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: Buchanan Middle School	District Name: Hillsborough
Principal: Scott Hilgenberg	Superintendent: MaryEllen Elia
SAC Chair: Deborah Petrone	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	Scott Hilgenberg	BA Physical Education and Health/ MS Educational Leadership	3	14	09-10 B, 74% 10-11,C, ,69% 11-12, C,
Assistant Principal	Amy Lusk	BA in Physical Education/MS Educational Leadership	2	10	09-10 A, 92% 10-11,C, 69% 11-12, C,
Assistant Principal	Patrick Crews	BA English and Social Science, ESOL and Reading Endorsement, MS Educational Leadership	0	0	11-12 Greco Middle School- D 10 – 11 Greco Middle School – C (69% AYP) 09 – 10 Greco Middle School – B (67% 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	Kelly Stover	Reading Endorsement, English 6-12, Educational Leadership	0	0	n/a
Math	Deborah Petrone	Elem Ed, Math 5-9, Ed Leadership, Gifted and National Board Math	3	3	09-10 B, No 77% 10-11, C, No, 69%

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	District staff	June	
2. District Mentor Program	District Mentors	ongoing	
3. District Peer Program	District Peers	ongoing	
4. School-based teacher recognition system	Principal	ongoing	
5. Regular time for teacher collaboration	Principal	ongoing	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
2 teachers are teaching out of field	Depending on the needs of the teacher, one or more of the following strategies are implemented. **Administrators** Meet with the teachers four times per year to discuss progress on: • Preparing and taking the certification exam • Completing classes need for certification • Provide substitute coverage for the teachers to observe other teachers • Discussion of what teachers learned during the observation(s) **Academic Coach** • The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis **Subject Area Leader/PLC** • The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all.

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
60	3% (2)	20% (12)	43% (26)	33% (20)	40% (24)	96% (58)	15% (9)	8% (5)	28% (17)

Teacher Mentoring Program

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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
Nicole Tuminella *(District EET Mentor)*	Ashtin Newman Courtney Johnson Lauren Gatto Joel Leventhal	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

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
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 N/A
Head Start We utilize information from students in Head Start to transition into Kindergarten.
Adult Education N/A
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 Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations
Other NA
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. The Leadership team includes: ● Principal

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- Assistant Principal for Curriculum
- Assistant Principal for Administration
- Guidance Counselor
- School Psychologist
- Social Worker
- Reading and/or Math Coach
- ESE teacher
- Subject Area Leaders (Middle)
- Team Leaders (Middle)
- SAC Chair
- ELP Coordinator (AP)
- ELL Representative
- Attendance Committee Representative (AP)

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?
The purpose of the core Leadership Team is to:
1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs at all grade levels.
2. Support the implementation of high quality instructional practices at the core and intervention/enrichment (Tiers 2/3) levels.
3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

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 role of the RtI team identifies the areas of need at the core and Tiers 2/3.
The team creates a plan of strategies to remediate/meet those needs identified.
Tools used to identify are school data (FCAT, FAIR, Suspensions, Current Grades, Discipline and Attendance) from which data walls are created within the RtI team. From There Resource maps, remediation strategies and fidelity checks are created. The tools created are then shared with the faculty via email, team meetings, and literature.
Identify the Professional Development needs of the faculty and then provide monthly in-services.
The guidance department had identified some needs of the school and were sent to a training based on Relational Aggression and have discuss the core contents with the Faculty during a Faculty Meeting. Previous Professional Development techniques are utilized when the need is expressed.

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.

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.

	Reading	Writing	Math	Science	Behavior
School Wide (tier 1) *(Reviewed at least every 9 weeks)*	FCAT Reading Results FAIR Test Data Bi-monthly grades	FCAT Writing Results Buchanan Writes Writing common assessments Bi-monthly grades	FCAT Math Results Formative Results with common assessments and bellworks Bi-monthly grades	FCAT Science Results Formative Results Bi-monthly grades	Buchanan Bucks ISS OSS ATOSS
Supplemental support (tier 2) *(Reviewed at least monthly)*	FAIR – OPM	Monthly Writing assessments	FASTT Math Fraction Nation	TBD	Positive Behavior Referrals Behavior referrals
Intensive support (tier 3) *(Reviewed at least every 2 weeks)*	FAIR - OPM	TBD	TBD		Individualized to meet students needs

