AYP 06/07: B 82% AYP
Assistant Principal	Mary Mathis	Bachelor of Arts in History Masters in Educational Leadership; Social Science 5-9 Certification	3	6	11/12: C 519 Total Score 10/11: C 69% AYP 09/10: A 69% AYP(started ~ ½ way thru the year) 08/09: B 64% AYP(previous School-Guinta) 07/08: B 74% AYP(previous School- Guinta)

**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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Reading	Peggy Causey	MS Reading K-12 BA Eng 6-12 Middle School Cert 5-9	18yrs	11th year	11/12: C, 44% AYP Reading 10/11: C, 49% AYP Reading 09/10: A, 55% AYP Reading 08/09: A, 56% AYP Reading

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					07/08: B, 52% AYP Reading
Science	Farrell Rogers	B.S. Biology, M. Ed. Science Education, Florida Teaching Certificate, National Board Certification	13	4	11/12: C, 36% =3 or above Science 10/11: C, 36% =3 or above Science 09/10: A, 49% =3 or above Science 08/09: A, 48 % =3 or above Science 07/08: B, 36 % =3 or above Science

**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	Quincy Bell	June	
3. District Mentor Program	District Mentors	ongoing	
4. District Peer Program	District Peers	ongoing	
5. School-based teacher recognition system	Principal	ongoing	
6. Opportunities for teacher leadership	Principal	ongoing	
7. Regular time for teacher collaboration	Principal	ongoing	

### **Non-Highly Qualified Instructors**

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly qualified.	Provide the strategies that are being implemented to support the staff in becoming highly effective
<p>9 out of Field</p>	<p>Depending on the needs of the teacher, one or more of the following strategies are implemented.</p> <p><b><u>Administrators</u></b>                      Meet with the teachers four times per year to discuss progress on:</p> <ul style="list-style-type: none"> <li>• Preparing and taking the certification exam</li> <li>• Completing classes need for certification</li> <li>• Provide substitute coverage for the teachers to observe other teachers</li> <li>• Discussion of what teachers learned during the observation(s)</li> </ul> <p><b><u>Academic Coach</u></b></p> <ul style="list-style-type: none"> <li>• The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis</li> </ul> <p><b><u>Subject Area Leader/PLC</u></b></p> <ul style="list-style-type: none"> <li>• The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all.</li> </ul>

### **Staff Demographics**

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
63	6%(4)	21 % (13)	41% (26)	35% (20)	33%(21)	86%(54)	33%(21)	3%(2)	90%(57)

### **Teacher Mentoring Program**

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
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<i>Dawn Thompson (District EET Mentor)</i>	Adalberto Rivera - First Year Teacher	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Farrell Rogers	Adalberto Rivera	Mr. Rogers is the school's science coach.	Weekly Planning Conferences. Weekly PLC collaboration, modeling of lessons and observation with feedback.
<i>Dawn Thompson (District EET Mentor)</i>	Teresa Maxwell	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Peggy Causey	Teresa Maxwell	Reading Coach	Weekly Planning Conferences. Weekly PLC collaboration, modeling of lessons and observation with feedback.
<i>Bill Lingenfelter (Site based Mentor)</i>	AhMBER Burgess	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Peggy Causey	AhMBER Burgess	Reading Coach	Weekly Planning Conferences. Weekly PLC collaboration, modeling of lessons and observation with feedback.
Samantha Stephens	Sally Klag	<b>Social Studies Department Chair</b>	Weekly Planning Conferences. Weekly PLC collaboration, modeling of lessons and observation with feedback.
<i>Dawn Thompson (District EET Mentor)</i>	Kristen Croteau	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Chandra Todd	Kristen Croteau	<b>Math Department Chair</b>	Weekly Planning Conferences. Weekly PLC collaboration, modeling of lessons and observation with feedback.
<i>Dawn Thompson (District EET Mentor)</i>	Carol Mueller	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Samantha Stephens	Carol Mueller	<b>Social Studies Department Chair</b>	Weekly Planning Conferences. Weekly PLC collaboration, modeling of lessons and observation with feedback.
<i>Dawn Thompson (District EET Mentor)</i>	Reubin Mordecai	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing

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		increasing student achievement.	and problem solving.
Amy Butler	Reubin Mordecai	Electctive and PE Leader	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Farrell Rogers	Peter Wiyda	Mr. Rogers is the school's science coach.	Weekly Planning Conferences. Weekly PLC collaboration, modeling of lessons and observation with feedback.

**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.

<b>Title I, Part A</b> Title I provides an additional support layer which includes staff, training, parent involvement opportunities, instructional materials, and equipment.
<b>Title I, Part C- Migrant</b> The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.
<b>Title I, Part D</b> N/A
<b>Title II</b> The district receives funds for staff development to increase student achievement through teacher training.
<b>Title III</b> Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.
<b>Title X- Homeless</b> N/A.
<b>Supplemental Academic Instruction (SAI)</b> SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.
<b>Violence Prevention Programs</b> Bullying Training and Information was provided to all staff and students
<b>Nutrition Programs</b> Federal School Lunch Program provides free breakfast for all students and lunch is provided at a free, reduced, or subsidized full price.
<b>Housing Programs</b> N/A
<b>Head Start</b>

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N/A
<b>Adult Education</b> N/A
<b>Career and Technical Education</b> Marshall Middle School provides career awareness and preparation courses such as Agriculture, Business and Industrial Technology to expose and teach students job-related skills.
<b>Job Training</b> N/A
<b>Other</b> N/A

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

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS Leadership Team.</p> <ul style="list-style-type: none"> <li>• Principal –Daphne Blanton</li> <li>• Assistant Principal for Curriculum-Mary Mathis</li> <li>• Assistant Principal for Administration –Bill Lingenfelter</li> <li>• Guidance Counselors-Don Chiovetti, Pearl Ershery</li> <li>• School Psychologist-Amanda Reed</li> <li>• Social Worker –Andrea Kenney</li> <li>• Migrant Advocate: Marie Sternberg</li> <li>• Academic Coaches (Reading-Peggy Causey, Science-Farrell Rogers)</li> <li>• ESE teacher –Valencia Jackson</li> <li>• Subject Area Leaders (Middle)-Farrell Rogers, Chandra Todd, Nicole Watson, Valencia Jackson, Samantha Stephens)</li> <li>• AViD Coordinator: Elisa Humphrey</li> <li>• Team Leaders (Middle)-, Amy Butler, Elisa Humphrey, K. McCarthy, Strawn, Burrell, King, G. Stephens</li> <li>• SAC Chair-Farrell Rogers &amp; Marie King</li> <li>• ELP Coordinator-Bill Lingenfelter</li> <li>• ELL Representative-Guadalupe Rios</li> </ul> <p>(Note that not all members attend every meeting, but are invited based on the goals and purpose for the meeting)</p>
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 core Leadership Team is to:*

- 1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs at all grade levels.*
- 2. Support the implementation of high quality instructional practices at the core and intervention/enrichment (Tiers 2/3) levels.*
- 3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.*
- 4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.*

*Specific responsibilities include:*

- Oversee the multi-layered model of *instructional* delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Create, manage and update the school resource map
- *Ensure the master schedule incorporates allocated time for intervention support at all grade levels.*
- Determine scheduling needs, *and assist teacher teams in identifying research-based instructional* materials and intervention resources *at Tiers 2/3*
- Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students identified through data sorts/chats conducted by the PLCs.
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Organize and support systematic data collection (e.g., *district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys*)
- *Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)*
- Strengthen the Tier 1 (core curriculum) instruction through the:
  - Implementation and support of PLCs
  - *Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding* (data will be collected *and analyzed* by PLCs and *reported to the Leadership Team/PSLT*)
  - *Use of Common Core Assessments by teachers teaching the same grade/subject area/course* (data will be collected *and analyzed* by PLCs and *reported to the Leadership Team/PSLT*)
  - Implementation of research-based scientifically validated instructional strategies and/or interventions. (*as outlined in our SIP*)
  - Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.
- *On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.*
- *Support the* planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs *and Specialty PSLT.*
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
- Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

*The Leadership team meets monthly with smaller meeting as needed.*

*The Leadership Team will also participate in a Professional Team Building Training during the 2012-2013 Year.*

*Marshall ILT Charter:*

*Marshall Middle School Instructional Leadership Team Charter*

*Purpose*

*To Impact Student Achievement*

*Scope, Authority and Empowerment of the Team*

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*The ILT at Marshall will work closely with one another, including administration to:*

- *Continue our cohesive progress as a group*
- *Validate the accomplishments we've made*
- *Create common goals for the betterment of Marshall*

*The team has the Authority and privilege to recommend, create, put into action and allocate resources for improvements in curriculum, instruction, and student/family services. We will not be Empowered by individual personal gain but rather the gains of Marshall Middle School. All courses of action will be implemented and monitored with equity and access.*

*Team Leader*

*Daphne Blanton, Principal, will be Team leader of Marshall's ILT. She is responsible for:*

- *Recruiting new members*
- *Ensuring the abiding of said team charter*
- *Managing day to day operations of team and work*
- *Providing support/assistance to individual members*
- *Act as a liaison between team members and various stakeholders*

*Team Member Time Commitments*

*The team will hold mandatory meetings once a month, on Mondays from 3:30 -4:25. Additional working meetings and sub group meetings will be held as needed per Team Leader. This work will be in addition to separate committee meetings and commitments.*

