FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

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

PART I: SCHOOL INFORMATION

School Name: Burns Middle School	District Name: Hillsborough
Principal: Susan Burkett	Superintendent: MaryEllen Elia
SAC Chair: Athena Wilson	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	Susan Burkett	Educational Leadership;Emotionally Handicapped K-12, School Principal	4	10	School Grade "A" for 4 years
Assistant Principal	TommiSue Plaire	BA in Physical Education, K-12 and a Masters in Educational Leadership	26	14	School Grade "A" for 12 years
Assistant Principal	Susan Calhoun	B.SE Degree in Education with major in PE, Health, Recreation and Driver Education, M.ED in Education with the same major plus School Administration and Educational leadership	26	8	School Grade "A" for 12 years

Admin Resource Teacher	Brian Williams		2		School Grade "A" for 2 years

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	Athena Wilson	BA English MA Sec. English Ed. Reading Endorsement ESOL	9	5	07-08 AYP 82% 08-09 AYP 84% 09-10 AYP 83% 10-11 AYP 81% School Grade was an "A" for the last 9 years

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 2013	
2. Recruitment Fairs	Supervisors of Teacher Recruitment	Ongoing	
3. Performance Pay	General Director of Federal Programs	July 2013	
4. Regular Meetings with New Teachers	Principal	Ongoing	

5. Partnering New Teachers with Veteran Teachers	Assistant Principal	Ongoing	
6. Monthly recognition for Daily Contributions	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 effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
7	New teachers are paired with an EET mentor and meet regularly. Out of field and new teachers are supported through PLCs, planning and regular meetings with SALs

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
89	>1%	18%	38%	42%	45%	92%	>1%	>1%	22%

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

Kimberly Coleman	Linda McKeighen	New Teacher	Meets once a week
Kimberly Coleman	Dianne Camacho	New Teacher	Meets once a week

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education

Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. Sue Burkett, Tommi Sue Plaire, Susan Calhoun, Brian Williams, Benita Holmes, Tom Feely, Amy Simmons, June Robinson, Tisheila Justice, Trisha Figueroa and Jeffrey Wilson.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?
 	
The purpose of the RtI team in our school is to provide high quality instruction/intervention matched to student needs and using performance and learning rate over time to make important education decisions to guide instruction. The RtI team functions to address the progress of low performing students help meet AYP and help students stay in regular education setting and improve long term outcomes. The team uses a problem solving model and all decisions are made with data.
Our RtI Team will meet to:
1. Use the RtI problem solving model to:
    a. Determine scheduling needs, curriculum and intervention resources
    b. Review/interpret student data (Academic and Behavior)
    c. Organize and support systematic data collection.
2. Strengthen the Tier 1 (core curriculum) instruction:
    a. Through the implementation of PLCs
    b. Through the use of Common Assessments given every 9 weeks.
    c. Through the implementation of research-based, scientifically validated instruction/interventions. This year our RtI team will focus on Differentiated Instruction practices.
3. Plan, implement and oversee the supplemental and intensive interventions for student progression in Tier 2 and Tier 3.
4. Monitor interventions and data assessment in Tier 2 and Tier 3.
5. Work collaboratively with the PLCs in the implementation of the Continuous Improvement Model and progress monitoring
6. Coordinate/collaborate with other working committees such as the Literacy Leadership Team
7. Identify professional development needs and resources

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? 1. The Leadership Team along with the faculty and SAC were involved in School Improvement Plan development activities that were conducted during preplanning and throughout the school year for 12-13 2. The School Improvement Plan is the document that guides the work of the Leadership Team. The large part of the work of the Leadership Team is outlined in the Action Steps, Evaluation Process, Evaluation Tool, and Professional Development of the School Improvement Plan.

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3. Since one of the main tasks of the Leadership Team is to monitor student data, it will monitor the effectiveness of the Action Steps and suggest modifications as needed.

MTSS Implementation

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released tests	School Generated Excel Database	Reading Coach/Math Coach/AP
Baseline and Midyear District Assessments	Scantron Achievement Series	Leadership Team, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability ***Alg & Geo formative assessments*** ***Writing formative assessments*** ***Fall pretests (6th Social Studies)*** ***Alg, Geo, Civics EOC*** ***Mid-Year assessments***	Scantron Achievement Series	Leadership Team, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science	Scantron Achievement Series PLC Logs	Leadership Team, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network	Reading Coach PLC Leaders
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Teachers' common core curriculum assessments on units of instruction/big ideas.	Ed-Line PLC logs	Individual Teachers SALs PLC Facilitators

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database in Excel	Leadership Team/ ELP Facilitator
Differentiated mini assessments based on core curriculum assessments.	Individual teacher data base PLC/Department data base	Individual Teachers/PLCs
Intensive Curriculum Benchmarks and OPM	School Generated Database (Voyager and LDC)	Leadership Team/Reading Coach

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 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.

