

Florida Department of Education Differentiated Accountability



School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I

School Information

School Name: Carver Exceptional Center	District Name: Hillsborough county
Principal: Dale W. Nelson	Superintendent: MaryEllen Elia

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SAC Chair: Lavetta Pope	Date of School Board Approval:
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Student Achievement Data

The following links will open in a separate browser window. Longitudinal data will be displayed in the print view of the SIP.

[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.)

[Adequate Yearly Progress \(AYP\) Trend Data](#) (Use this data to complete Sections 3A-3D of the reading and mathematics goals and Section 3A-3D of the writing goals.)

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

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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Include three years of data. Add more rows if needed.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Dale W. Nelson	Ed.D. Early/Middle Childhood; MS- Aural Rehab; School Princip	5	19	Riverview Elementary- B, A, A, A, C, A, A (2000-2008)- AP Carver Center- Correct II Status (2009-2012 Years)- AP/P Lowest 25% at Carver= 22% Raise in DSS
Assistant Principal					

Highly Qualified Instructional Coaches

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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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). 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. Include two years of data. Add more rows if needed.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Reading	Amy Himes	Elem Ed. K-6, Reading	First	Five	Assisted at Ben Hill MS

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. Seek Content Area- Certification Add-ons/ATE's for Current Teachers Out-of-Field/Non Highly Qualified	Dale W. Nelson	9/31/2012, on-going	
2. Hire Highly Qualified Personnel for Open Positions	Dale W. Nelson	8/12/2012, on-going	
3. Teacher Interview Days- Hillsborough and Polk Counties	Dale W. Nelson	July, 2012	

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4. School Orientation	Dale W. Nelson	August, 2012	
5. Monthly meetings	Dale W. Nelson	On-going	

Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified. Add more rows if needed.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
None!			

Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

*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 Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ES/OL Endorsed Teachers

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17	0%	35%	29%	35%	63	100%	26%	0	84
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Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Linda Greenwald, Dr. Nelson	Joseph Rowe	Finishing ACP	IEP/ Lesson Plan Mentoring ; Observe HQ T’s, TIP completion
Linda Greenwald, Mr. Boyd	Scott McGilvrey	Beginning-TIP	“ “ “ “
Carmen Dedecker, Mr. Williams	Julia Dedrickson	Beginning TIP	“ “ “ “
“			

Additional Requirements

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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.

<p>Title 1, Part A</p> <p>Pay for Assistant Teacher responsible for individual reading tutorials and 1-on-1, Effective Lesson Planning with the EET and Smartboard Trainings</p> <p>Pre-pre-planning (8/12/11), Curriculum Matters Workshop Trainings- 9/17/11, 9/21/11 and 9/24/11; Ed-Line Training- 10/16/11</p>
<p>Title I, Part C- Migrant</p> <p>NA</p>
<p>Title I, Part D</p> <p>NA</p>
<p>Title II</p> <p>The district receives funds for staff development to increase student achievement through teacher training .</p>
<p>Title III</p> <p>Services provided by the district for education materials and ELL support services to improve the education of ELL students- we have 5 LYC students who don't receive these funds since they are funded through ESE. These students are being exited from the program this year.</p>

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<p>Title X- Homeless</p> <p>Monitoring, counseling , intervention and supportive services by school social workers.</p>
<p>Supplemental Academic Instruction (SAI)</p> <p>Tuesdays and Thursdays ELP and Saturday Academies starting in October</p>
<p>Violence Prevention Programs</p> <p>Through Guidance-based anti-violence, anti-bullying and abuse awareness programs in conjunction with Success for Kids programs</p>
<p>Nutrition Programs</p> <p>NA</p>
<p>Housing Programs</p> <p>NA</p>
<p>Head Start</p> <p>NA</p>
<p>Adult Education</p> <p>Beginning of pre-GED courses in upstairs computer lab during Spring ELP dates</p>

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Career and Technical Education

School-based certificated career/job related skills programs in each CTE course. Beginning of internship programs in food service and janitorial services. Each course will be product and skills- oriented beginning this year and we will open an Building Maintenance program the first semester of this year.

Job Training

Through Career Exploration and CTE courses.

Other

NA

Response to Instruction/Intervention (RtI)

School-Based RtI Team

Identify the school-based RtI Leadership Team.

Dale W. Nelson, Principal; James Boyd, AP; Elizabeth Martinez, Guidance; Linda Greenwald, ESE Specialist; Deborah Thompson, Social Worker; Almaree Williams, School Psychologist, Shanon Bowen, High School; Carmen DeDecker, Middle School, Coac Don Cherry, CTE; Lavetta Pope, PIP/Reading Tutoring

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Describe how the school-based RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts? The purpose of our LT is to ensure quality instruction and intervention across all 6-12 grade levels and for all students. Meet on 2nd/4th Tuesdays of every month from 8:10-9:00am in media center. 2nd Tuesday dedicated to school-wide issues and 4th Tuesdays to individual student issues/needs. Team oversees Grade Level PLC's, CST, Attendance, LLT and M/M (Managing and Motivating Discipline) Committees and coordinates communication and concerns between committees and school-wide faculty Works to ensure quality instruction and intervention strategies for students' individual needs. Reviews school-wide behavioral (attendance, discipline) and academic (grades, mini formative tests) data to address these needs and operates as the main leadership team at our school, under which umbrellas all other committees operate and report to (Discipline, academic, reading, tutoring, CST/Guidance, scheduling, PLC's and mentoring). At the end of each nine weeks , assists in the evaluation of teacher fidelity data and student achievement data through PLC's and in planning, implementing and evaluating outcomes of classroom and supplemental interventions in conjunction with PLC's)

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Describe the role of the school-based RtI 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? Team helped identify and generate areas of main concern for focus- student attendance, reading achievement and teacher accountability. The chair of the SAC, Lavetta Pope, is a member of the Leadership Team.

The Leadership Team and grade level PLC's were involved in the SIP development at the end of last year and during pre-planning his year for the first time

And therefore, the SIP is the working and governing document that guides the Leadership Team's functions, of which the Expected Improvements/ Problem-Solving Process Sections and related professional development plans for Reading Math, Writing, Science, Attendance and Suspension/Behavior are the predominant parts. The Leadership Team will utilize the given rubric to monitor student data related to instructional and behavioral interventions to make progress statements on the SIP at the end of the 1st, 2nd and 3rd nine weeks:

Indicator	Fidelity Check	Data Check
Not Evident	Strategy Implementation has not begun	Showing no positive effect on achievement
Emerging overall at this juncture)	25-75% of Teachers are implementing strategy with fidelity	Showing minimal or poor effect on achievement (This is where we are,
Operational	> 75 % of teachers are implementing strategy with fidelity	Showing a positive effect on achievement
Highly functional	All teachers are implementing strategy with fidelity	Showing significant positive effect on achievement

The LT will communicate with and support the PLC's in implementing the proposed strategies by assigning LT members as the PLC's chairs to facilitate planning and implementation. PLC's will report bi-weekly on their efforts, including IEP goals and strategies, skill achievement/enhancement to the LT through the administration. The LT and PLC's will incorporate the problem solving process: Identification, Analysis, Intervention Design and Implementation/Evaluation to: review and analyze screening and collateral data, develop and test hypotheses about why student/school problems are occurring as changeable barriers, design and target interventions based on confirmed hypotheses, track students' progress by establishing methods with appropriate PM assessments at specified intervals matched to the interventions, develop PM goals to determine additional/decreased to meet class, grade, or school goals, review goals to make sure they are meaningful to our setting (SMART), and to assess the fidelity of both instruction and intervention strategies and other RtI processes

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RtI Implementation

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. Daily average attendance school-wide and class by class; suspension/incident referrals and types; IEP/FBA completion and accuracy checklists, student achievement as monitored by FAIR, DRA-2's/WRAT-4, Formative Content-Area Tests and FACT DSS's. Baseline, mini and formative assessments with Reading tutor and all teachers as coordinated by LT, AP and guidance counselor. Lesson Plan collaboration and planning at MS, HS and CTE PLC's bi-monthly and evaluation of effectiveness based on weekly behavioral and academic goals being met by students. Utilize this data for developing and implementing alternative instructional strategies to teach needed skills and to determine which students need Differentiated instruction within the classroom and which students might need supplemental services- ie reading tutorial pull-out during the day, ELP, Saturday Academy and/or SES.

