

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

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PART I: SCHOOL INFORMATION

School Name: Burnett Middle School	District Name: Hillsborough
Principal: Herbert Peeples	Superintendent: MaryEllen Elia
SAC Chair: Sharon New	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Herbert Peeples	BS in Physical Education and minor in Health Education Masters in Educational Leadership	12	18	<ul style="list-style-type: none"> • 2011-12 Burnett Middle School ‘C’ grade • 2010-11 Burnett Middle School ‘B’ grade/ 69% AYP • 2009-10 Burnett Middle School ‘B’ grade/ 72% AYP • 2008-09 Burnett Middle School ‘B’ grade/ 72% AYP • 2007-08 Burnett Middle School ‘A’ grade/85% AYP • 2006-07 Burnett Middle School ‘B’ grade/ 92% AYP • 2005-06 Burnett Middle School ‘A’ grade/87% AYP
Assistant Principal	Greta Powell	BS in Physical Education Masters in Educational	12	21	<ul style="list-style-type: none"> • 2011-12 Burnett Middle School ‘C’ grade • 2010-11 Burnett Middle School ‘B’ grade 69% AYP • 2009-10 Burnett Middle School ‘B’ grade/ 72% AYP

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		Leadership			<ul style="list-style-type: none"> • 2008-09 Burnett Middle School 'B' grade/ 72% AYP • 2007-08 Burnett Middle School 'A' grade/85% AYP • 2006-07 Burnett Middle School 'B' grade/ 92% AYP • 2005-06 Burnett Middle School 'A' grade/87% AYP
Assistant Principal	Jack Coburn	BS Social Science Education Masters In Social Science and Educational Leadership	2	2	<ul style="list-style-type: none"> • 2011-12 Burnett Middle School 'C' grade • 2010-11 Burnett Middle School 'B' grade 69% AYP

Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Faith Evans	Bachelor in Elementary Education Master Degree in Reading Certification: Elementary Education, Middle Grade Integrated 5-9, Reading K-12	4	4	<ul style="list-style-type: none"> • 2011-12 Burnett Middle School 'C' grade • 2010-11 Burnett Middle School 'B' grade 69% AYP • 2009-10 Burnett Middle School 'B' grade/ 72% AYP • 2008-09 Burnett Middle School 'B' grade/ 72% AYP • 2007-08 Mann Middle School 'A' grade/ 95% AYP • 2006-07 Mann Middle School 'A' grade/ 97% AYP

Highly Qualified Teachers

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

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Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Participates in district recruitment fairs	Supervisor of Recruitment	Ongoing	
2. Teacher Interview Day	Principal	June 2012	
3. Performance Pay Program	District	Ongoing	
4. Employee of the Month	Herbert Peeples	Ongoing	
5. Sunshine Committee	Pam Burnham	Ongoing	
6. Dances with Wolves	Herbert Peeples	Ongoing	
7. Monthly Staff Breakfast	Administrators	Ongoing	
8. New Teacher Mentor Program	Greta Powell	Ongoing	
9. Buddy Teacher	Jack Coburn	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 effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Teachers - 6 out-of-field and/or not highly qualified.	All teachers are working on their certification and/or endorsement. In addition, subject area leaders provide support to all of them.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
68	2 >1%	15 22%	17 25%	34 50%	30 44%	62 91%	8 12%	1 >1%	23 34%

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Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Samuel Stevens		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, observations, modeling, and continuous instructional feedback.
Adam Schultz		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, observations, modeling, and continuous instructional feedback.
Ishamar JeanLouis		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, observations, modeling, and continuous instructional feedback.
Al Torchia		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, observations, modeling, and continuous instructional feedback.
Edna Melendez		Jake Earl – Mr. Earl is a veteran elective teacher. He has been at our school for over 7 years. He presently serves as one of our grade level team leaders.	Quarterly planned meetings and other meetings as needed.

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.