*Team Champions*

*Farrell Rogers, Science Coach and Department Chair*

*Chandra Todd, Math Department Chair*

*Peggy Causey, Reading Coach*

*Valencia Jackson, ESE Specialist and Department Chair*

*Samantha Stephens, Social Studies Department Chair*

*Nicole Watson, Language Arts Department Chair*

*Elisa Humphrey, AVID Coordinator and 8<sup>th</sup> Grade Team Leader*

*Communication Plan*

- *Agenda of each meeting will be posted in advance to ensure discussion of fidelity and the preparedness of each member.*
- *Meeting notes will be taken and posted for each meeting*
- *Each meeting will allot for open forum style communication from members where feedback will be given*
- *Impacted district office, school based and or parent organizations will be notified of updates through Principal's reports, as the Principal is the liaison for all members.*

*Team Meeting Protocols*

- *ILT norms will be set, listed and referenced at meetings and when needed*
- *Decisions will be made by consensus*
- *Summery notes will be taken by a team recorder and posted by the next day ( The summery should include the date and time of meetings, attendees, details of what was discussed, details of what will be done before the next meeting and who is responsible for each task, and the time, date, and place of the next meeting.*
- *If a member is unable to attend, he or she must notify the team leader in advance. A "Buddy System" will be used to keep everyone informed.*
- *A team binder will be kept via paper or on Marshall Internal as a record of decisions and actions. This will be the responsibility of the recorder and include an agenda and summery of each meeting. This will also include a copy of the team charter and set norms.*
- *The team will have set procedures to regularly monitor its progress.*

**Hillsborough 2012**

**Rule 6A-1.099811**

**Revised July, 2012**

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

- The Chair of SAC is a member of the *Leadership Team/PSLT*.
- *The administration, leadership team, teachers and SAC are involved in the School Improvement Plan development and monitoring throughout the school year.*
- The School Improvement Plan is the working document that guides the work *of the Leadership Team and all teacher teams*. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- *Given that one of the main tasks is to monitor student data related to instruction and interventions, the Leadership Team/PLST monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).*
- *The Leadership Team/PSLT communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.*
- The *Leadership Team/PSLT* and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
  - *Use the problem-solving model when analyzing data:*
    1. *What is the problem? (Problem Identification)*
    2. *Why is it occurring? (Problem Analysis and Barrier Identification)*
    3. *What are we going to do about it? (Action Plan Design and Implementation)*
    4. *Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)*
  - *Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance*
  - Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
  - Develop and target interventions based on confirmed hypotheses.
  - *Identify* appropriate progress monitoring assessments to be administered at *regular* intervals matched to the intensity of *the level of instructional/intervention support provided*.
  - *Develop grading period or units of instruction//intervention* goals *that are ambitious, time-bound, and measurable (e.g., SMART goals)*.
  - Review *progress monitoring data at regular intervals* to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment *support*).
  - *Each PLC develops PLC action plan for SIP strategy implementation and monitoring.*
  - Assess the implementation of the strategies on the SIP using the following questions:
    1. *Does the data show implementation of strategies are resulting in positive student growth?*
    2. *To what extent are we making progress toward the school's SIP goals?*
    3. *If we are making progress, what can we do to sustain what is working?*
    4. *What barriers to implementation are we facing and how will we address them?*
    5. *What should we do next? What should be our plan of action?*

MTSS Implementation

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

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

**Core Curriculum (Tier 1)**

<b>Data Source</b>	<b>Database</b>	<b>Person (s) Responsible</b>
FCAT released tests	School Generated Excel Database	Reading Coach/Math Coach/AP/Guidance
Baseline and Midyear District Assessments	Scantron Achievement Series	Leadership Team, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability	Scantron Achievement Series	Leadership Team, PLCs, individual teachers, <i>SAL will be responsible for ensuring data is used properly</i>
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science <i>(Lists of these specific tests can be obtained from District Content Supervisors)</i>	Scantron Achievement Series <i>PLC Logs</i>	Leadership Team, PLCs, individual teachers, <i>SAL will be responsible for ensuring data is used properly</i>
FAIR	Progress Monitoring and Reporting Network	Reading Coach/ Admin
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Teachers' common core curriculum assessments on units of instruction/big ideas. <i>The ILT will Monitor the District prescribes Formatives and C.Assessments</i>	<i>Ed-Line PLC Database PLC logs Exam View District Provided Assessments</i>	Individual Teachers/ Team Leaders/ PLC Facilitators/ <i>SAL will be responsible for ensuring data is used properly</i>
DRA-2	School Generated Excel Database	Individual Teacher
<i>Reports on Demand/Crystal Reports</i>	<i>District Generated Database</i>	<i>Leadership Team/Specialty PSLT</i>

**Supplemental/Intensive Instruction (Tiers 2 and 3)**

<b>Data Source</b>	<b>Database</b>	<b>Person (s) Responsible for Monitoring</b>
Extended Learning Program (ELP)* <i>(see below)</i> Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials) <i>Tests used will be provided by the District or the Teacher instructing the class.</i>	School Generated Database in Excel	Leadership Team/ ELP Facilitator
<i>Differentiated mini assessments based on core curriculum assessments.</i>	<i>Individual teacher data base PLC/Department data base</i>	<i>Individual Teachers/PLCs</i>

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FAIR OPM	School Generated Database in Excel	Leadership Team/Reading Coach
Ongoing assessments within Intensive Courses <i>(Middle/High)</i>	Database provided by course materials (for courses that have one), School Generated Database in Excel	Leadership Team/PLC/Individual Teachers
Other Curriculum Based Measurement	<i>easyCBM</i> School Generated Database in Excel	Leadership Team/PLCs/ <i>Individual Teachers</i>
<b><i>Research-based Computer-assisted Instructional Programs</i></b>	<b><i>Assessments included in computer-based programs</i></b>	<b><i>PLCs/Individual Teachers</i></b>

Describe the plan to train staff on MTSS.

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

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

Describe plan to support MTSS.

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

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

**Literacy Leadership Team (LLT)**

<b>School-Based Literacy Leadership Team</b>
<p><b>Identify the school-based Literacy Leadership Team (LLT).</b> The Reading Leadership Team serves as the school’s literacy Professional Learning Community. The team is comprised of:</p> <ul style="list-style-type: none"> <li>• Principal –Daphne Blanton</li> <li>• Assistant Principal for Curriculum-Mary Mathis</li> </ul>

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- Reading Coach-Peggy Causey
- AViD Coordinator –Elisa Humphrey
- Subject Area Leaders (Middle)-Farrell Rogers, Chandra Todd, Nicole Watson, Valencia Jackson, Samantha Stephens
- Reading Teachers- Debbie Smith, Heather Strawn, Barbara Dykes,
- Media Specialist-Christin Dimapasoc

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

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

The LLT will meet a minimum of 1/Month

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

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

Monthly meetings; discuss data, plan school-wide functions to promote literacy

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

- Implementation and evaluation of the SIP reading strategies across the content areas
- Professional Development
- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
- Data analysis (on-going)
- Grade Reading Programs
- Implement K-12 Reading Plan
- Reading Extravaganza (Providing literacy awareness to the community through school event); FCAT data reports provided to students
- School Wide Cross-curriculum Units

### ***NCLB Public School Choice***

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

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

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

Project CRISS, Level 1 training, which is a 12 hour initial training, is offered annually through district-provided training. Mandatory follow-up is provided at the school site by the reading coach. Complementing the Project CRISS initiative is the inclusion of close reading lessons in the ELA, reading, and content area classrooms.

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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 and the design and delivery of close reading lessons through professional development opportunities, as well as, coaching opportunities. A yearly action plan is created by the reading coach that outlines what Project CRISS and close reading model lesson professional development will be offered. A monthly written update allows the reading supervisor to monitor the progress of each coach's action plan.

Content-specific (mathematics, social studies, science and language arts) Project CRISS 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 Reading Leadership Team is mandated by the K-12 Comprehensive Reading Plan at each site. The principal is the chairperson of the committee and the reading coach is an integral member, guiding the data review, creation of an action plan, progress monitoring of the plan and evaluation of the plan each school year. The LLT 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.