Supplemental Intensive Instruction/Interventional Strategies: In-House tutoring (during the day), ELP, Saturday Academy and SES- Tutor rosters/ attendance logs to be maintained by reading tutor and ELP/SA teachers and Administrator (AP)

Students receiving pull-out tutoring during the day with the reading tutor or ELP/SA after school will receive instruction on the specific skills they have not mastered in the core curriculum. HS students will be eligible for credit recovery or credit enhancement as skills are mastered as assessed during tutorials. Classroom teachers specifically from our site will serve as tutors for these auspices. SES will serve students individually on our site solely for 1-1 and 2-1 tutoring with teachers from our school as collateral tutoring within our ELP and SA frameworks to help ensure specific skill mastery.

Describe the plan to train staff on RtI.

Staff initially received overview trainings over the course of four faculty meetings conducted by the AP/Interim Principal during the second semester of the 2009-2010/2011-2012 school year. We had LT members attend county-wide trainings as provided as team and share with faculty during pre-planning for this, the 2012-2013 school year and they will work to ensure that their leadership within the LT continues to gain consensus through their collaboration with the PLC's and the faculty at large and individually.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Since we are a small school, our LLT and SAC Teams are virtually the same- with the addition of : Anthony Cook, Rasheedah Sharif, Shannon Bowen and Kenneth Bletsch HS and MS reading teachers respectively, and Debra Thomas and Carolyn dyal, media paraprofessionals. The Principal, AP, Guidance Counsellor, School Psychologis and Social Worker in addition to the above members all comprise this team.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). Meets on 2 nd /4 th Wednesdays of every Month to discuss students in need of small group and individual tutoring and academic intervention. The Principal serves as the chair of this team and works with the APC to ensure data collection and analysis are accurate and forthcoming for interpretation during these meetings for school-wide and individual teachers' reading-focused instructional strengths and weaknesses are identified and discussed on a bi-weekly basis. Plans for instructional strategy enhancement and implementation are identified through daily walk-through observations by the APC and Principal and observed trends shared with the teachers on a weekly basis as coordinated by the principal.
What will be the major initiatives of the LLT this year? To monitor student reading achievement from reading class/intensive reading class perspectives, to ensure book check outs by every student, teach FCAT Reading Skills/Test-Taking Skills and to track effective and ineffective instructional practices by the teachers to improve overall instruction across the school (and in every classroom) through the incorporation of daily walk through observations and the EET observation cycles by the end of the first nine weeks and end of the first semester, respectively.

NCLB Public School Choice

Notification of School in Need of Improvement (SINI) Status

Attach a copy of the Notification of SINI Status to Parents

Public School Choice with Transportation (CWT) Notification

Attach a copy of the CWT Notification to Parents

Supplemental Educational Services (SES) Notification

Attach a copy of the SES Notification to Parents

June 2010

Rule 6A-1.099811

State Revised May 28, 2010

Hillsborough Revised July 22, 2010

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***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.

Reading objectives are to be stated in daily lesson plans for all courses/classes. New teachers (2) to be trained in utilizing paraprofessionals for 1-on-1 reading tutorials and in teaching fluency and comprehension strategies to students (paid for with Title 1 funds) on 8/12/11. Each teacher will be trained in corrective reading strategies, reading mastery strategies and 1-1 reading tutorial strategies (comprehension, fluency, word attack and phonemic awareness/phonics, rimes, and Dolch 500 words awareness). Content-based literacy strategies will be adhered across all grade levels and core classes

***High Schools Only**

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

We have implemented a career explorations course for all students in high school and have had all teachers trained in transition skills and implementation. HS PLC will articulate with CTE PLC on a monthly basis for progress, individual student strengths and needs and accomplishments culminating in core-specific certifications in each of our CTE career exploratory courses. Guidance

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Counsellor does credit checks in concert with the ESE Specialist and APC to ensure fidelity and to provide redundancy of such

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?

Through development and adherence to IEP's, the continuation of our guidance program, the continuation of differentiated instruction began last school year and by scheduling trainings with our VR and transitions personnel twice this year our school will better provide career counseling, credit monitoring, and inaugural internship program opportunities for our HS students (9-12).

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.

Through continued monitoring and of graduation requirements by our guidance counselor and ESE specialist and through meetings and discussions with our VR counselors, Louise Reda and Chantel Jimenez. We will continue to build on our relationship with D.W. Waters Career Center, Irwin Vo Technical Center and Hillsborough Community College (program of students with disabilities) to try and establish internship programs and reciprocity of Career and Technical training between our sites. We have implemented culinary and janitorial internship programs with our students and are endeavoring to be a training program for our district in these two areas. All of our CTE programs have been changed to adapt to a career focus for our students ending in school-based certification in each course for better preparation for success in the job force or in a certificated program at these sites. Our CTE classes will all offer certificated (school-based) programs of studies on a six-week basis each.

2011 – 2012 SCHOOL IMPROVEMENT PLAN

PART II: EXPECTED IMPROVEMENTS

Academic Goals

Reading Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process

- Based on 2012 FCAT data, what percentage of students achieved proficiency (FCAT Level 3)?
- Based on 2012 FCAT data, what percentage of students achieved above proficiency (FCAT Levels 4 or 5)?
- Based on a comparison of 2010 FCAT data and 2012 FCAT data, what was the percent increase or decrease of students maintaining proficiency (FCAT Levels 3, 4, 5)?
- What are the anticipated barriers to increasing the percentage of students maintaining proficiency (FCAT Level 3) or moving above proficiency (FCAT Levels 4 or 5) on the 2012 FCAT?
- For students scoring FCAT Levels 1 or 2, what strategies will be implemented to provide remediation and increase achievement to proficiency (FCAT Level 3)?
- For students scoring FCAT Level 3, what strategies will be implemented to maintain proficiency and/or increase achievement to above proficiency (FCAT Levels 4 or 5)?
- For students scoring FCAT Levels 4 or 5, what strategies will be implemented to maintain above proficiency and provide enrichment?

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<ul style="list-style-type: none">■ What percentage of students made learning gains?■ What was the percent increase or decrease of students making learning gains?■ What are the anticipated barriers to increasing the percentage of students making learning gains?■ What strategies will be implemented to increase and maintain proficiency for these students?■ What additional supplemental interventions/remediation will be provided for students not achieving learning gains?
<ul style="list-style-type: none">■ What percentage of students in the lowest 25% made learning gains?■ What was the percent increase or decrease in the lowest 25% of students making learning gains?■ What are the anticipated barriers to increasing learning gains in the lowest 25%?■ What additional supplemental interventions/remediation will be provided for students in the lowest 25% not achieving learning gains?
<ul style="list-style-type: none">■ Which student subgroups did not meet AYP targets?■ What are the anticipated barriers to increasing the number of subgroups making AYP?■ What strategies will be used to ensure students make AYP?
<ul style="list-style-type: none">■ What clusters/strands, by grade level, showed a decrease in proficiency?■ How will the Instructional Focus Calendar be created to address area(s) of improvement (clusters/strands)?■ How will focus lessons be developed and revised to increase proficiency for these clusters/strands?
<ul style="list-style-type: none">■ In addition to the baseline and mid-year assessment, how often will interim or mini-assessments be administered?■ How often will teachers and the leadership team (principal, assistant principal, instructional coaches) meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students?■ How often will data chats be held at each of the following levels: teacher/student; teacher/administration?
<ul style="list-style-type: none">■ How will the Problem-solving Model and progress monitoring be utilized to strengthen Response to Intervention (RtI) Tier 1 instruction and differentiation?■ How will the Problem-solving Model and progress monitoring be utilized to identify students in need of RtI Tier 2 supplemental intervention?■ How will the Problem-solving Model and ongoing progress monitoring be utilized to identify students in need of RtI Tier 3 intensive intervention?