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Title I, Part A	Services are provided to ensure students who need additional remediation are provided support through after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.
Title I, Part C- Migrant	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.
Title I, Part D	The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.
Title II	The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools.
Title III	Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners
Title X- Homeless	The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI)	SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.
Violence Prevention Programs	NA
Nutrition Programs	NA
Housing Programs	NA
Head Start	NA
Adult Education	NA
Career and Technical Education	The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations.
Job Training	NA
Other	NA

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

School-Based MTSS/Rtl Team

Identify the school-based MTSS Leadership Team. All members are listed below:

Principal – Herbert Peeples

Assistant Principal for Administration – Greta Powell

School Psychologist - Art Hughes

Social Worker – Carol Touchton

ESE Specialist – Shirley Brown

Guidance Counselor - Maryse Dixon

Guidance Counselor - Christy Cook

Guidance Counselor – Ermide Woods

Student Intervention Specialist – Sharon New

Reading Coach – Faith Evans

(Not all members attend every meeting. Attendees are based on the goal of the meeting.)

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.

The Leadership team meets will meet twice a month. Specific responsibilities include:

- Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- 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.
- Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys)
- 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)
 - 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..
- Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs and Specialty PSLT.

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

- 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)

Data Source	Database	Person (s) Responsible
Baseline and Midyear District Assessments Semester exams	Scantron Achievement Series	Leadership Team, PLCs, individual teachers
FCAT released tests Readi-Step	School Generated Excel Database	Reading Coach
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science Math Formatives Science Formatives Writing Assessments	Scantron Achievement Series	Leadership Team, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network	Reading Coach
CELLA	Sagebrush (IPT)	ELL PSLT Reresentative
Teachers' common core curriculum assessments on units of instruction/big ideas. <i>(What classes/courses will your Leadership Team monitor? PLC monitor?)</i>	<i>Ed-Line PLC Database PLC logs</i>	Individual Teachers/ Team Leaders/ PLC Facilitators/ <i>Leadership Team Member</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)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP)* <i>(see below)</i> Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials) <i>(What specific assessments are you using?)</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>
<i>Research-based Computer-assisted Instructional Programs</i>	<i>Assessments included in computer-based programs</i>	<i>PLCs/Individual Teachers</i>

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 quarterly **(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**.

Editor Note: This is a new question from the state.

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)

School-Based Literacy Leadership Team

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

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

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

NCLB Public School Choice

- Supplemental Educational Services (SES) Notification

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

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

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

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

***High Schools Only**

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

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

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

Postsecondary Transition

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

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

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).			1.1. Teachers are at varying levels on implementing PLC’s. PLC’s need to be meaningful to teachers and have a positive effect on student achievement. Specifically there is a need for PLC training using the plan-do-check model.	1.1. Students’ comprehension of course content/standards will increase through teachers working collaboratively in course-specific or grade-level PLC’s to implement the Plan-Do-Check-Act model. Specifically, teachers will identify the common assessment, unpack the assessment, use backward design to plan lessons, plan higher order text dependent questions, plan engagement activities and analyze data to drive remediation and enrichment.	1.1. <u>Who</u> -Principal -AP -Reading Coach -Subject Area Leaders -PLC facilitators <u>How</u> -Coaches/SAL’s will facilitate logs to monitor the Plan-Do-Check-Act cycle on units of instruction. -Reading and Language Arts teachers meet in PLC’s to prepare CIS lessons per nine week period. -Reading coach meet in PLC’s to continue CIS modeling. -PLC topics began with text dependent questions. -Administration will conduct walkthroughs during PLC’s.	1.1. <u>Teacher level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. - The reading coach will train Leadership team on PLC’s . <u>PLC level</u> - PLC’s reflect on lesson outcomes and data used to drive future instruction. - For each class/course PLC’s chart their overall progress toward the SMART goal. <u>Leadership Team Level</u> -Review data presented by PLC facilitator, and Subject Area Leaders -Data is used to drive teacher support and student supplemental instruction..	1.1. -Core curriculum assessments and district formatives assessments. -3x per year FAIR
<u>Reading Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box. The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 39% to 45%.	39%	45%					
Hillsborough 2012 Rule 6A 1.000811						1.2. <u>Teacher level</u> - Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. <u>PLC level</u> -PLC’s reflect on lesson outcomes and data used to drive future instruction. -Data is used to drive teacher support and student supplemental instruction.	1.2. - Core curriculum assessments and district formative assessments. -3x per year FAIR
						1.3. <u>Teacher level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. <u>PLC level</u> -PLC’s reflect on lesson outcomes and data used to drive future instruction. -Data is used to drive teacher support and student supplemental instruction.	1.3. -Core curriculum assessments and district formative assessments. -3xper year FAIR
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
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5			2.1	2.1	2.1	2.1	2.1

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Reading Professional Development