**Every Faculty Member is expected to have a READING Goal in their Individual Professional Development Plan(IPDP)**

## 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
<b>1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</b>			1.1. -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers	1.1. <b>Common Core Reading Strategy Across all Content Areas</b> Reading comprehension improves when <b>students are engaged in grappling with complex text.</b> Teachers need to understand how to <b>select/identify</b> complex text, <b>shift</b> the amount of informational text used in the content curricula, and <b>share</b> complex texts with all students. <b>All content area teachers are responsible for implementation.</b>  <b>Action Steps</b> Action steps for this strategy are outlined on grade level/content area PLC action plans.	1.1. <b>Who</b> -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses  <b>How</b> -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -Science & Math 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	1.1. <b>Teacher Level</b> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. <b>PLC Level</b> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. <b>Leadership Team Level</b> -PLC facilitator/ Subject Area Leader/ Department Heads	1.1. <b>3x per year</b> - FAIR  <b>During the Grading Period</b> - Common assessments (pre, post, mid, section, end of unit, intervention checks)
<u>Reading Goal #1:</u>  The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 44% to 49%.	<u>2012 Current Level of Performance:*</u>  <b>44</b>	<u>2013 Expected Level of Performance:*</u>  <b>49</b>					



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					the positive outcomes observed in PLC meetings on a monthly basis.	shares SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	
		1.2. -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers	1.2. <b>Common Core Reading Strategy Across all Content Areas</b> Common Core Questions of all types and levels are necessary to scaffold students' understanding of complex text. Teachers need to understand and use <b>higher-order, text-dependent questions</b> at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). Student reading comprehension improves when students are required to provide evidence to support their answers to text-dependent questions. Scaffolding of students' grappling with complex text through well-crafted text-dependent question assists students in discovering and achieving deeper understanding of the author's meaning. <b>All content area teachers are responsible for implementation.</b>  <b>Action Steps</b> Action steps for this strategy are outlined on grade level/content area PLC	1.2. <b>Who</b> -Principal -AP -Instruction Coaches -Resource Teachers -Subject Area Leaders/  <b>How</b> -Reading PLC Logs -Language Arts PLC Logs -Science & Math PLC Logs -Social Studies PLC Logs -Elective PLC Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.	1.2. <b>Teacher Level</b> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal <b>PLC Level</b> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. <b>Leadership Team Level</b> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	1.2. <u>3x per year</u> - FAIR  <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit, intervention checks)	

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			action plans.			
		1.3. Teachers are at varying abilities in using marking the text strategies	1.3. <b>Common Core Reading Strategy Across all Content Areas</b> Marking the Text Strategy will be used in all content areas	1.3. <b>Who</b> -Principal -AP -Instruction Coaches -Resource Teachers -Subject Area Leaders/  <b>How</b> -Reading PLC Logs -Language Arts PLC Logs -Science & Math PLC Logs -Social Studies PLC Logs -Elective PLC Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation	1.3. <b>Teacher Level</b> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal <b>PLC Level</b> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. <b>Leadership Team Level</b> Reading Coach and AVID Site team will facilitate PD specifically tailored for each discipline	1.3. <b>3x per year</b> - FAIR  <b>During the Grading Period</b> - Common assessments (pre, post, mid, section, end of unit, intervention checks)
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>	
<b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.</b>	2.1. See					

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<p><u>Reading Goal #2:</u></p> <p>The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 18% to 21%.</p>	<p>2012 Current Level of Performance:*</p> <p><b>18</b></p>	<p>2013 Expected Level of Performance:*</p> <p><b>21</b></p>	<p><b>Goals</b></p> <p><b>1.1, 1.2 &amp; 1.3</b></p>								
				2.2.	2.2.	2.2.	2.2.	2.2.			
				2.3	2.3	2.3	2.3	2.3			
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</p>			<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b> Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>				
<p><b>3. FCAT 2.0: Points for students making Learning Gains in reading.</b></p>			3.1.	3.1.	3.1.	3.1.	3.1.				
<p><u>Reading Goal #3:</u></p> <p>Points earned from students making learning gains on the 2013 FCAT Reading will increase from 61 points to 66 points.</p>	<p>2012 Current Level of Performance:*</p> <p><b>61</b></p>	<p>2013 Expected Level of Performance:*</p> <p><b>66</b></p>	<p><b>See Goals</b></p> <p><b>1.1, 1.2 &amp; 1.3</b></p>	<p>See 1.1</p>	<p>See 1.1</p>	<p>See 1.1</p>	<p>See 1.1</p>				
								3.2.	3.2.	3.2.	3.2.
	3.2. See 1.2							3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.				

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
<b>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</b>			4.1.	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 57 points to 62 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See Goals 1.1, 1.2 & 1.3					
	57	62						
			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
<b>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>								
Reading Goal #5:								
<b>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b>			5A.1.	5A.1.	5A.1.	5A.1.	5A.1.	
Reading Goal #5A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See					

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<p><b>The percentage of Black students scoring satisfactory on the 2013 FCAT/FAA will increase from 28% to 35%.</b></p> <p><b>The percentage of Hispanic students scoring satisfactory on the 2013 FCAT/FAA will increase from 35% to 42%.</b></p>	White: Goal Met Black:28 Hispanic:35 Asian: N/A American Indian: N/A	White:N/A Black: 35 Hispanic:42 Asian: N/A American Indian: N/A	<p><b>Goals</b></p> <p><b>1.1, 1.2 &amp; 1.3</b></p>					
				5A.2.	5A.2	5A.2	5A.2	5A.2
				5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>	
<p><b>5B. Economically Disadvantaged students not making satisfactory progress in reading.</b></p> <p><u>Reading Goal #5B:</u></p> <p><b>The percentage of Economically Disadvantaged students scoring satisfactory on the 2013 FCAT/FAA will increase from 39% to 45%.</b></p>			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
		2012 Current Level of Performance:* <b>39</b>	2013 Expected Level of Performance:* <b>45</b>	<p><b>See Goals</b></p> <p><b>1.1, 1.2 &amp; 1.3</b></p>				
					5B.2.	5B.2.	5B.2.	5B.2.
					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
<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<b>Goal Met</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>Goal Met</b>	<b>Goal Met</b>					
			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
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
<b>Goal Met</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>Goal Met</b>	<b>Goal Met</b>					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

### Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	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
Marking the Text	6-8	SAL's & Coaches	Entire faculty	Sept. 2012 ER Day	Walk Thru's, Lesson Samples	Admin, SAL, Reading Coach, AViD Team
Cornell Notes	6-8	SAL's Coaches & AViD Team	Entire faculty	Sept. 2012 Morning Mtg	Walk Thru's, Lesson Samples	Admin, SAL, Reading Coach, AViD Team
Engagement Training	6-8	SAL's Coaches & AViD Team	Entire faculty	Oct. 2012 ER Day	Walk Thru's, Lesson Samples	Admin, SAL, Reading Coach, AViD Team
HOT Question Training	6-8	SAL's Coaches & AViD Team	Entire faculty	Nov. 2012 ER Day	Walk Thru's, Lesson Samples	Admin, SAL, Reading Coach, AViD Team

End of Reading Goals

### Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
<b>1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).</b>			1.1. -Lack of infrastructure to support technology -Lack of technology hardware -Teachers at varying understanding of the intent of the CCSS	1.1. <b>Strategy</b> Students' math achievement improves through the use of <b>technology and hands-on activities</b> to implement the Common Core State Standards. In addition, student practice taking on-line assessments to prepare	1.1. <b>Who</b> - Principal -Math DH/SAL -Technology Specialist -Math Coach -Math Resource Teacher  <b>How Monitored</b> -PLCS turn their logs into	1.1 PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction.  PLC facilitator will share data with the Problem Solving	1.1 <u>2x per year</u> District Baseline and Mid-Year Testing  Semester Exams  <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end
<b>Mathematics Goal #1:</b>  The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 47% to 52%.	2012 Current Level of Performance: *  <b>47%</b>	2013 Expected Level of Performance: *  <b>52%</b>					

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			<p>students for on-line state testing.</p> <p><b>Action Steps</b>                      -PLCs use their core curriculum information to learn more about hands-on and technology activities.                      -Additional action steps for this strategy are outlined on grade level/content area PLC action plans.</p>	<p>administration and/or coach after a unit of instruction is complete.                      -PLCs receive feedback on their logs.                      -Classroom walk-throughs observing this strategy.                      -Administrators aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation</p>	<p>Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.</p>	<p>of unit, chapter, etc.)</p>
		<p>1.2.                      -Teachers are at varying skill levels with higher order questioning techniques.                      -PLC meetings need to focus on identifying and writing higher order questions to deliver during the lessons. .</p>	<p><b>1.2 Strategy/Task</b>                      Students math achievement improves through frequent participation in <b>higher order questions/discussion activities</b> to deepen and extend student knowledge. These quality questions/prompts and discussion techniques promotes thinking by students, assisting them to arrive at new understandings of complex material.</p> <p><b>Actions/Details Within PLCs</b>                      -Teachers work to improve upon both individually and collectively, the ability to effectively use higher order questions/activities.                      -Teachers plan higher order questions/activities for upcoming lessons to increase the lessons' rigor and promote student achievement.                      -Teachers plan for scaffolding questions and activities to meet the differentiated needs of</p>	<p><b>Who</b>                      -Principal                      -Math DH/SAL                      -Technology Specialist</p> <p><b>How Monitored</b>                      -PLCS turn their logs into administration and/or coach after a unit of instruction is complete.                      -PLCs receive feedback on their Logs.                      - They look for implementation of higher order questioning strategies with fidelity and consistency                      -Administrators aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation</p>	<p>1.1                      PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction.                      PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.</p>	<p>1.1  <u>2x per year</u>                      District Baseline and Mid-Year Testing                      Semester Exams  <u>During the Grading Period</u>                      -Core Curriculum Assessments (pre, mid, end of unit, chapter, interventions etc.)</p>