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

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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: Reading fluency, word attack skills, vocabulary and comprehension strategies	Anticipated Barrier	Strategy	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p> <p>Nine Week Check</p> <p>What is the level of strategy implementation? What do you plan to do with the data?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p> <p>Nine Week Check</p> <p>What is the level of strategy effectiveness? What do you plan to do with the data</p>	Student Evaluation Tool		

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<p>1. Students achieving proficiency (FCAT Level 3) in reading</p> <p><u>Reading Goal #1:</u></p>	<p>1.1. Student behavior and attendance</p> <p>First year of implementation of C-CIM here at Carver.</p> <p>No previous grade –level PLC’s and collaboration of planning and student Data interpretation.</p> <p>Held training to effectively implement PLC’s. Only a few teachers are providing true DI (differentiated instruction) so we still need more training on how to implement effective differentiated instruction.</p>	<p>1.1.</p> <p>Students’ reading comprehension will improve through teachers utilizing Differentiated instructional techniques and the C-CIM with core curriculum as a result of the problem-solving model.</p> <p>The teachers will be provided training in the formulation and implementation of PLC’s and DI through workshops the administration schedules on Saturdays during pre-pre-planning and paid for through Title 1/ ESE funds to these purposes. Teachers will be trained to write SMART goals individually and how to analyze them as part of their respective PLC’s (ie. 75% of the students will score 80% or above on each unit of instruction to show mastery/</p>	<p>1.1.</p> <p><u>Who:</u> Principal, AP, Reading Coach, Teachers SAL’s, Assist. Teacher and ELP/SES teachers</p> <p>Monitored by AP and Principal</p> <p><u>How:</u> PLC logs turned into Principal bi-weekly and receives feedback</p> <p>Classroom walk-through observations and use of pop-in forms with the C-CIM/DI strategies being added to the form Running records</p> <p>WRAT and FAIR data</p> <p><u>First Nine Week Check:</u> FAIR DATA and Running Records</p> <p>To further identify needs and intervention implementation and check word/data walls and strategy/data sheets for fidelity</p> <p><u>Second Nine Week Check</u> FAIR DATA and Running Records</p>	<p>1.1.</p> <p>PLC unit assessments in each course We will chart Students’ progress reaching 80% mastery on units of instruction and monitor for specific skills focus and for ELP/SES Pull out for the 2nd 9 weeks</p> <p><u>First Nine Week Check</u></p> <p>FAIR/Running Records implementation and monitoring for skill development planning and identification for ELP, SES and 1-1 tutorial needs. Weekly lesson plans turned in for checking reading strategies being incorporated in plans.</p> <p><u>Second Nine Week Check</u></p> <p>Bottom 35%ile invited to ELP/SES and Saturday Academy for additional skill strengthening, plan special in-school tutoring sessions for FCAT make-up with Assist Teacher, ESE Specialist and Guidance Counsellor</p> <p><u>Third Nine Week Check</u></p> <p>Continue with above tutoring/ monitoring</p>	<p>1.1.</p> <p><u>2-3x Per Year</u></p> <p>WRAT-4/DRA’s and FAIR</p> <p><u>During Nine Weeks</u></p> <p>Running Records-weekly in reading classes</p>	
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		<p>proficiency- C((CTE courses)) in each area). Teachers will spend time instructing students using the core curriculum with IEP accommodations through sharing, researching, teaching guiding and modeling best practice strategies instructional- wise. Teachers will utilize end- of unit assessments and share this data at bi-weekly PLC meetings so that they can discuss and revise their instructional strategies for re- teaching and possible tutorial intervention purposes. Teachers will provide DI to those students who have not mastered the concepts/ materials of each unit through this process based on the data derived from these assessments and discussed in the</p>	<p>To continue to identify and plan for student needs and intervention</p> <p><u>Third Nine Week</u> <u>Check Running</u> Records, Word/Data Walls</p>				
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		<p>PLC meetings through remedial and enrichment instructional activities.</p> <p>For those student still not demonstrating mastery, in-school tutorial, ELP/Saturday Academy and/or SES tutorial services will be recommended and provided.</p> <p>Our new reading coach will provide monthly vocab trainings and strategy trainings, along with conducting a faculty book study on “When Kids Can’t Read” for the first twelve weeks of pre-planning and school and provide strategy fidelity checks through classroom walk-throughs each week.</p>					
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To increase reading fluency and comprehension rates in all middle school and 9 th grade students	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<p>Last Year:10% of 6th graders, 17% of 7th graders, 20% of 8th graders & 20% 9th graders scored a level 2/above in FCAT reading. Only one student (a 9th grader) scored at a L-3 in Reading</p>	<p>25% of 6th 7th, and 8th graders and 25% of 9th graders score at/above level 3 in FCAT reading</p>					

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		<p>1.2. First year of implementation of C-CIM here at Carver.</p> <p>No previous grade –level PLC’s and collaboration of planning and student Data interpretation.</p> <p>Need training to effectively implement PLC’s. Only a few teachers are providing true DI (differentiated instruction) so need more training on how to implement effective differentiated instruction.</p>	<p>1.2. Strategy: all teachers will have a focus on reading comprehension and fluency in their respective classes/ courses</p> <p><u>Action Steps</u></p> <p>Teachers will focus on reading strategies within the context of their respective courses and the paraprofessionals in each class will work 1-on-1 with students in critical need of such skills on a daily basis</p> <p>Data walls will be posted in the conference room and updated for each FAIR, mini, and Formative assessment</p>	<p>1.2. <u>Who</u></p> <p>All MS and HS teachers and paraprofessionals</p> <p><u>How:</u> through daily lesson planning and implementation</p> <p>—</p> <p><u>First Nine Week Check:</u> completion and attainment of course goals in alignment with 1.1 above</p> <p><u>Second Nine Week Check</u> completion and attainment of course goals and in alignment with 1.1 above</p> <p><u>Third Nine Week Check</u> completion and alignment of course goals and alignment with 1.1 above</p>	<p>1.2.</p> <p><u>First Nine Week Check</u></p> <p>Formative assessments and mini assessments to determine areas of needed re-teaching/ intervention</p> <p><u>Second Nine Week Check</u></p> <p>Formative and mini course assessments to determine areas of needed re-teaching/ intervention</p> <p><u>Third Nine Week Check</u></p> <p>Formative and mini course assessments</p>	<p>1.2. <u>2-3x Per Year</u></p> <p>—</p> <p>Mini and nine weeks assessments</p> <p><u>During Nine Weeks</u></p> <p>Nine weeks assessments in each course</p>	
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					to determine further areas of needed re-teaching and intervention		
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		<p>1.3. checked out by individual students at Carver. No one has been trained in circulation procedures and a schedule has never been made for school-wide visitation to the pristine school media center.</p>	<p>1.3. Strategy To increase book circulation at our school with students</p> <p><u>Action Steps</u> Update Training of new paraprofessionals through Christine Van Blunt's Office of Media in check-out/check-in procedures of media materials. Develop and implement a school-wide schedule for media center visitation and book check out. Have teachers help set individual goals for students to check out at least one book per week per student. Ask for shared media person with Dorothy Thomas since they have a full-time media person.</p>	<p>1.3. <u>Who</u> All teachers</p> <p><u>How</u> Through training two paraprofessionals in media book/materials check out and through opening the media center to book check out on a daily basis</p> <p><u>First Nine Week Check</u> Open library three days a week for at least two periods a day for book check out and return. Paraprofessionals will monitor book check-out and return to log how many teachers avail themselves to the checkout schedule for each of their classes</p> <p><u>Second Nine Week Check</u> Open library 4 days a week for at least two periods a day book check out and return and continue logging number of teachers and students checking out books</p> <p><u>Third Nine Week Check</u> Open library each day of</p>	<p>1.3. <u>First Nine Week Check</u> Monitor media circulation data on a class-by-class and an individual teacher and student basis</p> <p><u>Second Nine Week Check</u> Analyze circulation data above at LLC meetings and devise incentive program for classes and individual students to help motivate those students weak in circulation criteria to check out more books- possibly AR or Reading Rewards programs</p> <p><u>Third Nine Week Check</u> Compare 1st and 2nd 9 weeks circulation data and analyze for trends among periods, teachers and students and publish and share with teachers so that each class</p>	<p>1.3. <u>2-3x Per Year</u></p> <p>Discuss circulation rates with teachers at faculty meeting.</p> <p><u>During Nine Weeks</u> Post Circulation data weekly and monthly for each class and students</p>	
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				the week for at least three periods a day and log number of teachers and students checking out books each day	will maximize their opportunities provided for book check out.		
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	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p> <p>Nine Week Check</p> <p>What is the level of strategy implementation? What do you plan to do with the data?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p> <p>Nine Week Check</p> <p>What is the level of strategy effectiveness? What do you plan to do with the data</p>	Student Evaluation Tool		