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).   Two or three teacher volunteers from each subject area, including the technology specialist, principal, reading coach, and media specialist.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).   The LLT meets once a month and reviews how goals have been met from the previous meeting. Ideas are shared on how to approach and meet the next set of goals and responsibilities are disseminated. Members share success and "struggles" from their content areas and the group comes up with solutions or ideas of "where to go next."
What will be the major initiatives of the LLT this year?   To build a culture of Literacy, have reading accessible in all classes. Each content area creates mini-lessons for the whole school that focus on literacy instruction. Put supplemental materials in the classroom that connect to curriculum guides: articles, nonfiction, and novels. Involve the community/parents in our goal by hosting a "Literacy Night." Use FCIM and test data (FAIR and FCAT) to address weaknesses and support mastery of reading strategies. Decide on which target groups need extra support and how to implement support programs.

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.

The LLT sets goals for the school and team members bring information about setting a culture of literacy back to their PLCs. PLCs discuss how reading strategies are being utilized in the classroom and share best practices. The Reading Coach offers frequent in-service, support and follow-up to ensure teachers have a large repetoire of strategies and are knowledgeable about how to integrate them into the curriculum of all teachers. Based on FCAT 2.0 data, student needs and teacher feedback, schoolwide mini-lessons are created and presented during homeroom on Mondays.

*High Schools Only

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

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

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

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).	1.1. -students are sometimes resistant to rigorous literacy instruction and high expectations -time to choose appropriate complex text -unfamiliarity with the measurement tool to identify complex text (Text Complexity Analysis Worksheet)	1.1. Reading comprehension improves when <u>students are engaged in grappling with complex text.</u> Teachers need to understand how to select/identify complex text, shift the amount of informational text used in the content curricula, and share complex texts with all students. All content areas are responsible for implementation. Actions/Details Professional Development -The Leadership Team supported by the site-based reading coach conducts a data focused workshop on school-wide FCAT data in order for the whole faculty to identify school-wide concerns/barriers/reading and writing. This training addresses standard deficits with identifying complex text, shifting the amount of informational text used, and sharing of complex text with all students. The faculty will brainstorm possible solutions/SIP strategies for the upcoming school year. -The Literacy Leadership Team examines the teachers' responses and develops a school-wide strategy for providing professional development, Tools for Teachers: Text Complexity – Implementing Key Shifts in the CCSS, and implementation support for the use of complex text in all content areas. -The site-based reading coach and content teacher leaders will deliver to all teachers the district-provided text complexity training focused on the selection, shift of use, and strategies for sharing complex text. -The site-based reading coach and content teacher leaders conduct small group departmental trainings and provide site-based professional	1.1. Content Teachers SALs PLC coordinators Reading Coach Administration <u>Within Departments/PLCs</u> -During second-fourth grading period, the PLC focuses on 1piece of complex text . - All teachers design specific scaffolded activities essential in creating appropriate lessons that support sharing of complex text with all students as they tackle/grapple with on-grade level complex text. -PLC logs turned in to admin SAL/Reading Coach after a unit of instruction is complete	1.1. During PLCs, teachers study students' responses to the scaffolded lessons in order to plan future lessons. -Teachers discuss the outcomes of their scaffolded lessons implementing complex text and shifting to more informational text in every classroom. Based on the data, teachers build precise activities/lessons to promote the reading of complex text. -data is used to drive teacher support and student supplemental instruction.	1.1. Assessments based on scaffolded lessons and intervention checks -FAIR 3x a year

Reading Goal #1:

In grades 6-8 the percentage of students scoring a level 3 or higher on the 2013 FCAT in Reading will increase from 68%-71%

2012 Current Level of Performance:*	2013 Expected Level of Performance:*
68%	**71%**

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

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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	Classroom walk-throughs PLC meetings	Administration Team Reading Coach 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 Reading Coach Subject Area Leaders
Identifying and Creating Text-Dependent Questions to Deepen Reading Comprehension (K-12)	Grades 6-8	Reading Coach and Subject Area Leaders	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team Reading Coach Subject Area Leaders
Designing and Delivering a Close Reading Lesson Using in-Depth Questioning (K-12)	Grades 6-8	Reading Coach and Subject Area Leaders	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team Reading Coach Subject Area Leaders