Describe plan to support MTSS.
At the present moment the plan is to have 30 minutes presentations at a faculty meeting quarterly throughout the year.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).
The Literacy Leadership Team serves as the school's literacy Professional Learning Community. The team is comprised of:
- Principal
- Assistant Principal for Curriculum
- Reading Coach
- Media Specialist

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- AVID Coordinator
- Teachers across content areas (Language Arts, Math, Science, Social Studies and Electives) who have demonstrated effective reading instruction as reflected through positive student reading gains

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

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

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

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

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

- Implementation and evaluation of the SIP reading goals/strategies across the content areas
- Professional Development
- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
- Data analysis (on-going)
- Implementation of the K-12 Reading Plan

NCLB Public School Choice

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

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

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

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

The reading coach is required as a part of his/her job description to provide on-site support of the implementation of the Project CRISS Strategic Lesson Plan model and the design and delivery of close reading lessons through professional development opportunities, as well as, coaching opportunities. A yearly action plan is created by the reading coach that outlines what Project CRISS and close reading model lesson professional development will be offered. A monthly written update allows the reading supervisor to monitor the progress of each coach's action plan.

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

Demonstration classroom opportunities focusing on the implementation of content-based literacy strategies are mandated by the K-12 Comprehensive Reading Plan at each site. The reading coach is responsible for scheduling and facilitating pre-observation, during observation, and post-observation activities and discussion.

A Reading Leadership Team is mandated by the K-12 Comprehensive Reading Plan at each site. The principal is the chairperson of the committee and the reading coach is an integral member, guiding the data review, creation of an action plan, progress monitoring of the plan and evaluation of the plan each school year. The RLT should have representation from each content area and is responsible for reporting back to the school their findings and instructional decisions.

Each PLC is responsible for reviewing their students' literacy data and creating lessons that are responsive to identified student needs. PLCs are responsible for the implementation of the Continuous Improvement Model (Plan-Do-Check-Act) with their core curriculum and acting on the data by providing additional instruction where needed. Common assessments on chapter tests are used to identify effective reading strategies and guide instruction for re-teach or enrichment.

Reading coaches are responsible for assisting content teachers with the integration of differentiated instruction strategies into their content area classrooms.

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

PART II: EXPECTED IMPROVEMENTS

<u>Reading Goals</u>

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. - Motivation - Tiers are at various skill levels - Having reading materials for all - Lack of understanding	1.1. **Common Core Reading Strategy** Reading comprehension improves when **students are engaged in grappling with complex text**. 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. **Content area teachers are responsible for implementation.** **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action plans. Reading Coach and La SAL deliver text complexity training to Content Area teachers.	1.1. Who -Principal -AP -Instruction Coach -Subject Area Leaders -PLC facilitators of like grades and/or like courses How -Content Area PLC Logs - PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -Administration and coach attend Reading PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.	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 Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	1.1. FAIR test results During the Grading Period Teacher Assessments
Reading Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 46% to 51%.	2012 Current Level of Performance:* **46**	2013 Expected Level of Performance:* **51**					
Hillsborough 2012 **Rule 6A-1.099811** **Revised November 16, 20**			1.2. -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers	1.2. **Common Core Reading Strategy and Social Studies Classes** Student reading comprehension improves when students are engaged in close reading instruction using complex text. Teachers need to understand how to **design** and **deliver** a close reading lesson. **All content area teachers are responsible for implementation.** **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action plans. Reading Coach will deliver	1.2. Who -Principal -AP -Instruction Coaches -Subject Area Leader **HOW** PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. Administration shares the positive outcomes observed in PLC meetings on a monthly basis. -Reading Coach observations and walk-throughs -Administrative walk-	1.2. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. 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/ SMART Goal data with the Problem Solving Leadership Team.	1.2. 3x per year - FAIR During the Grading Period - Common assessments - Teacher Assessments

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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