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<p>2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading</p> <p><u>Reading Goal #2: None at this point</u></p>	<p>2.1. Aggregate mean reading level of all 6-12 students is at 4.5. Teachers need training in corrective reading and reading mastery skills.</p> <p>No prior implementation of C-CIM here at Carver.</p> <p>No previous grade-level PLC's and collaboration of planning and student Data interpretation.</p> <p>Need training to effectively implement PLC's. Only a few teachers are providing true DI (differentiated instruction) so need more training on how to implement effective differentiated instruction.</p>	<p>2.1 Strategy Students' comprehension and fluency rates will be bolstered through daily focus on content areas reading skills on their levels. We have to walk before we run, and to have our students become successful readers, word attack/ identification, fluency and comprehension skills are essential. Progress will be monitored through C-CIM and shared at PLC's. DI goals will be listed for each student and PLC's notes shared with admin. And receive admin. Feedback on a Bi-weekly basis.</p> <p><u>Action Steps.</u> Daily incorporation of above reading</p>	<p>2.1. <u>Who</u></p> <p>Administrative team, SAL's and core teachers</p> <p>How pop-ins and walk through forms and admin. follow-ups/discussions with teachers</p> <p><u>First Nine Week Check</u></p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>	<p>2.1. PLC's examine student progress, work and quizzes and share with LT</p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>	<p>2.1. <u>2-3x Per Year</u></p> <p>FAIR and Running Records</p> <p><u>During Nine Weeks</u></p>	
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		skills taught in content area courses in addition to intense focus on Goal 1 and its sub goals					
	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	0%	5%					

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		2.2.	2.2. Strategy <u>Action Steps</u>	2.2. <u>Who</u> <u>How</u> <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	2.2. <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	2.2. <u>2-3x Per Year</u> <u>During Nine Weeks</u>	

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		2.3	2.3	2.3	2.3	2.3	
			Strategy	<u>Who</u>		<u>2-3x Per Year</u>	
			<u>Action Steps</u>	<u>How</u>			
				<u>First Nine Week Check</u>	<u>First Nine Week Check</u>	<u>During Nine Weeks</u>	
				<u>Second Nine Week Check</u>			
				<u>Third Nine Week Check</u>	<u>Second Nine Week Check</u>		
					<u>Third Nine Week Check</u>		
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? Nine Week Check What is the level of strategy implementation? What do you plan to do with the data?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy effectiveness? What do you plan to do with the data	Student Evaluation Tool		

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<p>3. Percentage of students making Learning Gains in reading</p> <p><u>Reading Goal #3:</u></p>	<p>3.1. Attendance and behavior</p> <p>See 1.1, 2.1 and 4.1</p> <p>Second year of implementation of C-CIM here at Carver.</p> <p>No previous grade-level PLC's and collaboration of planning and student Data interpretation.</p> <p>Need training to effectively implement PLC's. Only a few teachers are providing true DI (differentiated instruction) so we still need more training on how to implement effective differentiated instruction.</p>	<p>3.1.</p> <p>Strategy: Daily reading instruction in all content areas</p> <p><u>Action Steps:</u> Ensure and monitor that teacher lesson plans contain daily reading opportunities in <u>all</u> content areas. Through data analysis of DI as part of C-CIM and as shared with PLC's. PLC's will identify and establish targeted goals for students on an individual basis and those areas that need re-teaching, in-house tutorial, or after school intensive tutorial focus.</p>	<p>3.1.</p> <p><u>Who</u> Administration, <u>all</u> classroom teachers, paraprofessionals and ELP/SES teachers</p> <p><u>How:</u> daily lesson planning and implementation</p> <p><u>First Nine Week Check</u> determine which students are still struggling with goal 1 above and recommend for 1-1/ELP/SES tutoring</p> <p><u>Second Nine Week Check</u> implement ELP/SES tutoring</p> <p><u>Third Nine Week Check</u> ELP/SES</p>	<p>3.1.</p> <p>Daily reading checks and 1-1 tutoring with assistant teacher and paraprofessionals will determine those in need of 1-1 tutoring with assistant teacher and further ELP/SES tutoring. Logged in PLC's notes for sharing with LT and administration for feedback and redirection al focus instructionally.</p> <p><u>First Nine Week Check</u></p> <p>Students will increase fluency and comprehension rates through daily content passage reading with Teachers/paras</p> <p><u>Second Nine Week Check</u></p> <p>Individual students will work more 1-1 with ELP teachers/paras with content passage reading during ELP/SES</p> <p><u>Third Nine Week Check</u> Daily 1-1 tutoring with paras, assistant teachers and ELP/SES teachers will continue</p>	<p>3.1.</p> <p><u>2-3x Per Year</u></p> <p>WRAT-4//DRA's/FAIRS</p> <p><u>During Nine Weeks</u></p> <p>Weekly Running records to check fluency</p>		
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To increase 6 th -9 th graders DSS in reading by 10%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Mean DSS: 9th= 207 8th= 195 7th= 191 6th= 183	Mean DSS: 9th= 8th=220 7th= 215 6th= 205					

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		3.2. See 2.1	3.2. Strategy <u>Action Steps</u> See 2.1	3.2.See 2.1 <u>Who</u> <u>How</u> <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	3.2. See 2.1 <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	3.2.See 2.1 <u>2-3x Per Year</u> <u>During Nine Weeks</u>	
		3.3.See 4.1	See 4.1	See 4.1__	See 4.1	See 4.1__	

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<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored? Nine Week Check What is the level of strategy implementation? What do you plan to do with the data?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy effectiveness? What do you plan to do with the data</p>	<p>Student Evaluation Tool</p>		
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<p>4. Percentage of students in Lowest 25% making learning gains in reading</p> <p><u>Reading Goal #4:</u></p>	<p>4.1. Behavior and Attendance</p> <p>Second year of implementation of C-CIM here at Carver.</p> <p>No previous grade-level PLC's and collaboration of planning and student Data interpretation.</p> <p>Need training to effectively implement PLC's. Only a few teachers are providing true DI (differentiated instruction) so need more training on how to implement effective differentiated instruction.</p>	<p>1. Require each in the lowest 25% to be tutored 1-on-1 in reading daily for 30 minutes</p> <p><u>Action Steps:</u> Hire and train an assistant teacher to tutor these students on a daily basis utilizing reading rewards, specific skills and SRA skills</p> <p>The teachers will be provided training in the formulation and implementation of PLC's and DI through work shops the administration schedules on Saturdays (9/12/11; 9/17, 9/21, 9/24, and 10/16/11) and pays for through Title 1 funds to these purposes. Teachers will be trained to write SMART goals individually and how to analyze them as part of their respective PLC's (ie. 75%</p>	<p>4.1.</p> <p><u>Who</u> Assistant Teacher (AT)/Reading Tutor with all students in our lowest 25%-ile</p> <p><u>How</u> AT will schedule and pull these students for daily reading skill tutoring</p> <p><u>First Nine Week Check</u> 80% mastery of skills before moving to next skill, otherwise skills re-taught</p> <p><u>Second Nine Week Check</u> 80% mastery of skills before moving to next skill, otherwise skills re-taught</p> <p><u>Third Nine Week Check</u> 80% mastery of skills before moving to next skill, otherwise skills re-taught</p>	<p>4.1.</p> <p><u>First Nine Week Check</u> Weekly checks of skills achievement and running records</p> <p><u>Second Nine Week Check</u> Weekly checks/assessments of skills achievement at 80% Mastery for areas of weakness and re-teaching identification</p> <p><u>Third Nine Week Check</u> Weekly check/assessments of skills achievement at 80% mastery for identification of skills weaknesses and re-teaching needs</p>	<p>4.1.</p> <p><u>2-3x Per Year</u></p> <p>FAIR and DRA testing</p> <p><u>During Nine Weeks</u> Mini reading assessments</p>		
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		<p>of the students will score 80% or above on each unit of instruction to show mastery/proficiency- C((CTE courses)) in each area). Teachers will spend time instructing students using the core curriculum with IEP accommodations through sharing, researching, teaching guiding and modeling best practice strategies instructional-wise. Teachers will utilize end-of unit assessments and share this data at bi-weekly PLC meetins so that they can discuss and revise their instructional strategies for re-teaching and possible tutorial intervention purposes. Teachers will provide DI to those students who have not mastered the concepts/ materials of each</p>					
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		<p>unit through this process based on the data derived from these assessments and discussed in the PLC meetings through remedial and enrichment instructional activities.</p> <p>For those student still not demonstrating mastery, in-school tutorial, ELP/Saturday Academy and/or SES tutorial services will be recommended and provided.</p>					
<p>Since 90% of our students are 3-5 grade levels behind in reading, we are treating all of them as in critical need of the reading skills and interventions listed above, and the bottom 30% with critical 1-1 to increase by 20% the # of Students at/above level 2 and DSS scores of 1600</p>	<p><u>2011 Current Level of Performance:*</u></p>	<p><u>2012 Expected Level of Performance:*</u></p>					