End of Reading Goals

Middle School Mathematics Goals

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

<table>
<thead>
<tr><th colspan="2">Middle School Mathematics Goals</th><th colspan="5">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><th colspan="2">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:</th><th>Anticipated Barrier</th><th>Strategy</th><th>Fidelity Check
Who and how will the fidelity be monitored?</th><th>Strategy Data Check
How will the evaluation tool data be used to determine the effectiveness of strategy?</th><th>Student Evaluation Tool</th></tr>
</thead>
<tbody>
<tr>
<td colspan="2">1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).

<u>Mathematics Goal #1:</u>

The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 75% to 78%</td>
<td>1.1.
-Students not appropriately identified
- Lack of course offerings</td>
<td>1.1.
Students math skills will improve through scheduling students in the appropriate level classes .</td>
<td>1.1.
APC
Math
<u>How Monitored</u>
- SILK Reports</td>
<td>1.1.
APC reviews SILK, District baseline and mid-year assessments, semester exams and Instructional Planning Tool Data</td>
<td>1.1.
Semester Exams
District baseline and mid-year assessments</td>
</tr>
<tr>
<td colspan="2" rowspan="2"><u>Mathematics Goal #1:</u> ... 2012 Current Level of Performance:* 75%   2013 Expected Level of Performance:* 78%</td>
<td>1.2.
Time constraints within each curriculum

Reading levels of students</td>
<td>1.2.
Focus on problem solving skills.

Use Florida Achieves Mini-Lessons .

Use textbook resources to provide additional problem-solving practice.

Use FCAT practice workbooks as an additional resource throughout the year.

Use Classroom Challenge activities.

Use the TIS sample problems listed in each course outline appendix.</td>
<td>1.2.
PLC Facilitator

<u>How monitored</u>
PLC's will discuss the use of these strategies and share ideas at meetings to be held every two weeks</td>
<td>1.2.
Teachers will assess students' problem solving skills as part of all unit tests.</td>
<td>1.2.
Unit Tests</td>
</tr>
<tr>
<td>1.3.</td>
<td>1.3.</td>
<td>1.3.</td>
<td>1.3.</td>
<td>1.3.</td>
</tr>
<tr>
<th colspan="2">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:</th>
<th>Anticipated Barrier</th>
<th>Strategy</th>
<th>Fidelity Check
Who and how will the fidelity be monitored?</th>
<th>Strategy Data Check
How will the evaluation tool data be used to determine the effectiveness of strategy?</th>
<th>Student Evaluation Tool</th>
</tr>
<tr>
<td colspan="2">2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.

<u>Mathematics Goal #2:</u>

The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 47% to 50%

2012 Current Level of Performance:* 47%   2013 Expected Level of Performance:* 50%</td>
<td>2.1.
Students not appropriately identified
- Lack of course offerings</td>
<td>2.1.
Students math skills will improve through scheduling students in the appropriate level classes .</td>
<td>2.1.
APC
Math
How Monitored
- SILK Reports</td>
<td>2.1.
APC reviews SILK, District baseline and mid-year assessments, semester exams and Instructional Planning Tool Data</td>
<td>2.1.
Semester Exams
District baseline and mid-year assessments</td>
</tr>
</tbody>
</table>

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

* 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. Student internet access at home ELP Funding	1.1. Use the mini-assessments at Florida Achieves following completion of the corresponding unit of instruction. Offer ELP help sessions before school to assist students in preparing for the EOC.	1.1. Math SAL How monitored Discussion during PLC meetings	1.1. Analyze the results of the mini-assessments and reteach as needed.	1.1. Florida Achieves Mini-Assessments
Algebra Goal #1: The percentage of students scoring a Level 3 or higher on the 2013Algebra EOC will increase from 92% to 94%.	2012 Current Level of Performance:* **92%**	2013 Expected Level of Performance:* **94%**					
			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.	2.1. **See Math Goal 1,2 &3 and Algebra Goal 1**	2.1.	2.1.	2.1.
Algebra Goal #2: The percentage of students scoring a Level 4 or 5 on the 2013Algebra EOC will increase from 58% to 60%.	2012 Current Level of Performance:* **58%**	2013 Expected Level of Performance:* **60%**					
			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