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		<p>students.                      -Use student data to identify successful higher order questioning techniques for future implementation.</p> <p><b><i>In the classroom</i></b>  <u>During the lessons,</u>  <b>teachers:</b>                      -Ask questions and/or provides activities that require students to engage in frequent higher order thinking. -Wait for full attention from the class before asking questions.                      -Provide students with wait time.                      -Use probing questions to encourage students to elaborate and support assertions and claims drawn from the text/content.                      -Allow students to “unpack their thinking” by describing how they arrive at an answer.                      -Encourage discussion by using open-ended questions.                      -Ask questions with multiple correct answers or multiple approaches.                      -Scaffold questions to help students with incorrect answers.                      -Engage all students in the discussion and ensure that all voices are heard.</p> <p><u>During the lessons, students:</u>                      -Have opportunities to formulate many of the high-level questions based on the text/content.                      -Have time to reflect on classroom discussion to increase their understanding</p>			
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			(and without teacher mediation).  <u>School Leadership</u> -The coach/resource teacher/PLC member/administrator collects higher order questioning walk-through data. -Monthly, school leaders conduct one-on-one data chats with individual teachers using the data gathered from walk-through tools. This teacher data/chats guides the leadership's team professional development plan (both individually and whole faculty).				
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>	
<b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.</b>		2.1.	2.1.	2.1.	2.1.	2.1.	
<u>Mathematics Goal #2:</u> The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 21% to 24%	<u>2012 Current Level of Performance:*</u> <b>21%</b>	<u>2013 Expected Level of Performance:*</u> <b>24%</b>	<b>See Goals 1, 3 &amp; 4</b>				
				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:		<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>	

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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:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Points earned from students making learning gains on the 2013 FCAT Math will increase from 64 points to 69 points.	<b>64 points</b>	<b>69 points</b>	<p>3.1. -PLCs struggle with how to structure curriculum and data analysis discussion to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act “Instructional Unit” log.</p>	<p>3.1. <b>Strategy</b> Students’ math achievement improves through <b>teachers working collaboratively</b> to focus on student learning. Specifically, they use the <b>Plan-Do-Check-Act model</b> and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions:</p> <ol style="list-style-type: none"> <li>1. What is it we expect them to learn?</li> <li>2. How will we know if they have learned it?</li> <li>3. How will we respond if they don’t learn?</li> <li>4. How will we respond if they already know it?</li> </ol> <p><b>Actions/Details</b> -This year, the like-course PLCs will administer common end-of-chapter assessments. The assessments will be identified/generated prior to the teaching of the unit. -Grade level/like-course PLCs use a <b>Plan-Do-Check-Act “Unit of Instruction” log</b> to guide their discussion and way of work. Discussions are summarized on log. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans.</p>	<p>3.1. <b>Who</b> -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses</p> <p><b>How</b> PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.</p>	<p>3.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, SAL, and/or leadership team.</p>	<p>3.1. <u>2x per year</u> District Baseline and Mid-Year Testing</p> <p>Semester Exams</p> <p><u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)</p>
						<p>3.2. -Teachers tend to only differentiate after the</p>	<p>3.2. <b>Strategy/Task</b> Students’ math achievement</p>

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		<p>lesson is taught instead of planning how to differentiate the lesson when new content is presented.                  -Teachers are at varying levels of using Differentiated Instruction strategies.                  -Teachers tend to give all students the same lesson, handouts, etc.</p>	<p>improves when teachers use on-going student data to <b>differentiate instruction.</b>  <u><b>Actions/Details</b></u>  <u><b>Within PLCs Before Instruction and During Instruction of New Content</b></u>                  -Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons.  <u><b>In the classroom</b></u>                  -During the lessons, <b>students</b> are involved in flexible grouping techniques  <u><b>PLCs After Instruction</b></u>                  -Teachers reflect and discuss the outcome of their DI lessons.                  -Use student data to identify successful DI techniques for future implementation.                  -Using a problem-solving question protocol, identify students who need re-teaching/interventions and how that instruction will be provided.).                  -Additional action steps for this strategy are outlined on grade level/content area PLCs.</p>	<p>-AP                  -Instruction Coaches                  -Subject Area Leaders                  -PLC facilitators of like grades and/or like courses                  How</p>	<p>outcomes and use this knowledge to drive future instruction.                  -Teachers maintain their assessments in the on-line grading system.                  -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal.  <u><b>PLC Level</b></u>                  -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses.                  -PLCs reflect on lesson outcomes and data used to drive future instruction.                  - For each class/course, PLCs chart their overall progress towards the SMART Goal.  <u><b>Leadership Team Level</b></u>                  -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team.                  -Data is used to drive teacher support and student supplemental instruction.</p>	<p>Year Testing                  Semester Exams  <u><b>During the Grading Period</b></u>                  Common assessments (pre, post, mid, section, end of unit)</p>
	3.3.	3.3.	3.3.	3.3.	3.3.	3.3.
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</p>	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>	

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4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.			4.1.	4.1.	4.1.	4.1.
Mathematics Goal #4:	2012 Current Level of Performance	2013 Expected Level of Performance:		<u>Strategy Across all Content Areas</u>	<u>Who</u>	
Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 56 points to 61 points.	<b>56 points</b>	<b>61 points</b>	<p>4.1.</p> <ul style="list-style-type: none"> <li>-Scheduling time for the principal/APC to meet with the academic coach on a regular basis.</li> <li>-Teachers willingness to accept support from the coach/SAL</li> </ul>	<p>4.1.</p> <p><b>Strategy Across all Content Areas</b></p> <p><b>Strategy/Task</b></p> <p>Students' math achievement improves through <b>teachers' collaboration with the academic coach or subject area leader</b> in all content areas.</p> <p><b>Actions/Details</b></p> <p><b>Academic Coach</b></p> <ul style="list-style-type: none"> <li>-The academic coach or subject area leader and administration conduct one-on-one data chats with individual teachers using the teacher's student past and/or present data.</li> <li>-The academic coach/SAL rotates through all subjects' PLCs to:                             <ul style="list-style-type: none"> <li>--Facilitate lesson planning that embeds rigorous tasks</li> <li>--Facilitate development, writing, selection of higher-order , text-dependent questions/activities.</li> <li>--Facilitate the identification, selection, development of rigorous core curriculum common assessments,</li> <li>--Facilitate core curriculum assessment data analysis</li> <li>--Facilitate the planning for interventions and the intentional grouping of the students</li> </ul> </li> <li>-Using walk-through data, administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing..</li> </ul>	<p>4.1.</p> <p><b>Who</b></p> <p>Administration</p> <p><b>How</b></p> <ul style="list-style-type: none"> <li>-Review of coach's/SAL log</li> <li>-Review of coach's log/SAL of support to targeted teachers.</li> <li>-Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning sessions)</li> </ul>	<p>4.1.</p> <ul style="list-style-type: none"> <li>-Tracking of coach's/SAL's participation in PLCs.</li> <li>-Tracking of coach's /SAL's interactions with teachers (planning, co-teaching, modeling, de-briefing, professional development, and walk throughs.</li> <li>-Administrator-Instructional Coach/SAL meetings to review log and discuss action plan.</li> </ul>
						<p>4.1.</p> <p><u>2x per year</u></p> <p>District Baseline and Mid-Year Testing</p> <p>Semester Exams</p> <p><u>During the Grading Period</u></p> <ul style="list-style-type: none"> <li>- Common assessments (pre, post, mid, end of unit)</li> </ul>

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				<p>-Throughout the school year, the academic coach/administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional development, both individually and as a department.</p> <p><b>Leadership Team and Coach</b></p> <p>-The academic coach meets with the principal/APC to map out a high-level summary plan of action for the school year.</p> <p>-Every two weeks, the academic coach meets with the principal/APC to:</p> <ul style="list-style-type: none"> <li>--Review log and work accomplished and</li> <li>--Develop a detailed plan of action for the next two weeks.</li> </ul>			
		<p>4.2 -The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis. -Not always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELP. -Minimal communication between regular and ELP teachers.</p>	<p>4.2 <u>Strategy</u> Students' math achievement improves through receiving <u>ELP supplemental instruction on targeted skills</u> that are not at the mastery level.</p> <p><u>Action Steps</u> -Classroom teachers communicate with the ELP teachers regarding specific skills that students have not mastered. -ELP teachers identify lessons for students that target specific skills that are not at the mastery level.</p>	<p>4.2 <u>Who</u> Administrators</p> <p><u>How Monitored</u> Administrators will review the communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation.</p>	<p>4.2. -Tracking of coach's/SAL's participation in PLCs. -Tracking of coach's /SAL's interactions with teachers (planning, co-teaching, modeling, de-briefing, professional development, and walk throughs. -Administrator-Instructional Coach/SAL meetings to review log and discuss action plan.</p>	<p>4.2. <u>2x per year</u> District Baseline and Mid-Year Testing</p> <p>Semester Exams</p> <p><u>During the Grading Period</u> - Common assessments (pre, post, mid, end of unit)</p>	

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			- Students attend ELP sessions. - Progress monitoring data collected by the ELP teacher on a weekly or biweekly basis and communicated back to the regular classroom teacher. -When the students have mastered the specific skill, they are exited from the ELP program.				
		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:		<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
<b>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>							
<u>Math Goal #5:</u>							
<b>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics</b>		5A.1.	5A.1.	5A.1.	5A.1.	5A.1.	
<u>Reading Goal #5A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	<b>See Goals 1, 3 &amp; 4</b>				
Enter narrative for the goal in this box.	White: 56 Black: 38 Hispanic:39 Asian: N/A American Indian: N/A	White: 60 Black: 44 Hispanic: 45 Asian: N/A American Indian: N/A					
<b>The percentage of Hispanic students scoring satisfactory on the 2013 FCAT/FAA will increase from 39% to 45%.</b>							
<b>The percentage of Black</b>			5A.2.	5A.2.	5A.2.	5A.2.	