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	80% of all students at/below level one in FCAT reading and below DSS scores of 1400	50% of all students will be at/above level two on FCAT reading and/or above DSS scores of 1500					
		4.2.	4.2. <u>Strategy</u> <u>Action Steps</u>	4.2. <u>Who</u> <u>How</u> <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	4.2. <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	4.2. <u>2-3x Per Year</u> <u>During Nine Weeks</u>	

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		4.3	4.3. Strategy <u>Action Steps</u>	4.3. <u>Who</u> <u>How</u> <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	4.3. <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	4.3. <u>2-3x Per Year</u> <u>During Nine Weeks</u>	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the applicable subgroup(s):	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored? Nine Week Check What is the level of strategy implementation? What do you plan to do with the data?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy effectiveness? What do you plan to do with the data	Student Evaluation Tool		

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<p>5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading</p> <p><u>Reading Goal #5A:</u></p>	<p>Reading Goal #5A:</p> <p>Ethnicity</p> <p>(White, Black, Hispanic, Asian, American Indian)</p>	<p>5A.1.</p> <p>Teachers need additional training on ELA vocabulary and utilizing the PLC's for the development of vocabulary. Alternate PLC meetings will focus on vocabulary development and fluency- learning about "Reading Counts," "Brainchild," "Reading Rewards," "Become a Better Reader" and "SRA Skillbuilder Labs" in Reading Math</p>	<p>5A.1.</p> <p>Strategy</p> <p><u>Action Steps</u></p> <p>The teachers will be provided training in the formulation and implementation of PLC's and DI through work shops the administration schedules on Saturdays (9/12/11, and 9/17, 9/21, 9/24 and 10/16/11) and pays for through Title 1 funds to these purposes. Teachers will be trained to write SMART goals individually and how to analyze them as part of their respective PLC's (ie. 75% of the students will score 80% or above on each unit of instruction to show mastery/proficiency- C((CTE courses)) in each area). Teachers will spend time instructing students using the core curriculum with IEP accommodations through sharing, researching, teaching guiding and modeling best practice strategies instructional-wise. Teachers will</p>	<p>5A.1.</p> <p><u>Who</u></p> <p>Principal and AP All teachers , SAL's And reading tutor</p> <p><u>How</u></p> <p>PLC logs turned into admin for feedback classroom walk-throughs and pop-in observations and lesson plans monitored through these walk-throughs</p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>	<p>5A.1.</p> <p>Teachers assess students through weekly chapter and end-of-unit tests. PLC's will review these and chart the increase of students reaching 80% mastery criteria on units of instruction. PLC's will review and discuss assessment data and share with PLC and LLT every nine weeks</p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week</u></p>	<p>5A.1.</p> <p><u>2-3x Per Year</u></p> <p><u>During Nine Weeks</u></p>	
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			<p>utilize end-of unit assessments and share this data at bi-weekly PLC meetins so that they can discuss and revise their instructional strategies for re-teaching and possible tutorial intervention purposes. Teachers will provide DI to those students who have not mastered the concepts/materials of each unit through this process based on the data derived from these assessments and discussed in the PLC meetings through remedial and enrichment instructional activities.</p> <p>For those student still not demonstrating mastery, in-school tutorial, ELP/Saturday Academy and/or SES tutorial services will be recommended and provided.</p> <p>Scaffolding of lessons will be implemented for further vocabulary development and acquisition as learned through the PD trainings provided</p>		<p><u>Check</u></p>		
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	<u>2010 Current Level of Performance:*</u>	<u>2011 Expected Level of Performance:*</u>					
<p>Since almost all of our students are Black, we will be utilizing the above strategies with all of our students to move toward said progress and the % of non-proficient students will decrease by 10%</p>							
	<p>White:2 (18%) Black: 2 (4%) Hispanic: 0 (0%) Asian: American Indian:</p>	<p>White:4 (36%) Black: 10 (20%) Hispanic:2 (33%) Asian: American Indian:</p>					

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		5A.2.	5A.2. Strategy	5A.2. <u>Who</u>	5A.2.	5A.2. <u>2-3x Per Year</u>	
				<u>How</u>			
			<u>Action Steps</u>				
				<u>First Nine Week Check</u>	<u>First Nine Week Check</u>	<u>During Nine Weeks</u>	
				<u>Second Nine Week Check</u>			
					<u>Second Nine Week Check</u>		
				<u>Third Nine Week Check</u>			
					<u>Third Nine Week Check</u>		

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		5A.3.	5A.3. Strategy <u>Action Steps</u>	5A.3. <u>Who</u> <u>How</u> <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	5A.3. <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	5A.3. <u>2-3x Per Year</u> <u>During Nine Weeks</u>	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored? Nine Week Check What is the level of strategy implementation? What do you plan to do with the data?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy effectiveness? What do you plan to do with the data	Student Evaluation Tool		

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<p>5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading</p> <p><u>Reading Goal #5B:</u></p>	<p>Reading Goal #5B:</p> <p>Economically Disadvantaged</p>	<p>5B.1.</p> <p>See5A.1</p>	<p>See 5A.1</p>	<p>See 5A.1__</p>	<p>See 5A.1</p>	<p>See 5A.1__</p>	
<p>In grades 6-9 the %age of non-proficient students will decrease by at least 25%</p>	<p><u>2011 Current Level of Performance:*</u></p>	<p><u>2012 Expected Level of Performance:*</u></p>					
	<p>75%</p>	<p>50%</p>					
		<p>5B.2.See 4.1</p>	<p>See 4.1__</p>	<p>See 4.1__</p>	<p>See 4.1</p>	<p>See 4.1__</p>	

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		5B.3.	5B.3. Strategy <u>Action Steps</u>	5B.3. <u>Who</u> <u>How</u> <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	5B.3. <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	5B.3. <u>2-3x Per Year</u> <u>During Nine Weeks</u>	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored? Nine Week Check What is the level of strategy implementation? What do you plan to do with the data?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy effectiveness? What do you plan to do with the data	Student Evaluation Tool		

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<p>5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading</p> <p><u>Reading Goal #5C:</u></p>	<p>Reading Goal #5C:</p> <p>English Language Learners (ELL)</p>	<p>5C.1.</p>	<p>5C.1.</p> <p>Strategy</p> <p><u>Action Steps</u></p>	<p>5C.1.</p> <p><u>Who</u></p> <p><u>How</u></p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>	<p>5C.1.</p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>	<p>5C.1.</p> <p><u>2-3x Per Year</u></p> <p><u>During Nine Weeks</u></p>	
<p>NA- No ELL students</p>							