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
Variety of Math Content Training related to NGSSS	6-8	-Math Contact & Grade Level PLC Facilitator -Math SAL	Grade-level PLC	Weekly PLC Meetings	Administrators will conduct targeted classroom walk-throughs to monitor rigor implementation	Administration Team
Differentiated Instruction	6-8	-Math Contact & Grade Level PLC Facilitator -Math SAL	Math Departmental PLCs	PLC Meetings every two weeks	Administrators conduct targeted classroom walk-throughs to monitor DI implementation	Administration Team
Instructional Materials and Technology for CCSS	6-8	-Math Contact & Grade Level PLC Facilitator -Math SAL	Math Teachers	PLC Meetings every two weeks	Administrators conduct targeted walk-throughs	Administration Team
Analyzing first semester exams	Algebra Geometry	-Math SAL	Algebra and Geometry Teachers	After the administration of the test	PLC logs	APC
Analyzing results of formative assessments	6-8	-PLC Facilitators	Math Teachers	After the administration of the test	PLC logs	Math SAL

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
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science. Science Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 65% to 67%.	2012 Current Level of Performance:* **65%**	2013 Expected Level of Performance:* **67%**	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. **Hands-On Learning Experiences, Technology, Labs** 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, scientific processes, laboratory experiences, and uses of technology (animations, probeware, digital microscopy). **Action Steps** -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. -Teachers implement the 5E Instructional Model to promote learning experiences that cause students to think, make connections, formulate and test hypotheses and draw conclusions. -Teachers facilitate student-centered learning through the use of the 5E Instructional Model. -Common Core Literacy Standards for both Reading and Writing are appropriately embedded throughout the 5E Instruction Model. -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. -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	1.1. Principal APC Science Resource Teachers (where available) Science Department Chairperson **How Monitored** -Classroom walk-throughs observing this strategy.	1.1. Teacher Level -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. PLC Level -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. Leadership Team Level -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. 2x per year District-level baseline and mid-year tests Semester Exams During the Grading Period -Unit assessments

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

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Science Professional Development

<table>
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Please note that each Strategy does not require a professional development or PLC activity.</th></tr>
<tr>
<th>PD Content /Topic and/or PLC Focus</th>
<th>Grade Level/Subject</th>
<th>PD Facilitator and/or PLC Leader</th>
<th>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</th>
<th>Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</th>
<th>Strategy for Follow-up/Monitoring</th>
<th>Person or Position Responsible for Monitoring</th>
</tr>
<tr>
<td>100% teachers have Gizmo initial training</td>
<td>ALL</td>
<td>PLC leader</td>
<td>Science Dept</td>
<td>January 2013</td>
<td>Gizmo monthly data forms</td>
<td>Maurello</td>
</tr>
<tr>
<td>Engagement activities (amount)</td>
<td>ALL</td>
<td>PLC leader</td>
<td>Science Dept</td>
<td>PLC meetings</td>
<td>PLC forms</td>
<td>PLC leader/Maurello</td>
</tr>
<tr>
<td>Increase Literacy</td>
<td>ALL</td>
<td>PLC leader</td>
<td>Science Dept.</td>
<td>PLC meetings</td>
<td>PLC forms</td>
<td>PLC leader/Maurello</td>
</tr>
</table>

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. Writing/LA Goal #1: The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 87% to 89%.	2012 Current Level of Performance:* **87%**	2013 Expected Level of Performance:* **89%**	1.1. Not all teachers know how to plan and execute writing lessons with a focus on mode-based writing. -Not all teachers know how to review student writing to determine trends and needs in order to drive instruction. -All teachers need training to score student writing accurately during the 2012-2013 school year using information provided by the state.	1.1. Students' use of mode-specific writing will improve through use of Writers' Workshop/daily instruction with a focus on mode-specific writing. Action Steps -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 prompt.) Plan: -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 Do: -Ongoing models and application of appropriate mode-specific writing based on teaching points -Ongoing conferencing Check: Review of drafts and scoring monthly demand writes -PLC discussions and analysis of student writing to determine trends and needs Act: -Receive additional professional development in areas of need -Seek additional professional knowledge through book studies/research -Spread the use of effective practices across the school based on evidence shown in the best practice of others -Use what is learned to begin the cycle again, revise as needed, increase scale if possible, etc. -Plan ongoing monitoring of the solution(s)	1.1. Teacher Principal APEI APC SAL/DH Resource/Contact PLCs District (Writing Team, Supervisors, Writing Resources, Academic Coaches, and DRTs) Generalist How Monitored -PLC logs -Classroom walk-throughs -Springboard Walk-Through 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 drafts -Student revisions -Student portfolios
Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012			1.2.	1.2. Students' reading, writing, language, and listening /speaking	1.2. Teacher Principal	1.2. See "Check" & "Act" action steps in the strategies column	1.2. Student monthly demand writes/formative assessments