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

Elementary or Middle School Mathematics Goals

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

Elementary School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).			1.1 -Teachers are behind the district curriculum by several weeks. -Teachers at varying understanding of the intent of the CCSS	1.1 Strategy Student achievement will increase through teachers working collaboratively to focus on student learning. -The Math Department will use the Plan-Do-Check-Act Model as their way of work. Action Steps -Create common assessments(10%Low,80% Moderate, 10%High). Teachers will unpack the assessment and align with standards. Teachers will complete the assessment to determine what prerequisite skills are needed and what skills have already been taught. Also, how the new skills are being assessed(diagram, table, graph, etc.). Teachers will work with students to create a word wall for the unit (word, definition, example).	1.1 Who - Principal -Math DH/SAL -Math Coach -Teachers How Monitored -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Classroom walk-throughs observing these strategies. -Administrator and coach aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation	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.	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, etc.)
Mathematics Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.	37%	42%					
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 37% to 42%.							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.			2.1. -Students' math skills are lower than their expected levels of achievement.	2.1 Strategy -Students' math skills will improve when teachers collaboratively create lesson plans to incorporate best practices Action Steps -Teachers will use Daily Objectives/Essential Questions, Engagement Strategies, and Bell Work that focus on Curriculum Appropriate Math. -Teachers will determine how and when to use	2.1. Who -SAL -Math Coach -On –the- Ground Coach -Principal How - Walk through baseline and post implementation of formative data.	2.1 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.	2.1. - District Common Assessments
Mathematics Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.	11%	15%					
The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 11% to 15%.							

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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)).

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Algebra EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Alg1. Students scoring proficient in Algebra (Levels 3-5).			1.1.	See Goals 1, 2, & 3	1.1.	1.1.	1.1.
<u>Algebra Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.	64%	67%					
The percentage of students scoring a Level 3 or higher on the 2013Algebra EOC will increase from 64% to67%							
			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
Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.			2.1.	See Goals 1, 2, & 3	2.1.	2.1.	2.1.
<u>Algebra Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.	21%	25%					
The percentage of students scoring a Level 4 or 5 on the 2013Algebra EOC will increase from 21% to 25%							
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Algebra EOC Goals

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Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Pulling FCAT data from Viewpoint	6,7, 8	Determined by PLC members	Department	PLC's meet three times per month	Teachers would have their data to review for data chats and SAL's	PLC to discuss data with SAL
Review formative data and develop two strategies to be used to increase student learning	6,7,8	Determined by PLC members	Grade level	PLC's meet three times per month	Student achievement will increase on Formative B	Academic coach will walk-through looking for evidence of implementation.
Learn No Opt Out Strategy	6,7,8	Determined by PLC members	Whole school	10/15/ 12	Teacher will use strategy to increase student engagement.	SAL and administrative walk throughs

End of Mathematics Goals

Elementary and Middle School Science Goals

Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.			1.1. Teachers understanding of PLCs	1.1 1. Strategy/Task/Action Student achievement improves through teachers working collaboratively in PLCs to focus on student learning using the 5E Instructional Model. Specifically, they use the Plan-Do-Check-Act model to structure their way of work. Using the backwards design model for unit of instruction, teachers focus on the following four questions: <ol style="list-style-type: none">1. What is it we expect them to learn?2. How will we know if they have learned it?3. How will we respond when they don't learn?4. How will we respond when they already know it?	1.1. Principal -APC -Subject Area Leaders -District Resource Teacher <u>How</u> -PLC logs turned electronically for administration/coaches can review and provides feedback.	1.1 <u>Within PLCs:</u> 1. PLCs will use a PLC log to: a. Monitor the frequency of meetings (All grade level/subject area PLCs will collaborate 4 times per month for curriculum planning, reflection, and data analysis.) b. Guide their Plan-Do-Check-Act conversations and way of work to accomplish the following: <ul style="list-style-type: none">• Unpack the benchmark and identify what students need to understand, know, and do.• Plan for checks for understanding during the unit• Plan for the End-of-Unit Assessment• Plan upcoming lessons/units using the 5E Instructional Model• Reflect on the outcome of lessons taught• Analyze checks for understanding and core curriculum assessments• Act on the core curriculum data by planning interventions for the whole class or small group 2. PLCs will adjust action plans based on teacher/coach walk-through data, PLC collaboration, and student data.	1.1. Teacher Progress Monitoring Tools <ul style="list-style-type: none">• Lesson plans• PLC Logs• Walk-through data Student Progress Monitoring Tools: <ul style="list-style-type: none">• Student work Assessment data
Science Goal #1: Enter narrative for the goal in this box. The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 30% to 35%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1.2. - Teachers struggle to do hands-on activities and lab experiments. Classroom management problems may be the reason that 2 out of the 4 teachers do not do hands-on science.	1.2. Hands-on Learning Experiences, Lab Experiments, and Technology Student understanding of the nature of science and scientific inquiry improves	1.2. Principal -APC -Subject Area Leaders -District Resource Teacher	1.2. Action Steps 1. Teachers will use the 5E instructional model to: a. Plan for engaging exploration of science content using hands-on learning experiences including	1.2. Teacher Progress Monitoring Tools: <ul style="list-style-type: none">• Lesson plans• PLC Logs Walk-through Webb's DOK data
Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012							