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	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		Strategy	<u>Who</u>		<u>2-3x Per Year</u>	
			<u>How</u>			
		Action Steps		<u>First Nine Week Check</u>	<u>First Nine Week Check</u>	<u>During Nine Weeks</u>
				<u>Second Nine Week Check</u>	<u>Second Nine Week Check</u>	
				<u>Third Nine Week Check</u>	<u>Third Nine Week Check</u>	

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		5C.5.	5C.5.	5C.5.	5C.5.	5C.3.	
				<u>Who</u>		<u>2-3x Per Year</u>	
				<u>How</u>			
				<u>First Nine Week Check</u>	<u>First Nine Week Check</u>	<u>During Nine Weeks</u>	
				<u>Second Nine Week Check</u>			
					<u>Second Nine Week Check</u>		
				<u>Third Nine Week Check</u>			
					<u>Third Nine Week Check</u>		

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<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored? Nine Week Check What is the level of strategy implementation? What do you plan to do with the data?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy effectiveness? What do you plan to do with the data</p>	<p>Student Evaluation Tool</p>		
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<p>5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading</p> <p><u>Reading Goal #5D:</u></p>	<p>Reading Goal #5D:</p> <p>Students with Disabilities (SWD)</p>	<p>5D.1.</p> <p>Collecting Data with Fidelity</p> <p>Teachers' understanding of correctly completing the IEP and FBA/PBIP</p> <p>Multiple Preps</p> <p>Student Behavior</p>	<p>5D.1.</p> <p>Strategy</p> <p>SWD's' reading comprehension will improve by better connecting individual needs to instruction as outlined in the individual IEP's</p> <p><u>Action Steps</u></p> <p>Teachers will receive a series of trainings from "the ground up" on IEP development, goal writing, writing present levels, and utilizing data to generate the goals.</p> <p>The individual goals of students will be shared and discussed at monthly PLC meetings between teachers including (CTE teachers) to ensure that all IEP goals, strategies and accommodations are being implemented with fidelity.</p> <p>Students will receive</p>	<p>5D.1.</p> <p><u>Who</u></p> <p>ESE Specialist, APC, Principal Teachers</p> <p><u>How</u></p> <p>IEP progress reports Reviewed by APC</p> <p>IEP's reviewed by grade level PLC's monthly</p> <p>Annual IEP's reviewed 30 days prior to lapse date by ESE specialist to ensure compliance and fidelity of IEP's</p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p>	<p>5D.1.</p> <p>PLC teams will monitor the increase in the number of our students reaching at least 80% mastery on units of instruction.</p> <p>PLC facilitator will share data with LT who will in turn review assessment data for positive trends at least once per nine weeks.</p> <p>ESE specialist will log IEP deficiencies found during individual reviews and report to Principal for each teacher</p>	<p>5D.1.</p> <p><u>2-3x Per Year</u></p> <p>FAIR</p> <p><u>During Nine Weeks</u></p> <p>Unit assessments</p> <p>Nine weeks grades</p> <p>IEP review Notes</p>	
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			<p>an IEP progress report to inform parents of the student's progress toward these goals</p> <p>Across all content areas, PLC's will write SWD SMART based on each nine weeks of material- ie 75 of our students will score an 80% or above on each unit of instruction.</p> <p>Areas that are identified from mini and teacher-made course assessments will be shared during PLC's and areas needing to be re-taught will be identified along with additional strategies/ techniques utilizing DI</p>	<u>Third Nine Week Check</u>	<u>Second Nine Week Check</u>		
All of our Students are SWD; therefore, the above goals and implementation plans will suffice for this sub-goal.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	Above	Above					

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		5D.2.	5D.2. Strategy <u>Action Steps</u>	5D.2. <u>Who</u> <u>How</u> <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	5D.2. <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	5D.2. <u>2-3x Per Year</u> <u>During Nine Weeks</u>	

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		5D.3.	5D.3. Strategy	5D.3. <u>Who</u>	5D.3.	5D.3. <u>2-3x Per Year</u>	
				<u>How</u>			
			<u>Action Steps</u>				
				<u>First Nine Week Check</u>	<u>First Nine Week Check</u>	<u>During Nine Weeks</u>	
				<u>Second Nine Week Check</u>			
				<u>Third Nine Week Check</u>	<u>Second Nine Week Check</u>		
					<u>Third Nine Week Check</u>		

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

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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
Smartboard Training	All	District- Lisa Hoban	All teachers and paraprofessionals	8/12/11- pre-pre planning	Faculty meeting/PLC discussions	PLC Chairs and Administration
“Curriculum Matters”	All	District- Rob Weinberg	All teachers	9/17, 9/21 and 9/24/11 Saturday Power Workshop	Scheduling for bi-weekly PLC meetings; logs given to and reviewed by Administration and facillitator	PLC Chairs and Admin
Ed-Line Training	All	District	All teachers	10/16/11 Faculty training- Stephanie Suez-Hamilton	Walk-through Observations and logs, follow-up discussions and follow-up grade book development	Administration and PLC chairs

Reading Budget

Include ELP, school allocation from District, Internal funds, Title I, PTSA funds, Grants, ELL funds, Technology funds, etc, additional units/dollars from District.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount

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To utilize available funds for teacher training through school-based POWER workshops (two- first, one for PLC formulation and implementation, and the second on Effective vocabulary implementation), workshops on effectively utilizing Paraprofessionals, and Effective IEP development, writing, and goal setting	Provide experienced, professional trainers from the county for on-site training in these areas. <i>Even though this budget item is listed under reading, it also covers Action Steps under the math, science and writing areas</i>	Grant Monies from Success for Kids grant and from POWER grants and from Title One sources	\$5,000
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Providing High Interest Reading books	Grade level chapter books <i>Even though this budget item is listed under reading, it also covers Action Steps under the math, science and writing areas</i>	Title One	\$800
Providing SRA Reading Kits for tutorials	SRA Specific Skills Series and Reading Laboratories for 1-1 tutoring and intensive reading classes <i>Even though this budget item is listed under reading, it also covers Action Steps under the math, science and writing areas</i>	Success for Kids Grant and Title One funds	\$1,500
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount

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All reading strategies	Reading Materials from ESE	ESE program	\$4,500
Supplemental Instruction	Teacher Units for supplemental instruction	ELP/SAI and SES	\$15,000
Grand Total:			

End of Reading Goals

Mathematics Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process

- Based on 2011 FCAT data, what percentage of students achieved proficiency (FCAT Level 3)?
- Based on 2011 FCAT data, what percentage of students achieved above proficiency (FCAT Levels 4 or 5)?
- Based on a comparison of 2010 FCAT data and 2010 FCAT data, what was the percent increase or decrease of students maintaining proficiency (FCAT Levels 3, 4, 5)?
- What are the anticipated barriers to increasing the percentage of students maintaining proficiency (FCAT Level 3) or moving above proficiency (FCAT Levels 4 or 5) on the 2012 FCAT?
- For students scoring FCAT Levels 1 or 2, what strategies will be implemented to provide remediation and increase achievement to proficiency (FCAT Level 3)?
- For students scoring FCAT Level 3, what strategies will be implemented to maintain proficiency and/or increase achievement to above proficiency (FCAT Levels 4 or 5)?
- For students scoring FCAT Levels 4 or 5, what strategies will be implemented to maintain above proficiency and provide enrichment?