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<p>students scoring satisfactory on the 2013 FCAT/FAA will increase from 38% to 44%.</p> <p>The percentage of White students scoring satisfactory on the 2013 FCAT/FAA will increase from 56% to 60%.</p>						
	5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:</p>		<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<p><b>5B. Economically Disadvantaged students not making satisfactory progress in mathematics.</b></p>		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
<p>Mathematics Goal #5B: Enter narrative for the goal in this box.</p>	<p>2012 Current Level of Performance:*</p> <p><b>43</b></p>	<p>2013 Expected Level of Performance:*</p> <p><b>49</b></p>	<p><b>See Goals 1, 3 &amp; 4</b></p>			
<p>The percentage of Economically Disadvantaged students scoring satisfactory on the 2013 FCAT/FAA will increase from 43% to 49%.</p>						
			5B.1.	5B.1.	5B.1.	5B.1.
			5B.3.	5B.3.	5B.3.	5B.3.
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:</p>		<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<p><b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b></p>		5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<p>Mathematics Goal #5C: Enter narrative for the goal in this box.</p>	<p>2012 Current Level of Performance:*</p> <p><b>25</b></p>	<p>2013 Expected Level of Performance:*</p> <p><b>33</b></p>	<p><b>See Goals 1,</b></p>			
<p>The percentage of English Language Learners (ELL) students scoring satisfactory on the 2013 FCAT/FAA will increase from 25% to 33%.</p>						



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			<b>3 &amp; 4</b>				
			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:			<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.</b>			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
<b>Mathematics Goal #5D:</b>  <b>The percentage of English Student with Disabilities (SWD) students scoring satisfactory on the 2013 FCAT/FAA will increase from 16% to 24%.</b>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	<b>See Goals 1, 3 &amp; 4</b>				
	<b>16</b>	<b>24</b>					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

*End of Elementary or Middle School Mathematics Goals*

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

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

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
<b>Alg1. Students scoring proficient in Algebra (Levels 3-5).</b>			1.1.	<b>See Goals Math 1, 2, 4 &amp; 5</b>	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 79% to 84%.	2012 Current Level of Performance:	2013 Expected Level of Performance:					
	<b>79%</b>	<b>84%</b>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.</b>			2.1.	<b>See Goals Math 1, 2, 4 &amp; 5</b>	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 36% to 39%.	2012 Current Level of Performance:	2013 Expected Level of Performance:					
	<b>36%</b>	<b>39%</b>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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*End of Algebra EOC Goals*

**Mathematics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
Differentiated Instruction	6-8	-Math SAL/Coach	Math Departmental and course-specific PLCs	PLC Meetings every two weeks	Administrators conduct targeted classroom walk-throughs to monitor DI implementation	Administration Team
Analyzing first semester exams	6-8	-Math SAL/Coach	Math Departmental and course-specific PLCs	After the administration of the test	PLC logs	APC
IEP Training	6-8	ESE Teachers	ESE Teachers General Ed Teachers PLCs	On-going	Case Manager	ESE Specialist
SWD Co-Teaching	6-8	DRT	ESE Teachers General Ed Teachers PLCs	On-going	Classroom walkthroughs	Administration Team DRT
ELL Strategies	6-8	English Language Learner Resource Teacher (ERT)	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team
Marking the Text	6-8	SAL's & Coaches	Entire faculty	Sept. 2012 ER Day	Walk Thru's, Lesson Samples	Admin, SAL, AViD Team
Cornell Notes	6-8	SAL's Coaches & AViD Team	Entire faculty	Sept. 2012 Morning Mtg	Walk Thru's, Lesson Samples	Admin, SAL, AViD Team
Engagement Training	6-8	SAL's Coaches & AViD Team	Entire faculty	Oct. 2012 ER Day	Walk Thru's, Lesson Samples	Admin, SAL, AViD Team
HOT Question Training	6-8	SAL's Coaches & AViD Team	Entire faculty	Nov. 2012 ER Day	Walk Thru's, Lesson Samples	Admin, SAL, AViD Team

*End of Mathematics Goals*

### Middle School Science Goals

Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.</b>			1.1 -Teachers are at varying skill levels in using appropriate instructional, scientific and laboratory technology (animations, probeware, digital microscopy) -Administrators are at varying skill levels in using appropriate instructional, scientific and laboratory technology (animations, probeware, digital microscopy)	1.1 <b>Strategy</b> Student understanding of the nature of science and scientific inquiry improves when students are intellectually active in learning important and challenging science content through the use of appropriate instructional methods. <b>scientific processes, laboratory experiences, and uses of technology</b> (animations, Simulations, digital microscopy). <b>Action Steps</b> -As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling technology and hands-on strategies. -Within PLCs, teachers plan for engaging exploration of science content using hands-on learning experiences, inquiry, labs, technology (such as probeware, simulations and animations) within the 5E Instructional Model.	1.1 <b>Who</b> Principal APC Science Resource Teachers (where available) Science Department Chairperson  <b>How Monitored</b> -Classroom walk-throughs observing this strategy.	1.1 <b>Teacher Level</b> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. <b>PLC Level</b> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal. <b>Leadership Team Level</b> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	1.1 District-level baseline, 9 weeks District Common Assessments, and mid-year tests  Semester Exams <u>During the Grading Period</u> -Unit assessments
Science Goal #1: <b>In grade 8, 41% of ALL Curriculum students will score a Level 3 or above on the 2013 FCAT Science Test</b>	2012 Current Level of Performance: * <b>36%</b>	2013 Expected Level of Performance: * <b>41%</b> (116/283)					

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				<p>-Teachers implement the 5E Instructional Model to promote learning experiences that cause students to think, make connections, formulate and test hypotheses and draw conclusions.</p> <p>-Teachers facilitate student-centered learning through the use of the 5E Instructional Model.</p> <p>-Common Core Literacy Standards for both Reading and Writing are appropriately embedded throughout the 5E Instruction Model.</p> <p>-Each teacher maintains a record of the number of occurrences of engagement tasks (hands-on-learning experiences, labs, and technology) per week. This data is then reported on the Science PLC log.</p> <p>-Monthly, school leaders conduct one-on-one data chats with individual teachers using the data gathered from walk-through tools and engagement task records. These teacher data/chats guide the leadership's team professional development plan (both individually and whole faculty).</p>			
		<p>1.2. - Teachers at varying skill levels with the FCIM model. -Time to develop/identify PLC based mini lessons and mini assessments (using curriculum based materials) geared toward on-going progress monitoring. - analyze mini lesson data.</p>	<p>1.2 <b>CIM Strategy</b> Students' comprehension of course content/standards increases through teacher's use of data to inform instruction. Specially, teachers use on-going progress monitoring data (FCAT, district formative assessments, baseline, mid-</p>	<p>1.2 <b>Who</b> -Principal -AP -Science Coach -Science Subject Area Leaders/Department Heads -Peer and Mentor Evaluators AVID Coordinator</p>	<p>1.2 <b>Teacher Level</b> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate</p>	<p>1.2. District-level baseline, 9 weeks District Common Assessments, and mid-year tests  Semester Exams  <u>During the Grading Period</u> -Unit assessments  Lab Books</p>	