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Gizmo Planning and Modeling	6, 7, 8	DRT	Science Department	11-8-12	Effective use of Gizmos integrated within a 5E instructional model	SAL DRT
Lab Walk-throughs	6,7,8	SAL DRT	Science Department	10-20-12	Teachers would have gain hands-on experience with Quarter 2 resources and CCSS.	SAL DRT

End of Science Goals

Writing/Language Arts Goals

Writing/Language Arts Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Students scoring at Achievement Level 3.0 or higher in writing.			1.1. - Lack of training in student conferencing	1.1 Students’ ability to write proficiently will improve due to an emphasis on teacher’s conferencing with students about their writing	1.1. Principal APC SAL DRT PLC logs	1.1.Information will be gathered by teacher survey, walkthroughs, and during PLCs to determine knowledge of and comfort level regarding conferencing with students about their writing. 1.1 Within PLCs, teachers/writing resource teacher will receive on-going training/professional development to support writing conferencing as a tool to improve writing proficiency. 1.2 Teachers will conference with students during writing activities and record student data using a conference log as evident by walkthroughs, student samples, PLC logs, Writing Resource logs, and conference logs. During PLCs, teachers/writing resource teacher will analyze data gathered from the conference logs to determine the patterns of strengths and weaknesses in student writing and target students who need further support or instruction. Results will be used to drive future instruction	1.1. Teacher Progress Monitoring Tools: <ul style="list-style-type: none"> • Writing Conferencing Walkthroughs • PLC Logs/Notes Student Progress Monitoring Tools <ul style="list-style-type: none"> • Student Samples • Student/Teacher Conference Notes • Student Portfolios
Writing/LA Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.	75%	80%					
The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 75% to 80%..							
Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012			1.2.	1.2. SpringBoard Students’ understanding of, interpretation of, and response to instruction will increase due to participation in engaging academic lessons and rigor through the districts’	1.2. Principal APC SAL DRT PLC logs	1.2. 1 Information will be gathered during PLC’s, walkthroughs, and site based literacy caches’ meetings regarding teachers’ skill levels in delivering engaging, rigorous instruction through the districts’	1.2. Teacher Progress Monitoring Tools <ul style="list-style-type: none"> • SpringBoard Walkthroughs • PLC Logs/Notes Student Progress Monitoring

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Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Opt Out Training	6 – 8 All subjects	Reading Leadership Team	Schoolwide	11/5/12	Classroom walk-throughs	Reading Leadership Team Principal

End of Writing Goals

Attendance Goal(s)

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

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	Strategy Data Check	Student Evaluation Tool
1. Attendance			1.1 -Attendance committee needs to meet on a regular basis throughout the school year. -Need support in building and maintain the student database.	1.1 Tier 1 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.	1.1 Attendance committee will keep a log and notes that will be reviewed by the Principal on a monthly basis and shared with faculty.	1.1 Attendance committee will monitor the attendance data from the targeted group of students.	1.1 Instructional Planning Tool Attendance/Tardy data Ed Connect
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
Enter narrative for the goal in this box. 1. The attendance rate will increase from 93% in 2011-2012 to 94% in 2012-2013. 2. The attendance rate will increase from 93% in 2011-2012 to 96% in 2012-2013. The number of students who have 10 or more unexcused absences throughout the school year will decrease by 10% . 3. The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease by 10%.	93%	94%					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	168	151					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	40	36					
			1.2 _ Attendance not posted accurately	1.2 Tier 1 All teachers will post their attendance to EdLine at a minimum of once per week allowing parents to monitor attendance.	1.2 Assistant Principal/Team leaders/ Department Heads will monitor Edline	1.2 Principal will use Edline reports to evaluate teachers adherence to policy	1.2 Edline Reports
			1.3 There is no system to reinforce parents for facilitating improvement in attendance.	1.3 Tier 2 Beginning at the 5th unexcused absence, the Attendance Committee (which is a subgroup of the Leadership Team) 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.	1.3 Social Worker Guidance Counselor PSLT	1.3 The attendance committee (which is a subset of the leadership Team) will disaggregate attendance data for the “Tier 2” group along with the guidance counselor and maintain communication about these children.	Instructional Planning Tool Attendance/Tardy data
Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012							