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<ul style="list-style-type: none">■ What percentage of students made learning gains?■ What was the percent increase or decrease of students making learning gains?■ What are the anticipated barriers to increasing the percentage of students making learning gains?■ What strategies will be implemented to increase and maintain proficiency for these students?■ What additional supplemental interventions/remediation will be provided for students not achieving learning gains?
<ul style="list-style-type: none">■ What percentage of students in the lowest 25% made learning gains?■ What was the percent increase or decrease in the lowest 25% of students making learning gains?■ What are the anticipated barriers to increasing learning gains in the lowest 25%?■ What additional supplemental interventions/remediation will be provided for students in the lowest 25% not achieving learning gains?
<ul style="list-style-type: none">■ Which student subgroups did not meet AYP targets?■ What are the anticipated barriers to increasing the number of subgroups making AYP?■ What strategies will be used to ensure students make AYP?
<ul style="list-style-type: none">■ What clusters/strands, by grade level, showed a decrease in proficiency?■ How will the Instructional Focus Calendar be created to address area(s) of improvement (clusters/strands)?■ How will focus lessons be developed and revised to increase proficiency for these clusters/strands?
<ul style="list-style-type: none">■ In addition to the baseline and mid-year assessment, how often will interim or mini-assessments be administered?■ How often will teachers and the leadership team (principal, assistant principal, instructional coaches) meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students?■ How often will data chats be held at each of the following levels: teacher/student; teacher/administration?
<ul style="list-style-type: none">■ How will the Problem-solving Model and progress monitoring be utilized to strengthen Response to Intervention (RtI) Tier 1 instruction and differentiation?■ How will the Problem-solving Model and progress monitoring be utilized to identify students in need of RtI Tier 2 supplemental intervention?■ How will the Problem-solving Model and ongoing progress monitoring be utilized to identify students in need of RtI Tier 3 intensive intervention?

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

MATH 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	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p> <p>Nine Week Check</p> <p>What is the level of strategy implementation? What do you plan to do with the data?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p> <p>Nine Week Check</p> <p>What is the level of strategy effectiveness? What do you plan to do with the data</p>	Student Evaluation Tool			

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<p>1. Students achieving proficiency (FCAT Level 3) in math</p>	<p>1.1. Student behavior and attendance No prior implementation of C-CIM here at Carver.</p>	<p>1.1. Students' math proficiency will improve through teachers utilizing Differentiated instructional techniques and the C-CIM with core curriculum as a result of the problem-solving model.</p>	<p>1.1. <u>Who</u> Principal APC SAL's <u>How</u></p>	<p>1.1. PLC's will review mini and unit assessments and log the increase of students reaching at least 80% mastery on units of instruction. PLC chair will share data with LT for review and ID of positive trends each nine weeks.</p>	<p>1.1. <u>2-3x Per Year</u> Baseline, mini assessments and Mid-year/formative assessments</p>			
<p><u>Math Goal #1:</u></p>	<p>No previous grade-level PLC's and collaboration of planning and student Data interpretation. Need training to effectively implement PLC's. Only a few teachers are providing true DI (differentiated instruction) so need more training on how to implement effective differentiated instruction.</p>	<p>The teachers will be provided training in the formulation and implementation of PLC's and DI through work shops the administration schedules on Saturdays (9/17, 9/21, 9/24/11, and 10/16/11) and pays for these purposes. Teachers will be trained to write SMART goals individually and how to analyze them as part of their respective</p>	<p>The teachers will be provided training in the formulation and implementation of PLC's and DI through work shops the administration schedules on Saturdays (9/17, 9/21, 9/24/11, and 10/16/11) and pays for these purposes. Teachers will be trained to write SMART goals individually and how to analyze them as part of their respective</p>	<p><u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u></p>	<p><u>During Nine Weeks</u></p>			

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	<p>PLC's (ie. 75% of the students will score 80% or above on each unit of instruction to show mastery/proficiency- C((CTE courses)) in each area). Teachers will spend time instructing students using the core curriculum with IEP accommodations through sharing, researching, teaching guiding and modeling best practice strategies instructional-wise. Teachers will utilize end-of unit assessments and share this data at bi-weekly PLC meetins so that they can discuss and revise their instructional strategies for re-teaching and possible tutorial intervention</p>	<p>Teachers will utilize end-of unit assessments and share this data at bi-weekly PLC meetings so that they can discuss and revise their instructional strategies for re-teaching and possible tutorial intervention purposes. Teachers will provide DI to those students who have not mastered the concepts/materials of each unit through this process based on the data derived from these assessments and discussed in the PLC meetings through remedial and enrichment instructional activities. For those student still not demonstrating mastery, in-school tutorial, ELP/ Saturday Academy and/ or SES tutorial services will be recommended and provided.</p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>					
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		<p>purposes. Teachers will provide DI to those students who have not mastered the concepts/ materials of each unit through this process based on the data derived from these assessments and discussed in the PLC meetings through remedial and enrichment instructional activities.</p> <p>For those student still not demonstrating mastery, in-school tutorial, ELP/Saturday Academy and/ or SES tutorial services will be recommended and provided.</p>						
<p>In grades 6-10, the %age of Standard Curriculum students scoring a level 3 or above on math will increase from 15% to 25%.</p>	<p><u>2010 Current Level of Performance.*</u></p>	<p><u>2011 Expected Level of Performance</u></p>						

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	2% (2)	20% (20)						
		1.2. Strategy: all teachers will have a focus on reading comprehension and fluency in their respective classes/courses	1.2. Strategy <u>Action Steps</u>	1.2. <u>Who</u> <u>How</u> <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	1.2. <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	1.2. <u>2-3x Per Year</u> <u>During Nine Weeks</u>		
		<u>Action Steps</u> Teachers will focus on reading strategies within the context of their respective courses and the paraprofessionals in each class will work 1-on-1 with students in critical need of such skills on a daily basis						

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		1.3.	1.3. Strategy <u>Action Steps</u>	1.3. <u>Who</u> <u>How</u> <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	1.3. <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	1.3. <u>2-3x Per Year</u> <u>During Nine Weeks</u>		
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? Nine Week Check What is the level of strategy implementation? What do you plan to do with the data?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy effectiveness? What do you plan to do with the data	Student Evaluation Tool			

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<p>2. Students achieving above proficiency (FCAT Levels 4 and 5) in math <u>Math Goal #2:</u></p>	<p>2.1. Student behavior and attendance No prior implementation of C-CIM here at Carver. No previous grade-level PLC's and collaboration of planning and student Data interpretation. Need training to effectively implement PLC's. Only a few teachers are providing true DI (differentiated instruction) so need more training on how to implement effective differentiated instruction.</p>	<p>2.1. Strategy Students' math proficiency will improve through teachers utilizing Differentiated instructional techniques and the C-CIM with core curriculum as a result of the problem-solving model. The teachers will be provided training in the formulation and implementation of PLC's and DI through work shops the administration schedules on the above dates and pays for through Title 1 funds to these purposes. Teachers will be trained to write SMART goals individually and how to analyze them as part of their respective</p>	<p>2.1. <u>Who</u> Admin.Team, PLC Facilitator all teachers <u>How</u> The teachers will be provided training in the formulation and implementation of PLC's and DI through work shops the administration schedules on the above dates and pays for through Title 1 funds to these purposes. Teachers will be trained to write SMART goals individually and how to analyze them as part of their respective</p>	<p>2.1. PLC's will review mini and unit assessments and log the increase of students reaching at least 80% mastery on units of instruction. PLC chair will share data with LT for review and ID of positive trends each nine weeks. <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u></p>	<p>2.1. <u>2-3x Per Year</u> <u>District Baseline, mini formatives, formatives and mid-year assessments</u> <u>During Nine Weeks</u></p>			
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		<p>PLC's (ie. 75% of the students will score 80% or above on each unit of instruction to show mastery/ proficiency- C(CTE courses) in each area). Teachers will spend time instructing students using the core curriculum with IEP accommodations through sharing, researching, teaching guiding and modeling best practice strategies instructional-wise. Teachers will utilize end-of unit assessments and share this data at bi-weekly PLC meetins so that they can discuss and revise their instructional strategies for re-teaching and possible tutorial intervention</p>	<p>strategies for re-teaching and possible tutorial intervention purposes. Teachers will provide DI to those students who have not mastered the concepts/materials of each unit through this process based on the data derived from these assessments and discussed in the PLC meetings through remedial and enrichment instructional activities.</p> <p>For those student still not demonstrating mastery, in-school tutorial, ELP/ Saturday Academy and/ or SES tutorial services will be recommended and provided.</p> <p>—</p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>					
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	<p>purposes. Teachers will provide DI to those students who have not mastered the concepts/ materials of each unit through this process based on the data derived from these assessments and discussed in the PLC meetings through remedial and enrichment instructional activities.</p> <p>For those student still not demonstrating mastery, in-school tutorial, ELP/Saturday Academy and/ or SES tutorial services will be recommended and provided</p> <p><u>Action Steps.</u></p>						
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In grades 6-10, the %age of Students scoring a level 4 or higher on the 2011 FCAT math will increase from 0% to 5%	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>						
	0%	10% (10)						