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			<p>year, nine week assessments, semester exams, curriculum assessments and daily class work) to plan and deliver <b>Remediation Lessons(which can take the form of bellwork or an entire class lesson).</b></p> <p><b>Action Steps</b>  <b>Plan</b>  <i>Planning/ PLCs Before the Lesson</i>                      - PLCs identify essential tested skills/standards/benchmarks for their students that need reinforcement and/or remediation. <b>(EET Rubric 1b, 1c, 4a, 4d)</b>                      -Teachers discuss how to correlate Remediation lessons with core curriculum.                      - Based on the data, PLCs develop a 9 Weeks Grading Period/calendar for teaching the essential skills and/or standards covered in the core curriculum. <b>(EET Rubric 1b, 1e, and 4d)</b>                      -As a Professional Development activity in their PLCs, teachers identify (using District resources and curriculum resources) and/or develop <b>Remediation Lessons</b> and assessments for benchmarks. PLCs will use a combination of District and school-generated mini lessons and mini assessments. <b>(EET Rubric 1e, 1d, 1f, 4d)</b>                      -Teachers discuss strategies for teaching the mini lessons.</p>	<p><u>How</u>                      -PLC logs turned into administration.                      Administration provides feedback.                      -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.  <b>-Collection of CiM Cycle 1/ month</b>                      -EET formal evaluations                      -EET Pop-Ins (Admin and Peer/Mentor)                      -EET formal observations (Admin and Peer/Mentor)                      -EET informal observation(Admin and Peer/Mentor)                      -School-based informal walk-through form which includes the school's SIP strategies.</p> <p><i>1<sup>st</sup> Grading Period Check</i>  <i>2<sup>nd</sup> Grading Period Check</i>  <i>3<sup>rd</sup> Grading Period Check</i></p>	<p>their students' progress towards mastery of skills.</p> <p><u>PLC Level</u>                      -Using the individual teacher data, PLCs calculate the mastery data across all classes/courses for each mini assessment.                      - For each class/course, PLCs chart their overall progress towards the SMART Goal.                      -After each assessment, PLCs will ask the following questions:                      1. Are there skills that need to be re-taught in a whole lesson to the entire class?                      2. Are there skills that need to be re-taught as mini-lessons to the entire class using a different teaching technique?                      3. Are there skills that need to be re-taught to targeted students?                      4. How do we report and share our results with the Leadership Team?</p> <p><u>Leadership Team Level</u>                      -PLC facilitator/ Subject Area Leader will share data with the Problem Solving Leadership Team.</p> <p><i>1<sup>st</sup> Grading Period Check</i>  <b>Science SiNi Form 1</b>  <b>1<sup>st</sup> 9 Weeks Pre-Tests</b>  <i>2<sup>nd</sup> Grading Period Check</i>  <b>1<sup>st</sup> 9 Weeks Post-Tests</b>  <b>2<sup>nd</sup> 9 Weeks District Common Assessments</b>  <b>Science SiNi Form 2</b>  <i>3<sup>rd</sup> Grading Period Check</i></p>	<p>Science Investigation Rubric</p>
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		<p><b>Do/Check</b>  <u>Teachers in the Classroom</u>                      -Teachers implement the <b>Remediation Lessons</b> and mini assessments to the whole group or targeted students.</p> <p><b>Check/Act</b>  <u>Teachers/PLCs after the Mini-Assessments</u>                      -Teachers bring assessment data back to the PLCs. <b>(EET Rubric 4d)</b>                      -Based on the data, teachers reflect on their own teaching. <b>(EET Rubric 4a)</b>                      -As a Professional Development activity in their PLCs, teachers use the assessment data and classroom assessments to adjust the mini-lesson timeline/calendar.                      -If needed Differentiated Instruction <b>Remediation Lessons</b> /assessments are given to targeted students as Tier 1 interventions.                      -Based on assessment data, skills are moved to a maintenance or re-teaching schedule. <b>(EET Rubric 1b, 3c, 3e, 4d)</b>                      -After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. <b>(EET Rubric 3d)</b></p> <p><u>Whole Faculty</u>                      -Throughout the school year, teachers participate in faculty SIP Reviews where teachers showcase effective C-CIM, F-CIM and DI strategies.</p>		<p>Semester 1 Exam Review</p>	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.</b>		2.1. Teachers are at varying levels with respect to implementing reading and writing strategies in Science	2.1. <u>Strategy:</u> During PLC's Teachers will collaborate to decide on how to improve the implementation of Writing and Reading strategies paying particular attention to AVID methodologies.	2.1. <u>Who</u> -Principal -AP -Science Coach -Science Subject Area Leaders/Department Heads -Peer and Mentor Evaluators -AVID Coordinator  <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. <b>-Collection of CiM Cycle 1/ month</b> -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation (Admin and Peer/Mentor) -School-based informal walk-through form which includes the school's SIP strategies.	2.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction	2.1. District-level baseline, 9 weeks District Common Assessments, and mid-year tests  Semester Exams <u>During the Grading Period</u> -Unit assessments  Lab Books Cornell Notes Writing Samples Learning Log Thesis Writing Science Investigation Summaries
The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 6% to 9%.	<u>2012 Current Level of Performance:*</u> <b>6%</b>	<u>2013 Expected Level of Performance:*</u> <b>9% (26/283)</b>				



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					1 <sup>st</sup> Grading Period Check 2 <sup>nd</sup> Grading Period Check 3 <sup>rd</sup> Grading Period Check		
			2.2. See 1.1 and 1.2	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
Learning Logs	6-8	Rogers	Science Department	PLC Oct 2012	PLC logs	APC & Science Dept
Marking the Text	Grades 6-8	Reading Coach Science SAL/ Coach	Science Departmental PLCs and course-specific PLCs	Early release day Sept. 2012	Administrators/science coach conduct targeted walk-throughs to monitor Hands-On Activity implementation. And Reading Coach walk-throughs	Administration Team & Reading Coach, SAL, AViD Team,
Analyzing first semester exams	6-8	Science SAL/Coach	Science Departmental and course-specific PLCs	After the administration of the test	PLC logs	APC & Science Dept
Technology and Hands-On Activities (animations/Gizmos, scientific, laboratory technology)	Grades 6-8	Science Coach/SAL	Science Departmental PLCs and course-specific PLCs	On-going in science PLCs 3 times per month	Administrators/science coach conduct targeted walk-throughs to monitor Hands-On Activity implementation.	Administration Team
Inquiry and the 5E Instructional Model	Grades 6-8	Science Coach/SAL	Science Departmental PLCs and course-specific PLCs	On-going in science PLCs 3 times per month	Administrators /Science coach conduct targeted walk-throughs to monitor 5 E Instructional Model lessons.	Administration Team
Learning Log Writing	Grades 6-8	Reading Coach Science SAL/ Coach	Science Departmental PLCs and course-specific PLCs	On-going in science PLCs 3 times per month	Administrators /Science coach conduct targeted walk-throughs writing samples	Administration Team, SAL, AViD Team,
Cornell Notes	6-8	SAL's Coaches & AViD Team	Entire faculty	Sept. 2012 Morning Mtg	Walk Thru's, Lesson Samples	Administration Team, SAL, AViD Team,

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Engagement Training	6-8	SAL's & AVID Team Member	Entire faculty	Oct. 2012 ER Day	Walk Thru's, Lesson Samples	Administration Team, SAL, AVID Team,
HOT Question Training	6-8	SAL's Coaches & AVID Team	Entire faculty	Nov. 2012 ER Day	Walk Thru's, Lesson Samples	Administration Team, SAL, AVID Team,

End of Science Goals

## PART II: EXPECTED IMPROVEMENTS

### 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
<b>1. Students scoring at Achievement Level 3.0 or higher in writing.</b>			1.1. All teachers need training to score student writing accurately during the 2012-2013 school year using information provided by the state.  Not all teachers know how to plan and execute writing lessons with a focus on mode-based writing.	1.1. <u>Strategy</u> Students' use of mode-specific writing will improve through use of Writers' Workshop/daily instruction with a focus on mode-specific writing.  <u>Action Steps</u> -Based on baseline data, PLCs write SMART goals for each Grading Period. (For example, during the first Grading Period, 50% of the students will score 4.0 or above on the end-of-the Grading Period writing	1.1. <u>Who</u> Principal APC SAL  <u>How Monitored</u> -PLC logs -Classroom walk-throughs Observation Form -Conferencing while writing walk-through tool (for coaches)	1.1. See "Check" & "Act" action steps in the strategies column	1.1 Student monthly demand writes/formative assessments -Student revisions -Student portfolios
<u>Writing/LA Goal #1:</u>  The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 68% to 73%.	<u>2012 Current Level of Performance:*</u>  <b>68%</b>	<u>2013 Expected Level of Performance:*</u>  <b>73%</b>					

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			prompt.)  <b>Plan:</b> -Professional Development for updated rubric courses -Professional Development for instructional delivery of mode-specific writing -Training to facilitate data-driven PLCs -Using data to identify trends and drive instruction -Lesson planning based on the needs of students  <b>Do:</b> -Daily/ongoing models and application of appropriate mode-specific writing based on teaching points -Daily/ongoing conferencing			
		1.2. Improve the teaching of reading skills of Language Arts teachers.  -Become more proficient at pacing and teaching Springboard lessons.	<b>1.2. Strategy</b> <b>Students' reading, writing, language, and listening /speaking skills improves through engagement in college and career preparatory lessons/activities/tasks that promote high levels of thinking.</b>  <b>Action Steps</b> <b>Within PLCs</b> <b>Before the unit</b> -Create norms. -Unpack an assessment and rubric. -Set SMART goals for the unit of instruction. -Decide on a way to pre-assess the skills and knowledge of students. (What pre-assessment will we all use?)	<b>1.2. Who</b> -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses  <b>How</b> PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits	<b>1.2. Teacher Level</b> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal. <b>PLC Level</b> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal.	<b>1.2. During the Grading Period</b> Common assessments (pre, post, mid, section, end of unit)

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			<p>-Choose the anchor activities teachers will use to assess students' understanding along the way to the assessment.          -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.          -Look at the grammar instruction opportunities provided in the unit and determine their potential usage.          -Decide on which vocabulary terms need to be taught during the unit.          -Discuss the student's curriculum checklist.          -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 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</p>	<p>with staff on a monthly basis.          -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><u>Leadership Team Level</u>          -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team.          -Data is used to drive teacher support and student supplemental instruction.</p>	
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		<p>demonstration classroom and/or teacher swap?</p> <ul style="list-style-type: none"> <li>-Conduct a pacing check.</li> <li>-Bring anchor activities (artifacts) to assess student understanding.</li> <li>-Discuss effective student placement (If plausible discuss how classroom environment might help a student that is struggling in a class. Could a change of class period or teacher help?)</li> <li>-Plan strategies to differentiate</li> <li>-Plan higher order thinking questions.</li> <li>-Discuss portfolio implementation (Success/Barriers).</li> <li>-Discuss baseline data/data from anchor activities/data from EAs.</li> <li>-Determine whether teachers want to add additional criteria to the EA rubric.</li> <li>-Discuss additions to the writer's checklists.</li> </ul> <p><u>During the assessment</u></p> <ul style="list-style-type: none"> <li>-Agree upon a date when all assessments need to be completed.</li> <li>-Discuss successes and challenges.</li> </ul> <p><u>After the assessment</u></p> <p>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></p> <ul style="list-style-type: none"> <li>-Reflect on the unit.</li> <li>-Reflect on the effectiveness of the PLC (survey).</li> <li>-Revisit portfolios.</li> </ul>			
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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><b><i>In the classroom</i></b>  <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.          -Think critically and</p>			
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			<p>creatively.</p> <ul style="list-style-type: none"> <li>-Actively draw upon prior knowledge and use that knowledge to connect with lesson goals.</li> <li>-Know when, why, and how to use strategies when appropriate free of teacher support.</li> <li>-Collaborate within structured grouping.</li> <li>-Self assess understanding of content.</li> <li>-Use academic vocabulary in written and oral responses.</li> </ul> <p><u>After the lessons, teachers:</u></p> <ul style="list-style-type: none"> <li>-Post exemplars of student work.</li> <li>-Self reflect on lessons</li> </ul>			
		1.3.	1.3.	1.3.	1.3.	1.3.