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

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. -Lack of infrastructure to support technology -Lack of technology hardware -Teachers at varying understanding of the intent of the CCSS	1.1. **Strategy** Students' math achievements improve through the use of some technology and **hands-on activities** to implement the Common Core State Standards and NGSSS. In addition, student practice taking on-line assessments to prepare students for on-line state testing. **Action Steps** 1._ As a Professional Development activity in their Grade level PLCs, teachers spend time sharing, researching, teaching and modeling researched-based DI best-practice strategies. . 2. Grade level PLC teachers instruct students using the core curriculum, incorporating DI strategies from their Grade level PLC discussions. 3. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 4. Teachers bring assessment data back to the Grade level PLCs. 5. Based on the data, teachers discuss strategies that were effective. 6. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students. 7. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment). 8. Grade level PLCs record their work on the	1.1. Who - Principal -Math SAL -Technology Specialist -Math Resource Teacher	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 Math coach will share data with the Leadership Team.	1.1. 2x per year District Baseline and Mid-Year Testing Semester Exams
Mathematics Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 45% to 50%	2012 Current Level of Performance:* **45**	2013 Expected Level of Performance:* **50**					
Hillsborough 2012 Rule 6A-1.099811 Revised November 16, 2012							

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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)).

Algebra EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Alg1. Students scoring proficient in Algebra (Levels 3-5).			1.1.	1.1. # See Goals 1, 2, 4 & 5	1.1.	1.1.	1.1.
Algebra Goal #1: The percentage of students scoring a Level 3 or higher on the 2013Algebra EOC will increase from 62% to 67%	2012 Current Level of Performance:* **62**	2013 Expected Level of Performance:* **67**					
Hillsborough 2012 Rule 6A-1.099811 Revised November 16, 20			1.2.	1.2. The purpose of this strategy is to strengthen the core curriculum. Students' comprehension of course content improves by participation in regular **Checks for Understanding** during and at the close of the lesson **Action Steps**: 1. PLCs identify the essential skills and learning targets for the upcoming unit of instruction. PLCs answer the question, "What do we want students to learn?" 2. With PLCs, teachers plan ways to check for understanding throughout the lesson (not just at the end of the lesson). 3. With PLCs teachers plan to incorporate into their lessons specific strategies to check for understanding during and at the close of the lesson such as: --Think-Pair-Share --Think and Write --3-2-1 Wrap-up --Break it Down --Exit Tickets --Check for Understanding - WICR Strategies *4.*-Teachers involve enough students in this technique to get an accurate pulse of the students' understanding in order to adjust instruction if needed 5. After the assessment, teachers provide timely feedback and students use	1.2 Who 8th grade math Teachers SAL Math Resource Teacher .	1.2 Teacher Level Teachers will identify areas of weakness PLC/Department Level 8th grade teachers will discuss best practices to attack areas of weakness for their classes. Leadership Team Level Walk through will be used to monitor progress .	1.2. 2x per year District Baseline and Mid-Year Testing Semester Exams Common Assessments

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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
5E lesson Plan model	6-8	Math Resource Teacher	Math department PLC	During PLC mtgs on Tuesdays	Copy of 5E unit plan of instructions	Math Resource Teacher
Student Engagement	6-8	MRT	School Wide	Monthly through various classrooms	Teacher reports on students assessment results	Principal and MRT

End of Mathematics Goals

<u>Elementary and Middle School Science Goals</u>

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 are at varying skill levels in the use of inquiry and the 5E lesson plan model. -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their leaning. -5E lesson planning skills vary among the department.	1.1 **Strategy** Students' science skills will improve through participation in the **5E instructional model.** **Action Steps** -Teachers will attend District Science training and share 5 E Instructional Model information with their PLCs. -PLCs write SMART goals based for units of instruction. -As a Professional Development activity in their PLCs, teachers spend time collaboratively building 5E Instructional Model for upcoming lessons. -PLC teachers instruct students using the 5E Instructional Model. -At the end of the unit, teachers give a common assessment identified from the core curriculum material. -Teachers bring assessment data back to the PLCs. -Based on the data, teachers discuss effectiveness of the 5E Lesson Plans to drive future instruction.	1.1 Who Principal APC Science SAL/teachers How Monitored -Classroom walk-through observing this strategy. Turn in PLC logs to administration and department head.	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 -Core Curriculum Assessments

Science Goal #1:

The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 36% to 41%

2012 Current Level of Performance:*	2013 Expected Level of Performance:*
36	**41**

	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
	1.2.	1.2 Strategy Student achievement improves through teachers working collaboratively 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: 1. What is it we expect them to learn? 2. How will we know if they have learned it?	1.2. Who -Principal -AP -Subject Area Leaders -PLC facilitators of like grades and/or like courses How -PLC logs turned into administration/coaches provides feedback -Administrators attended targeted PLC meetings -Progress of PLCs discussed at Leadership Team	1.2. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, SAL, and/or leadership team.	1.2. 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period Common assessments (pre, post, mid, section, end of unit)