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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 as needed basis	Random check of EdLine postings	AP

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End of Attendance Goals

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Suspension			1.1 There needs to be common school-wide expectations and rules for appropriate classroom behavior.	1.1 <u>Tier 1</u> - CHAMPS will be implemented to address school-wide expectations and rules, set these through staff survey, discipline data, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations. -Providing teachers with resources for continued teaching and reinforcement of school expectations and rules. -Leadership team conducts walkthroughs using a 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.	1.1 <u>Who</u> -PSLT Behavior Committee -Leadership Team -Administration	1.1 - PSLT 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 Goal #1:	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
Enter narrative for the goal in this box.	659	593					
1. The total number of In-School Suspensions will decrease by 10%.	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%.	278	250					
3. The total number of Out-of-School Suspensions will decrease by 10%.	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%.	412	371					
	<u>2012 Total Number of Students Suspended Out- of- School</u>	<u>2013 Expected Number of Students Suspended Out- of-School</u>					
	186	167					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

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

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
CHAMPS	6-8	District	School-wide	Every two months on early release days	Administration, district RtI facilitator and guidance walk-throughs	Administration, district RtI facilitator and guidance walk-throughs

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)		Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>		1.1.	1.1.	1.1.	1.1.	1.1.
Enter narrative for the goal in this box.	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*				
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*				
			1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

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

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Parent Involvement			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
2. Parent Involvement			2.1.	2.1.	2.1.	2.1.	2.1.
Parent Involvement Goal #2:							
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

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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
1. Health and Fitness Goal			1.1.	1.1.	1.1.	1.1.	1.1.
Enter narrative for the goal in this box.	Health and Fitness Goal #1:	2012 Current Level :*					
		2013 Expected Level :*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Health and Fitness Goals Professional Development

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

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Continuous Improvement Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Continuous Improvement Goal			1.1	1.1	1.1	1.1	1.1
Continuous Improvement Goal #1: Enter narrative for the goal in this box.	2012 Current Level :*	2013 Expected Level :*	-There is still confusion on how to conduct PLCs that are focused on deepening the knowledge base of teachers and improving student performance by the implementation of the Plan-Do-Check-Act model. -Still confusion on how the Plan-Do-Check-Act model works. -Still some resistance to staff members attending PLCs and/or arriving on time to meetings. -Teachers asking for more PLC collaboration time. Possibility of waiver will be explored.	The leadership team will become trained on the use of the PLC “Unit of Instruction” log that follows the Plan-Do-Check-Act model. Subject Area Leader and/or PLC facilitators will guide their PLCs through the Plan-Do-Check-Act model for units of instruction. The work will be recorded on PLC logs that are reviewed by the Leadership Team.	Who Principal Leadership Team Subject Area Leaders PLC facilitators	1.1 “Quick” PLC informal surveys will be administered during the school year every two months. The Leadership Team will aggregate the data and share outcomes of the school-wide results with their PLCs. The data will provide direction for future PLC training.	1.1 PLC Survey materials from Teams to Teach (Anne Jolly)
			1.2	1.2	1.2	1.2	1.2
			1.3.	1.3.	1.3.	1.3.	1.3.

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Continuous Improvement Goals Professional Development

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

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).			A.1.	See Reading Goal 5d	A.1.	A.1.	A.1.
<u>Reading Goal A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.	100	100					
			A.2.		A.2.	A.2.	A.2.
			A.3.	A.3.	A.3.	A.3.	
B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			B.1.	See Reading Goal 5d	B.1.	B.1.	B.1.
<u>Reading Goal B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.							
			B.2.		B.2.	B.2.	B.2.
			B.3.	B.3.	B.3.	B.3.	