**Writing/Language Arts Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
Mode-based Writing Training	6/8	LA SAL PLC facilitators	Language Arts Teachers PLC-grade level and vertical teams	On-going	Administration or LA SAL walk-throughs -PLC logs turned into administration	Principal APC SAL PLC Facilitators
Springboard Pacing	6/8	LA SAL PLC facilitators	Language Arts Teachers PLC-grade level and vertical teams	On-going	-Administration or Coach walk-throughs -PLC logs turned into administration	Principal APC SAL PLC Facilitators
Marking the Text	6-8	SAL's & Coaches	Entire faculty	Sept. 2012 ER Day	Walk Thru's, Lesson Samples	Admin, Principal APC SAL AViD Team

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Cornell Notes	6-8	SAL's Coaches & AVID Team	Entire faculty	Sept. 2012 Morning Mtg	Walk Thru's, Lesson Samples	Admin, Principal APC SAL AViD Team
Engagement Training	6-8	SAL's Coaches & AVID Team	Entire faculty	Oct. 2012 ER Day	Walk Thru's, Lesson Samples	Admin, Principal APC SAL AViD Team
HOT Question Training	6-8	SAL's Coaches & AVID Team	Entire faculty	Nov. 2012 ER Day	Walk Thru's, Lesson Samples	Admin, Principal APC SAL AViD Team
Holistic Scoring	6-8	SAL, District, PLC	LA teachers	On-going	Common Assessments	Admin, Principal APC SAL AViD Team
Conferencing While Writing	6-8	SAL, District, PLC	LA teachers	On-going	Walk Thru's, Lesson Samples On-going	Admin, Principal APC SAL AViD Team

*End of Writing Goals*



**Attendance Goal(s)**

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>1. Attendance</b>			1.1	1.1	1.1	1.1	1.1
<b>Attendance Goal #1:</b> 1. The attendance rate will increase from 93% in 2011-2012 to 96% in 2012-2013. 2. The number of students who have 10 or more <b>unexcused</b> absences throughout the school year will decrease by 10% 3. The number of students who have 10 or more <b>unexcused</b> tardies to school throughout the school year will decrease by 10%.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*	-Attendance committee needs to meet on a regular basis throughout the school year. -Need support in building and maintain the student database.	<b>Tier 1</b> The school will establish an attendance committee comprised of Administrators, guidance counselors, teachers and other relevant personnel to review the school’s attendance plan and discuss school wide interventions to address needs relevant to current attendance data. The attendance committee will also maintain a database of students with significant attendance problems and implement and monitor interventions to be documented on the attendance intervention form (SB 90710) The attendance committee meets every two weeks.	Attendance committee will keep a log and notes that will be reviewed by the Principal on a monthly basis and shared with faculty.	Attendance committee will monitor the attendance data from the targeted group of students.	Grade Term Attendance reports will be evaluated by the PSLT and ILT.
	<b>93.41</b>	<b>96</b>					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	<b>114</b>	<b>100</b>					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
<b>74</b>	<b>66</b>						
			1.2	1.2	1.2	1.2	1.2
			1.3	1.3	1.3	1.3	1.3

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			collaborate to ensure that a letter is sent home to parents outlining the state statute that requires parents send students to school. If a student's attendance improves (no absences in a 20 day period) a positive letter is sent home to the parent regarding the increase in their child's attendance.	Homerooms with the highest % for each Grading period	disaggregate attendance data for the "Tier 2" group along with the guidance counselor and maintain communication about these children.	
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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
EdLine	6-8	AP	School-wide	September and then an as needed basis	Random check of EdLine postings	AP
Attendance Referral training	6-8	Admin & Guidance	School-wide	September and then an as needed basis	Monitored by Admin	AP
EdConnect	6-8	Admin & Guidance	School-wide	September and then an as needed basis	Monitored by Admin	AP

*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
<b>1. Suspension</b>			1.1 There needs to be common school-wide expectations and rules for appropriate classroom behavior.	1.1 <u>Tier 1</u> -Positive Behavior Support (PBS) or CHAMPS will be implemented to address school-wide expectations and rules, set these through staff survey, discipline data, and provide training to staff in methods for teaching and reinforcing the school-wide	1.1 <u>Who</u> - Leadership Team - Administration  <b>Incentives by Grade Level GAMA (by teacher)</b>	1.1 Leadership Team & Administration will review data on Office Discipline Referrals ODRs and out of school suspensions, ATOSS data monthly.	UNTIE , EASI ODR and suspension data cross-referenced with mainframe discipline data  Suspension data
Suspension Goal #1: 1. The total number of In-School Suspensions will decrease by 10%.	2012 Total Number of In-School Suspensions <b>384</b>	2013 Expected Number of In-School Suspensions <b>345</b>					
2. The total number of students receiving In-School Suspension	2012 Total Number of Students Suspended	2013 Expected Number of Students Suspended					

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throughout the school year will decrease by 10%.  3. The total number of Out-of-School Suspensions will decrease by 10%.  4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%.	In-School	In -School		rules and expectations.  -Providing teachers with resources for continued teaching and reinforcement of school expectations and rules.  -Leadership team conducts walkthroughs using a PBS or CHAMPS walk-through form (generated by the district RtI facilitators).  -The data is shared with faculty at a monthly meeting, tracking the overall improvement of the faculty.  -Where needed, administration conducts individual teacher walk-through data chats.			
	<b>190</b>	<b>171</b>					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	<b>424</b>	<b>381</b>					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	<b>222</b>	<b>199</b>					
			1.2.	1.2. Motivational Speakers/Mentor Program	1.2. <u>Who</u> -Counselors -Teachers -Leadership Team -Administration GQ& LQ Sponsors	1.2. <b>See 1.1</b>	1.2. Ongoing
			1.3.	1.3. <b>Character Education Initiative</b>	1.3. <u>Who</u> -Counselors -Teachers -Leadership Team -Administration GQ& LQ Sponsors	1.3. <b>See 1.1</b>	1.3. Ongoing

**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.

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PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Ed Connect Training	6-8	Team Leaders	School-wide	Every two months on early release days	Administration, district RtI facilitator and guidance walk-throughs	Administration, district RtI facilitator and guidance walk-throughs

*End of Suspension Goals*

**Parent Involvement Goal(s)**

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>1. Parent Involvement</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Parent Involvement Goal #1:							
Enter narrative for the goal in this box.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>2. Parent Involvement</b>			2.1.	2.1.	2.1.	2.1.	2.1.
Parent Involvement Goal #2:							

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

**Parent Involvement Professional Development**

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

*End of Parent Involvement Goal(s)*

**Health and Fitness Goal(s)**

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

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
<b>1. Health and Fitness Goal</b>			1.1.	1.1. Middle School students will engage in the equivalent of one class period per day of Physical Education for one semester of each year in grades 6-8.	1.1. Principal Guidance Counselor APC Physical Education Teacher	1.1. Checking of student schedules	1.1. Student Schedules Master Schedules
Health and Fitness Goal #1:	2012 Current Level :*	2013 Expected Level :*	Lack of Motivation Or Self -Discipline				
During the 2012-2013 school year, the number of students scoring in the “Healthy Fitness Zone” (HFZ) on the PACER for assessing aerobic capacity will increase from	<b>37%</b>	<b>47%</b>					

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37% (52/140) on the Pretest to 47% on the Posttest.							
			1.2.	1.2. Health and Physical Activity initiative developed and implemented by the school's Physical Education department: Back to Football Friday, Play 60, Hoops for Heart	1.2. Physical Education Department	1.2. Physical Education Department meeting notes/agendas	1.2. PACER test component of the FitnessGram PACER for assessing cardiovascular health.
			1.3.	1.3. Five Physical Education classes per week for a minimum of one semester per year with a certified Physical Education Teacher.	1.3. Physical Education Teacher	1.3. Class walk through Class schedules	1.3. PACER test component of the FitnessGram PACER for assessing cardiovascular health. <b>RESULTS for 2012-13</b> <b>School: Marshall Middle School</b> _____ _____ _____  <b>Physical Education Teacher(s):</b> Amy Butler, Willie Dennis, Ben Klag, Reubin Mordecai _____ _____ _____  <b>Objective Linked to Area of Assessment:</b> Increase the number of students scoring in the "Healthy Fitness Zone" (HFZ) by 10%