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

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
Writing Holistic Scoring Training	6-8	Teacher Resource/ Contact Rep LA SAL PLC facilitators	Language Arts Teachers PLC-grade level and vertical teams	Through Spring 2013	PLC logs turned into administration	Principal APC SAL PLC Facilitators
Mode-based Writing Training	6-8	Teacher Resource/ Contact Rep LA SAL PLC facilitators	Language Arts Teachers PLC-grade level and vertical teams	Through Spring 2013	PLC logs turned into administration Walk-throughs	Principal APC SAL PLC Facilitators
Differentiated Instruction	6-8	Teacher Resource/ Contact Rep LA SAL PLC facilitators Reading Coach	Language Arts Teachers PLC-grade level and vertical teams	Through Spring 2013	PLC logs turned into administration Walk-throughs	Principal APC SAL PLC Facilitators
Springboard Pacing	6-8	Teachers LA SAL PLC Facilitators	Language Arts Teachers PLC-grade level and vertical teams	Through June 2013	PLC logs turned into administration Walk-throughs	SAL PLC Facilitators

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

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
1. Attendance Attendance Goal #1: The attendance rate will increase from 95.6% in 2011-2012 to 96.6% in 2012-2013	2012 Current Attendance Rate:* **95.6%** 2012 Current Number of Students with Excessive Absences (10 or more) **76** 2012 Current Number of Students with Excessive Tardies (10 or more) **4**	2013 Expected Attendance Rate:* **96.6%** 2013 Expected Number of Students with Excessive Absences (10 or more) **40** 2013 Expected Number of Students with Excessive Tardies (10 or more) **2**	1.1. Most students with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance.	1.1. Tier 3 – An attendance referral is generated. The social worker and other relevant personnel (e.g., guidance counselor, school psychologist, SRO) communicates with the family to create an Attendance Improvement Plan.	1.1. Social Worker Other PSLT members as needed School Security - SRO	1.1. Social Worker/PSLT review data monthly on Tier 3 students (provided by social worker)	1.1. Instructional Planning Tool Attendance/Tardy data
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

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

End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Suspension Suspension Goal #1: To reduce each category of suspensions by 10% from 2012 levels.	2012 Total Number of In –School Suspensions **223** 2012 Total Number of Students Suspended In-School **139** 2012 Number of Out-of-School Suspensions **130** 2012 Total Number of Students Suspended Out- of- School **87**	2013 Expected Number of In- School Suspensions **201** 2013 Expected Number of Students Suspended In -School **125** 2013 Expected Number of Out-of-School Suspensions **117** 2013 Expected Number of Students Suspended Out- of-School **78**	1.1. There needs to be common school-wide expectations and rules for appropriate classroom behavior.	1.1. Tier 1: Positive Behavior Support (PBS) will be implemented to address school-wide expectations and rules, set these through staff survey and discussion, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations.	1.1. PSLT "behavior" subgroup	1.1. PSLT "behavior" subgroup with review data on Office Discipline Referrals ODRs and out of school suspensions monthly.	1.1. Crystal Report ODR and suspension data cross-referenced with mainframe discipline data
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic	Grade	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for

and/or PLC Focus	Level/Subject	and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		Monitoring

End of Suspension Goals

Health and Fitness Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Health and Fitness Goal Health and Fitness Goal #1: During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 30% on the Pretest to 50% on the Posttest.	2012 Current Level :* 	2013 Expected Level :* 	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 through 8	1.1. Principal Guidance Counselors APC	1.1. Checking of student schedules	1.1. Student schedules Master schedule
			1.2.	1.2. Health and physical activity initiatives developed and implemented by the school's H.E.A.R.T. team.	1.2. H.E.A.R.T. team	1.2 H.E.A.R.T. team 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 Classroom walk-throughs Class schedules	1.3. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.