**Hillsborough 2012
Rule 6A-1.099811
Revised November 16, 20**

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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

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. • Changes in writing expectations from the state leave teachers unsure of objectives. • Lack of examples for the 6ᵗʰ grade writing.	1.1. <u>Strategy</u> Use of direct instruction based on different categories of rubric. <u>Action steps:</u> - Based on baseline data. Plc's write goals for each grading period. <u>*Plan:*</u> -Professional Development for updated rubric courses -Professional Development for instructional delivery of style writing -Training to facilitate data-driven PLCs -Using data to identify trends and drive instruction -Lesson planning based on the needs of students <u>*Do:*</u> -Ongoing models and application of appropriate mode-specific writing based on teaching points <u>*Check:*</u> Review drafts and scoring monthly demand writes -PLC discussions and analysis of student writing to determine trends and needs <u>*Act:*</u> -Request e additional professional development in areas of need -Spread the use of effective practices across the subject 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.	1.1.	1.1.
<u>Writing/LA Goal #1:</u> The percentage of students scoring **Level 3.0** or higher on the 2013 FCAT Writes will increase from 74% to 79%	<u>2012 Current Level of Performance:*</u> **74**	<u>2013 Expected Level of Performance:*</u> **79**					

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| | | | 1.2
 -Become more proficient at pacing and teaching Springboard lessons | 1.2.
 Strategy
 Students' reading, writing, language, and listening | 1.2.
 <u>Who</u>
 -Principal
 -AP | 1.2.
 <u>Teacher Level</u>
 -Teachers reflect on lesson outcomes and use this | 1.2.
 <u>During the Grading Period</u>
 Common assessments (pre, post, mid-section, end of unit) |

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Writing/Language Arts Professional Development

<table>
<tr><th colspan="6">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.</th></tr>
<tr>
<th>PD Content /Topic and/or PLC Focus</th>
<th>Grade Level/Subject</th>
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<th>Strategy for Follow-up/Monitoring</th>
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</table>

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: 1. The attendance rate will increase from 92.18% to 96 % 2. 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%	2012 Current Attendance Rate:* **92.18** 2012 Current Number of Students with Excessive Absences (10 or more) **163** 2012 Current Number of Students with Excessive Tardies (10 or more) **11**	2013 Expected Attendance Rate:* **96** 2013 Expected Number of Students with Excessive Absences (10 or more) **147** 2013 Expected Number of Students with Excessive Tardies (10 or more) **9**	1.1. - Families in crisis and transient population - Hr unwillingness to document and report attendance issues.	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. MTSS and RtI will meet monthly to review attendance data and monitor students who are accumulating excessive absences.	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
			1.2.	1.2. MTSS and RtI will monitor HR attendance on a monthly bass and award (trophies and recognition in newsletter) the top 3 HR for highest attendance rate.	1.2 Assistant Principal/Team leaders/ Department Heads will monitor Edline	1.2 MTSS/RtI will use IPT and SDHC to monitor attendance data monthly	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. Guidance will develop attendance contracts with select students.	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

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<table>
<tr><th colspan="7">Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity
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</table>

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 <u>Suspension Goal #1:</u> 1. The total number of In-School Suspensions will decrease by 10%. 2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%. 3. The total number of Out-of-School Suspensions will decrease by 10%. 4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%.	2012 Total Number of In –School Suspensions **503** 2012 Total Number of Students Suspended In-School **231** 2012 Number of Out-of-School Suspensions **417** 2012 Total Number of Students Suspended Out- of- School **203**	2013 Expected Number of In- School Suspensions **453** 2013 Expected Number of Students Suspended In -School **208** 2013 Expected Number of Out-of-School Suspensions **375** 2013 Expected Number of Students Suspended Out- of-School **183**	1.1 There needs to be common school-wide expectations and rules for appropriate classroom behavior. Teacher consistency throughout the year on maintaining CHAMPs	1.1 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 conduct 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.	1.1 <u>Who</u> -PSLT Behavior Committee -Leadership Team -Administration	1.1 - PSLT /Behavior Committee will review data on Office Discipline Referrals ODRs and out of school suspensions, ATOSS data monthly.
			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 and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