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						<p>on the <b>PACER</b> test for assessing aerobic capacity and cardiovascular health.</p> <p>Number of Grades 5, 8 and the HOPE course students who completed the <b>PACER Pretest</b></p> <p>140_____</p> <p>Number of students who were in the <b>HFZ</b> for the <b>Pretest</b></p> <p>52_____</p> <p><b>Percentage of students in the HFZ for The PACER Pretest</b></p> <p>37%_____</p>
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						<p>Number of students who completed <b>The PACER Posttest</b></p> <p>244 _____</p> <hr/> <p>Number of students who were in the <b>HFZ</b> for the <b>Posttest</b></p> <p>191 _____</p> <hr/> <p><b>Percentage of students in the HFZ for The PACER Posttest</b></p> <p>78% _____</p> <hr/> <p><u>Percentage of Improvement from the Pretest to the Posttest</u></p> <p>41% _____</p> <hr/>
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**Health and Fitness Goals Professional Development**



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<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
District PE PD	6-8	District	ALL PE Coaches	2x/ year	PLC Logs reflect discussion of implementation	District, Site Head PE Coach
Site-Based PE PD	6-8	Site Based	ALL PE Coaches	Monthly on ER Days	PLC Logs reflect discussion of implementation, Walk Thru's,	Admin, Site Head PE Coach, AViD Team
Marking the Text	6-8	SAL's & Coaches	Entire faculty	Sept. 2012 ER Day	Walk Thru's, Lesson Samples	Admin, Site Head PE Coach, AViD Team
Cornell Notes	6-8	SAL's Coaches & AViD Team	Entire faculty	Sept. 2012 Morning Mtg	Walk Thru's, Lesson Samples	Admin, Site Head PE Coach, AViD Team
Engagement Training	6-8	SAL's Coaches & AViD Team	Entire faculty	Oct. 2012 ER Day	Walk Thru's, Lesson Samples	Admin, Site Head PE Coach, AViD Team
HOT Question Training	6-8	SAL's Coaches & AViD Team	Entire faculty	Nov. 2012 ER Day	Walk Thru's, Lesson Samples	Admin, Site Head PE Coach, AViD Team

**Continuous Improvement Goal(s)**

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

<b>Additional Goal(s)</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>1. Continuous Improvement Goal</b>			1.1.	1.1. Admin, SAL's and Coaches will demonstrate how to obtain pertinent data. Teachers will look at item analyses.	1.1. Admin, SAL's and Coaches will analyze data during PLC's and SAL Mtg's. PLC Logs will be collected	1.1. Admin, SAL's and Coaches will analyze data during PLC's and SAL Mtg's.	1.1 District-level baseline, 9 weeks District Common Assessments, and mid-year tests
<u>Continuous Improvement Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>	Teachers are at varying skill levels with analyzing and disseminating data to students				Semester Exams
Teaching and Learning c) The 2011-2012 Instructional and	<b>72.1%</b> <b>somewhat</b>	<b>80%</b>					
							<u>During the Grading Period</u>

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Professional Staff responded to the following statement: <i>"The teachers that I work with consistently communicate Assessment results to students(1F)."</i>	<b>or Strongly agreed</b>						Unit assessments
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

**Continuous Improvement Goals Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
Achievement Series Training	6-8	Rogers	Faculty	11/1/2012	Support as needed. Data used during PLC. PLC Logs Collected	Admin, SAL's and Coaches

*End of Additional Goal(s)*

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

**NEW Reading Florida Alternate Assessment Goals**

<b>A. Florida Alternate Assessment:</b> Students scoring proficient/satisfactory performance in reading (Levels 4-9).			A.1.	A.1.	A.1.	A.1.	A.1.
Reading Goal A:  The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.	2012 Current Level of Performance:	2013 Expected Level of Performance:	See Reading Goal 5d				
	N/A						
			A.2.	A.2.	A.2.	A.2.	A.2.
			A.3.	A.3.	A.3.	A.3.	A.3.
<b>B. Florida Alternate Assessment:</b> Percentage of students making Learning Gains in reading.			B.1.	B.1.	B.1.	B.1.	B.1.
Reading Goal B:  The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.	2012 Current Level of Performance:	2013 Expected Level of Performance:	See Reading Goal 5d				
	N/A						
			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
<b>C. Students scoring proficient/satisfactory performance in Listening/Speaking.</b> CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from <u>59</u> % to <u>62</u> %.	2012 Current Percent of Students Proficient in Listening/Speaking:	1.1.	<b>See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4</b>	1.1.	1.1.	1.1.
		1.2.		1.2.	1.2.	1.2.
		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
<b>D. Students scoring proficient/satisfactory performance in Reading.</b> CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from <u>17</u> % to <u>20</u> %.	2012 Current Percent of Students Proficient in Reading:	2.1.	<b>See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4</b>	2.1.	2.1.	2.1.
		2.2.		2.2.	2.2.	2.2.
		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
<b>E. Students scoring proficient/satisfactory performance in Writing.</b> CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 59% to 64%.		2.1.	<b>See See Writing /LA Goals</b>	<b>E. Students scoring proficient in Writing.</b>	2.1.	
2012 Current Percent of Students Proficient in Writing : <b>59</b>		2.2.				
		2.3				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

**NEW Math Florida Alternate Assessment Goals**

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).</b>			F.1.	<b>See Math Goal 5d</b>	F.1.	F.1.	F.1.
Mathematics Goal F: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.	2012 Current Level of Performance <b>N/A</b>	2013 Expected Level of Performance	F.2.				
			F.2.	F.2.	F.2.	F.2.	F.2.

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		F.3.	F.3.	F.3.	F.3.	F.3.
<b>G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</b> <b>Mathematics Goal G:</b> The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.	2012 Current Level of Performance:	2013 Expected Level of Performance:	<b>See Math Goal 5d</b>	G.1.	G.1.	G.1.
	N/A			G.2.	G.2.	G.2.
				G.3.	G.3.	G.3.

**NEW Science Florida Alternate Assessment Goal**

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).</b>	J.1. N/A	J.1. <u>Strategy</u>	J.1. <u>Who</u>  <u>How</u>	J.1. <u>Teacher Level</u>	

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<b>Science Goal J:</b>  The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.	2012 Current	2013 Expected	had fewer than 10 students tested - do not have to have a goal for this portion.				
	Level of Performance:	Level of Performance:					
		J.2.	J.2.	J.2.	J.2.	J.2.	J.2.
		J.3.	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
<b>M. Florida Alternate Assessment:</b> Students scoring at 4 or higher in writing (Levels 4-9).	M.1. N/A	M.1. <u>Strategy</u>	M.1. <u>Who</u>	M.1. .	

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<p><b>Writing Goal M:</b></p> <p>The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.</p>	<p>2012 Current Level of Performance:</p> <p><b>N/A</b></p>	<p>2013 Expected Level of Performance:</p>	<p>had fewer than 10 students tested - do not have to have a goal for this portion.</p>		<p>How</p>		
			M.2.	M.2.	M.2.	M.2.	M.2.
			M.3.	M.3.	M.3.	M.3.	M.3.

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

STEM Goal(s)	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
<p><b>STEM Goal #1:</b></p> <p>Maintain the level of activity in the Robotics Electives and afterschool Club. 2011-2012 there were 2 Robotics Electives 2011-2012 Robotics Team attended 3 FLL Robotics Tournaments (Local, regional and State) and a Regional Sumo Tournament in Orlando 10 students on the traveling Robotics Team.</p>	<p>1.1 Data never been collected before.</p>	<p>1.1 -Robotics Teachers will work with SAL to promote Robotics Club and devise higher level challenges in electives class.  -participation in FLL</p>	<p>1.1 PLC or grade level lead -Subject Area Leaders</p>	<p>1.1 Administrative/SAL walk-throughs</p>	<p>1.1 Science Semester Exams in Core Science Class.  End of year Robotics test in Class</p>
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.



**STEM Professional Development**

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

*End of STEM Goal(s)*

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

<b>CTE Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
Based on the analysis of school data, identify and define areas in need of improvement:					
<b>CTE Goal #1:</b> Start Tracking the participation level in each of the CTE Clubs and Electives as baseline Data.	1.1. Data has never been formerly kept to track this information	1.1. Create a CTE PLC	1.1. CTE Teachers	1.1. Aggregate and analyze the data every Semester to develop next steps	1.1. Log of number of CTSO events Log of number of students who attend CTSO events
	1.2.	1.2.	1.2.	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
na						

*End of CTE Goal(s)*

## Differentiated Accountability

### School-level Differentiated Accountability (DA) Compliance

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

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

*1/1/12-Our ratio of parent to Employee is compliant, however our racial balance is off. We will continue to put out notices and send Parent Letters home to invite parents, business partners, etc to join SAC. SAC Chair will invite parents at Family Nights. SAC Chair will call and invite parents. We only need 1 Hispanic parent or student to become a member to achieve compliance.  
As of 11/16/12 We are in compliance*

### Describe the use of SAC funds.

**Starting Balance:\$2338.30**

We will

Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Science Goal 1.1, 1.2, 2.1	<u>Teacher Mini-Grants Approved by SAC:</u> Classroom Supplies and Technology	\$348	
Math Goal 1.1	<u>Teacher Mini-Grants Approved by SAC:</u> Classroom Supplies and Technology	\$348	
Reading Goal 1.1 & 2.1	<u>Teacher Mini-Grants Approved by SAC:</u> Classroom Supplies and Technology	1044(Includes Rdg, Soc Stud & Electives)	
Parent Involvement Goal 1.1        ?	<u>Teacher Mini-Grants Approved by SAC:</u> Parent involvement activities during and afterschool	\$250	

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Language Arts Goal 1.1	<u>Teacher Mini-Grants Approved by SAC:</u> Classroom Supplies and Technology	\$348	
Final Amount Spent			