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
C. Students scoring proficient in Listening/Speaking.		1.1.	1.1. See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4	1.1.	1.1.	1.1.
CELLA Goal #C:	2012 Current Percent of Students Proficient in Listening/Speaking:					
Enter narrative for the goal in this box.	70%					
The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 70% to 73%.						
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
D. Students scoring proficient in Reading.		2.1.	2.1. See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4	2.1.	2.1.	2.1.
CELLA Goal #D:	2012 Current Percent of Students Proficient in Reading :					
Enter narrative for the goal in this box.	22%					
The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 22% to 25%.						
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.
Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
E. Students scoring proficient in Writing.		2.1.	2.1. See Reading ELL Goal 5C.1, 5C.2,	2.1.	2.1.	2.1.
CELLA Goal #E:	2012 Current Percent of Students Proficient in Writing :					
Enter narrative for the goal in this box.	17%					
The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 17% to 20%.						

NEW Math Florida Alternate Assessment Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).			F.1.	See Math Goal 5d	F.1.	F.1.	F.1.
Mathematics Goal F:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box. The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain.	100	100					
			F.2.	F.2.	F.2.	F.2.	F.2.
			F.3.	F.3.	F.3.	F.3.	F.3.
G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			G.1.	G.1.	G.1.	G.1.	G.1.
Mathematics Goal G:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
			G.2.	G.2.	G.2.	G.2.	G.2.
			G.3.	G.3.	G.3.	G.3.	G.3.

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
H. Students scoring in the middle or upper third (proficient) in Geometry.			1.1.	1.1.	1.1.	1.1.	1.1.
Geometry Goal H: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
I. Students scoring in the upper third on Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal I: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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 Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

Elementary, Middle and High Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).			J.1.	J.1.	J.1.	J.1.	J.1.
Science Goal J: Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			J.2.	J.2.	J.2.	J.2.	J.2.
			J.3.	J.3.	J.3.	J.3.	J.3.

NEW Biology End-of-Course (EOC) Goals

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

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Biology 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
K. Students scoring in the middle or upper third (proficient) in Biology.			1.1.	1.1.	1.1.	1.1.	1.1.
Biology Goal K: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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
L. Students scoring in upper third in Biology.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology Goal L: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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NEW Writing Florida Alternate Assessment Goal

Writing Goals		Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).		M.1.	M.1.	M.1.	M.1.	M.1.
Writing Goal M: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
			M.2.	M.2.	M.2.	M.2.
			M.3.	M.3.	M.3.	M.3.

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

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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
STEM Goal #1: Implement/expand project/problem-based learning in math, science and CTE/STEM electives.	1.1 Need common planning time for math, science, ELA and other STEM teachers	1.1 -Explicit direction for STEM professional learning communities to be established. -Documentation of planning of units and outcomes of units in logs. -Increase effectiveness of lessons through lesson study and district metrics, etc.	1.1 PLC or grade level lead -Subject Area Leaders	1.1 Administrative/SAL walk-throughs	1.1 Logging number of project-based learning in math, science and CTE/STEM elective per nine week. Share data with teachers.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Project-based learning	6-8	SALs	Science, math, ELA and technology teachers PLCs	On-going	Administrator walk-throughs	Administration

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
CTE Goal #1: Sustain the number of Career Technical Student Organization chapters from 2 in 2011-2012 to 2 in 2012-2013. Increase the student membership from 10 in 2011-2012 to 30 in 2012-2013.	1.1.	1.1. Increase student participation in CTSO competitions/events.	1.1. CTE Teachers	1.1. Aggregate and analyze the data every quarter 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
Establishing or growing a CTSO.	6-8	District	CTE Teachers	October, 2012	Log of events and attendance	CTE Contact Teacher

End of CTE Goal(s)

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

- *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.

X Yes No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Parent Involvement Goal 1.1	Supplies (including food) to support Family Night Events (Family Night on 10/12/2012 and Math, Science, and Writing Family Night on 2/12/13) Clarifying details: Vendors included Pizza Hut, Target, and Publix.	\$300	Parent Involvement Goal 1.1
Mini Grants for teachers	\$1800	Mini Grants for teachers	\$1800
Final Amount Spent			