End of Suspension Goals

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: *Please refer to the percentage of students who dropped out during the 2011-2012 school year*.		1.1.	1.1.	1.1.	1.1.	1.1.
Enter narrative for the goal in this box.	2012 Current Dropout Rate:* 2012 Current Graduation Rate:*	2013 Expected Dropout Rate:* 2013 Expected Graduation Rate:*				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	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 Parent Involvement Goal #1: Enter narrative for the goal in this box.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*	1.1.	1.1.	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.
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 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.
			2.1.	2.1.	2.1.	2.1.	2.1.

Parent Involvement Professional Development

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

End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
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 32% on the Pretest to 60% on the Posttest.	2012 Current Level :* **55**	2013 Expected Level :* **60**	1.1. 1. Exclusion of students with PE waivers 2. Pre-existing health conditions or injuries. 3. High BMI scores 4. Required shoes	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.APC Guidance	1.Checking student schedules	1.Sports/fitness curriculum incorporates cardio vascular endurance Completion of pacer Fitness logs (weekly)
				2. Health and physical activity initiatives developed and implemented by the Principal's designee.	**2.** Principal's designee.	**2.** Data on the number of students scoring in the Healthy Fitness Zone (HFZ)	**2.** PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.
				3. Five physical education classes per week for a minimum of one semester per year with a certified physical education teacher.	**3.** Physical Education Teacher	**3.** Classroom walk-throughs Class schedules	**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						
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	PD Participants (e.g. , PLC, subject, grade level, or	Target Dates and Schedules (e.g. , Early Release) and	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

		PLC Leader	school-wide)	Schedules (e.g., frequency of meetings)		

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 <u>Continuous Improvement Goal #1:</u> The percentage of parents and students who strongly agree with the indicator that "the principal promotes a safe and orderly school environment (under governance and culture)" will increase from 71% in 2012 to 80% in 2013.	2012 Current Level :* **71**	2013 Expected Level :* **80**	1.1. Unsupportive parents of school consequences Inconsistent monitoring of student behaviors	1.1.To reduce disruptive behavior and to promote school unity. **Action Plan** Continue to implement: - the use of school wide CHAMPS. - ISS protocol - Continue promoting incentives and rewards school wide.	1.1. <u>Who</u> Principal Leadership Team Teachers	1.1.	1.1.
			1.2. Opt out families Cost to get a uniform shirt	1.2. Implement a mandatory uniform policy for all students	1.2. <u>Who</u> Principal Leadership Team Teachers	1.2. Monitoring % of students out of uniform daily and discussing the percentages at the MTSS meetings.	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 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 Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

<table>
<tr>
<td colspan="2">A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).</td>
<td>A.1

Incoming IEP's may not be already aligned with NGSS Access points</td>
<td>A.1.
FAA teachers align reading goals and objectives on IEP's with NGSS Access Points in their lesson plans. Teachers will discuss student progress through reports during PLC time.</td>
<td>A.1.
WHO
  PLC Members

HOW
Reviewing IEP's and through teacher reports on student progress during PLC meetings.</td>
<td>A.1.
ESE specialist
Teachers
Administration</td>
<td>A.1.
Pre/Post Curriculum Assessments</td>
</tr>
<tr>
<td rowspan="2">Reading Goal A:

The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%..</td>
<td>2012 Current Level of Performance:*

na</td>
<td>2013 Expected Level of Performance:*</td>
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<td>A.2.</td>
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</tr>
<tr>
<td colspan="2">B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</td>
<td>B.1.

In coming IEP present level and goals do not reflect the students actual ability</td>
<td>B.1

See Goal A1.</td>
<td>B.1.</td>
<td>B.1.</td>
<td>B.1.</td>
</tr>
<tr>
<td rowspan="2">Reading Goal B:

The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.
.</td>
<td>2012 Current Level of Performance:*

na</td>
<td>2013 Expected Level of Performance:*</td>
<td colspan="5"></td>
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<tr>
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<td>B.2.</td>
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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: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 43% to 46%.	2012 Current Percent of Students Proficient in Listening/Speaking: **43**					
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 18% to 20%.	2012 Current Percent of Students Proficient in Reading : **18**					
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 CELLA will increase from 25% to 28%.	2012 Current Percent of Students Proficient in Writing : **25**					
Hillsborough 2012 Rule 6A-1.099811 Revised November 16, 20		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 Math Florida Alternate Assessment Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).			F.1 Incoming IEP's may not be already aligned with NGSS Access points	F.1. FAA teachers align math goals and objectives on IEP's with NGSS Access Points in their lesson plans. Teachers will discuss student progress through reports during PLC time.	F.1. WHO PLC Members HOW Reviewing IEP's and through teacher reports on student progress during PLC meetings.	F.1. ESE specialist Teachers Administration	F.1. Pre/Post Curriculum Assessments
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:* **na**	2013 Expected Level of Performance:*					
G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			G.1.	G.1 **See Goal F1**.	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:* **na**	2013 Expected Level of Performance:*					
			G.2.	G.2.	G.2.	G.2.	G.2.
			G.3.	G.3.	G.3.	G.3.	G.3.

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). Science Goal J: 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:* **na**	2013 Expected Level of Performance:*	J.1. Too many vocabulary words in the curriculum given for access points for the level of students.	J.1. **Strategy** Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement strategies and modifications into lessons to teach science vocabulary.	J.1 Who ESE specialist PLC members HOW Reports given at PLC meeting	J.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 Goal. PLC Level -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress t. Leadership Team Level -Data is used to drive teacher support and student supplemental instruction.	J.1.
			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

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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. Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs -Only given to 8th grade - lack of curriculum to prepare for FAA - oral response needed to give details for main idea.	M.1 **Strategy** SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons. - Implement "Framing your thoughts" curriculum	M.1. Who Principal, Site Administrator, How IEP Progress Reports reviewed by site administrator for ESE	M.1. Teacher Level -Teachers use the on-line grading system data to calculate their students' progress towards their PLC PLC Level -PLCs reflect on lesson outcomes and data used to drive future instruction	M.1. On-going writing prompts and assessments
Writing Goal M: 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:* **na**	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.

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
STEM Goal #1: Increase the number of students participating in STEM competitions and events, including STEM Fair, Math League, Science Olympiad, etc…	1.1. Not enough teacher sponsors for the competitions. Student transportation and economic status	1.1. School wide competitions will be advertised and discussed through core curriculum courses throughout the year.	1.1. Who Principal SAL's Teacher sponsors	1.1. Documentation of participation	1.1.
	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
Math League Training	6-8	PLC leader	Sponsors	Plc meetings	Documentation of participation	SAL
STEM Fair	6-8	PLC leader	Sponsors	Plc meetings	Documentation of particiapation	SAL

End of STEM Goal(s)

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

NEW 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 176 2012-2013 to 200 2013-14.	1.1.	1.1. Sequence the CTE Courses correctly	1.1.	1.1 Master Schedule.	1.1.
	1.2.	1.2. Increase /sustain the number of CTE teachers holding the appropriate certification.	1.2	1.2. Log of articulation	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

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	X Focus	☐ Prevent

1. *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.

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

<table>
<tr><td colspan="4" align="center">Describe the use of SAC funds.</td></tr>
<tr><td>Name and Number of Strategy from the School Improvement Plan</td><td>Description of Resources that improves student achievement or student engagement</td><td>Projected Amount</td><td>Final Amount</td></tr>
<tr><td>Reading Goal</td><td>Students are reading books on their own and monthly are rewarded with a hotdog party. Supplies include: food, buns, chips and water. Any student can turn in a slip within the month to get invited. There are 8 celebrations throughout the school year.</td><td>$850</td><td></td></tr>
<tr><td>STEM Goal</td><td>Competition Fees for Science Olympiad, Math Counts and any other fee based competition.</td><td>$200</td><td></td></tr>
<tr><td>Reading, Math, Science, Writing</td><td>Awards and recognitions for students who show proficiency in the content areas</td><td>$700</td><td></td></tr>
<tr><td>Continuous Improvement Goal</td><td>Administration recognizes student who have shown both behavior improvements and academic improvements throughout the year. Teachers and other staff members recognize improved behavior through the use of positive referrals. Administration recognizes those students who have made high academic achievements each nine week period.</td><td>$350</td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td>Final Amount Spent</td><td></td><td></td><td></td></tr>
</table>