Health and Fitness Goals Professional Development

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

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

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

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 Continuous Improvement Goal #1: The percentage of teachers who strongly agree with the teachers at this school meet on a regular basis to discuss their students' learning, share best practices, problem solve, and develop lessons/assessments that improve student performance on the School Climate and Perceptions Survey for Instructional Staff will increase from 50% in 2012 to 60% in 2013.	2012 Current Level :*	2013 Expected Level :*	1.1. Inconsistency on how PLCs operate by grade-level and subject area.	1.1. Develop standard procedures and expectations of PLCS by the administration.	1.1. Principal SALs Teachers	1.1. PLST will examine feedback by PLCs and determine the next step in the PLC process.	1.1. PLC facilitators will provide feedback to the PLST on progress of their PLC.
			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

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	Grade	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for

and/or PLC Focus	Level/Subject	and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		Monitoring

End of Additional Goal(s)

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

Reading Florida Alternate Assessment Goals

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

A. **Florida Alternate Assessment:** Students scoring proficient in reading (Levels 4-9).			A.1.	A.1. **See Reading Goal 5d**	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:* **81%**	2013 Expected Level of Performance:* **82%**					
			A.2.	A.2.	A.2.	A.2.	A.2.
			A.3.	A.3.	A.3.	A.3.	A.3.
B. **Florida Alternate Assessment:** Percentage of students making Learning Gains in reading.			B.1.	B.1. **See Reading Goal 5d**	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:* **5%**	2013 Expected Level of Performance:* **6%**					
			B.2.	B.2.	B.2.	B.2.	B.2.
			B.3.	B.3.	B.3.	B.3.	B.3.

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: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 65% to 67%.	2012 Current Percent of Students Proficient in Listening/Speaking: **65%**					
		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: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 27% to 29%.	2012 Current Percent of Students Proficient in Reading : **27%**					
		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, 5C.3 and 5C.4**	2.1.	2.1.	2.1.
CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELL will increase from 35% to 37%.	2012 Current Percent of Students Proficient in Writing : **35%**					

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.	F.1. **See Math Goal 5d**	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:* **82%**	2013 Expected Level of Performance:* **83%**					
			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. **See Math Goal 5d**	G.1.	G.1.	G.1.
Mathematics Goal G: The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.	2012 Current Level of Performance:* **7%**	2013 Expected Level of Performance:* **8%**					
			G.2.	G.2.	G.2.	G.2.	G.2.
			G.3.	G.3.	G.3.	G.3.	G.3.

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

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

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

End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

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
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.	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			J.2.	J.2.	J.2.	J.2.	J.2.
			J.3.	J.3.	J.3.	J.3.	J.3.

NEW Writing Florida Alternate Assessment Goal

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

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

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

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 engineering design challenges in math, science and CTE/STEM elective courses	1.1. Need common planning time for math, science, ELA and other STEM teachers Combining with curriculum already in place and finding appropriate resources	1.1 -Explicit direction for STEM professional learning communities to be established. -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
PLC focus on STEM Integration	6-8	Math, Elective and science SALs	Math, Elective and science teachers	On-going	Meeting with administration and/or PLC facilitator	Administrator and/or PLC facilitator
Project-based learning	6-8	SALs	Science, math, ELA and Elective teachers PLCs	On-going	Administrator walk-throughs	Administration

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
CTE Goal #1: The number of students enrolled in CTE courses will increase from **390** 2012-2013 to **415** in 2013-2014.	1.1. Enough teaching units Computer lab access	1.1. Sequence the CTE Courses correctly. Increase/sustain the number of CTE teachers holding the appropriate teaching certification. Increase the CTE participation in lesson studies. Increase the number of speakers for the Great American Teach-in pertaining to career exploration.	1.1.	1.1.	1.1.
	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
CTE Curriculum integration with the common core standards in the other content areas	6-8	Elective PLC facilitator	Elective teachers	On-going	PLC meetings	Administration and or PLC facilitator
Integration of Literacy/Reading strategies in the CTE classroom	6-8	Reading Coach	Elective teachers	On-going	PLC meetings	Reading Coach

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

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		
☐ Priority	☐ Focus	☐ Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

☒ 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
Math Goal 1.1, 2.1, 3.1 & 4.1 Algebra Gaol 1.1, 2.1, 3.1 & 4.1	Algebra and leveled Math books and Math resources to supplement curriculum and use for differentiation	$300.00	
Reading Goal 1.1, 2.1, 3.1 &4.1	Nonfiction, Hi-Lo, novel sets to use in all levels of Reading classes	$400.00	
Science Goal 1.2 &2.1	Computer monitors, projectors, and mimios for hands on labs using technology (e.g. GIZMOS)	$1,000.00	
Final Amount Spent			