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		<p>2.2.Students not properly/ appropriately identified and confusion in course scheduling</p>	<p>2.2. Strategy Students' math skills will improve through scheduling students in the appropriate level classes</p> <p><u>Action Steps</u></p>	<p>2.2. <u>Who</u> APC</p> <p><u>How</u> EXCEL work sheets since we don't have access to SILK this year</p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>	<p>2.2. Admin reviews schedules and articulates with Guidance counselor and teachers for students' progress to monitor appropriateness of course scheduling for each student each semester.</p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>	<p>2.2. <u>2-3x Per Year</u></p> <p><u>Mini-assessments and district exams</u></p> <p><u>During Nine Weeks</u></p>		
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		2.3	2.3	2.3	2.3	2.3		
			Strategy	<u>Who</u>		<u>2-3x Per Year</u>		
			<u>Action Steps</u>	<u>How</u>				
				<u>First Nine Week Check</u>	<u>First Nine Week Check</u>	<u>During Nine Weeks</u>		
				<u>Second Nine Week Check</u>				
				<u>Third Nine Week Check</u>	<u>Second Nine Week Check</u>			
					<u>Third Nine Week Check</u>			
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? Nine Week Check What is the level of strategy implementation? What do you plan to do with the data?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy effectiveness? What do you plan to do with the data?	Student Evaluation Tool			

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<p>3. Percentage of students making Learning Gains in math</p> <p><u>Math Goal #3:</u></p>	<p>3.1. Lack of infrastructure to support technology lack of tech hardware and varying levels of understanding with teachers of the NGSSS</p>	<p>3.1. Strategy Students' math proficiency will improve through teachers utilizing Differentiated instructional techniques and the C-CIM with core curriculum as a result of the problem-solving model. The teachers will be provided training in the formulation and implementation of PLC's and DI through work shops the administration schedules on Saturdays on the dates listed above and pays for through Title 1 funds to these purposes. Teachers will be trained to write SMART goals individually and how to analyze them as part of their</p>	<p>3.1. <u>Who</u> Who Admin. Team, PLC Facilitator all teachers <u>How</u> The teachers will be provided training in the formulation and implementation of PLC's and DI through work shops the administration schedules on Saturdays on the included dates above and pays for through Title 1 funds to these purposes. Teachers will be trained to write SMART goals individually and how to analyze them as part of their respective PLC's (ie. 75% of the students will score 80% or above on each unit of instruction to show mastery/proficiency- C((CTE courses)) in each area). Teachers will spend time instructing students using the core curriculum with IEP accommodations through sharing, researching, teaching guiding and modeling best practice strategies instructional-wise Teachers will utilize end-</p>	<p>3.1. PLC's will review mini and unit assessments and log the increase of students reaching at least 80% mastery on units of instruction. PLC chair will share data with LT for review and ID of positive trends each nine weeks.</p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>	<p>3.1. <u>2-3x Per Year</u> <u>District Baseline and Mid-year testing</u> <u>During Nine Weeks</u> Semester Exams Chapter and Benchmark/Skill assessments and mini-ssessments</p>			
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	<p>respective PLC's (ie. 75% of the students will score 80% or above on each unit of instruction to show mastery/proficiency-C((CTE courses)) in each area). Teachers will spend time instructing students using the core curriculum with IEP accommodations through sharing, researching, teaching guiding and modeling best practice strategies instructional-wise. Teachers will utilize end-</p>	<p>of unit assessments and share this data at bi-weekly PLC meetings so that they can discuss and revise their instructional strategies for re-teaching and possible tutorial intervention purposes. Teachers will provide DI to those students who have not mastered the concepts/materials of each unit through this process based on the data derived from these assessments and discussed in the PLC meetings through remedial and enrichment instructional activities.</p> <p>For those student still not demonstrating mastery, in-school tutorial, ELP/ Saturday Academy and/ or SES tutorial services will be recommended and provided.</p> <p><u>How</u></p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p>					
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	<p>intervention purposes. Teachers will provide DI to those students who have not mastered the concepts/ materials of each unit through this process based on the data derived from these assessments and discussed in the PLC meetings through remedial and enrichment instructional activities.</p> <p>For those student still not demonstrating mastery, in-school tutorial, ELP/Saturday Academy and/ or SES tutorial services will be recommended and provided</p>	<p>Third Nine Week Check</p>					
<p>Action Steps</p>							

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In grades 6-10 the percentage of all curriculum students making learning gains on the 2012 FCAT math will increase from 25% to 40%.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>						
	25% (25)	40% (40)						

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		3.2.	3.2. Strategy <u>Action Steps</u>	3.2. <u>Who</u> <u>How</u> <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	3.2. <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	3.2. <u>2-3x Per Year</u> <u>During Nine Weeks</u>		

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		3.3.	3.3 Strategy <u>Action Steps</u>	3.3. <u>Who</u> <u>How</u> <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	3..3. <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	3.3. <u>2-3x Per Year</u> <u>During Nine Weeks</u>		
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? Nine Week Check What is the level of strategy implementation? What do you plan to do with the data?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy effectiveness? What do you plan to do with the data?	Student Evaluation Tool			

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<p>4. Percentage of students in Lowest 25% making learning gains in math</p>	<p>4.1.</p>	<p>4.1</p>	<p>4.1.</p>	<p>4.1.</p>	<p>2.1.</p>			
<p><u>Math Goal #4:</u></p>	<p>Student behavior and attendance No prior implementation of C-CIM here at Carver. No previous grade-level PLC's and collaboration of planning and student Data interpretation. Need training to effectively implement PLC's. Only a few teachers are providing true DI (differentiated instruction) so need more training on how to implement effective differentiated instruction.</p>	<p>Strategy Students' math proficiency will improve through teachers utilizing Differentiated instructional techniques and the C-CIM with core curriculum as a result of the problem-solving model. The teachers will be provided training in the formulation and implementation of PLC's and DI through work shops the administration schedules on Saturdays as slated above and pays for through Title 1 funds to these purposes. Teachers will be trained to write SMART goals individually and how to analyze them as part of their respective</p>	<p><u>Who</u> Admin.Team, PLC Facilitator all teachers <u>How</u> The teachers will be provided training in the formulation and implementation of PLC's and DI through work shops the administration schedules on the above listed dates)and pays for these purposes. Teachers will be trained to write SMART goals individually and how to analyze them as part of their respective PLC's (ie. 75% of the students will score 80% or above on each unit of instruction to show mastery/proficiency-C((CTE courses)) in each area). Teachers will spend time instructing students using the core curriculum with IEP accommodations through sharing, researching, teaching guiding and modeling best practice strategies instructional-wise Teachers will utilize end-of unit assessments and share this data at bi-weekly PLC meetings so that they can discuss and revise their instructional</p>	<p>PLC's will review mini and unit assessments and log the increase of students reaching at least 80% mastery on units of instruction. PLC chair will share data with LT for review and ID of positive trends each nine weeks. <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u></p>	<p><u>2-3x Per Year</u> <u>District Baseline, mini formatives, formatives and mid-year assessments</u> <u>During Nine Weeks</u> Benchmark mini-assessments, unit assessments, nine weeks assessments from school and mini9-formative assessments</p>			

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	<p>PLC's (ie. 75% of the students will score 80% or above on each unit of instruction to show mastery/proficiency- C((CTE courses)) in each area). Teachers will spend time instructing students using the core curriculum with IEP accommodations through sharing, researching, teaching guiding and modeling best practice strategies instructional-wise. Teachers will utilize end-of unit assessments and share this data at bi-weekly PLC meetins so that they can discuss and revise their instructional strategies for re-teaching and possible tutorial intervention</p>	<p>strategies for re-teaching and possible tutorial intervention purposes. Teachers will provide DI to those students who have not mastered the concepts/materials of each unit through this process based on the data derived from these assessments and discussed in the PLC meetings through remedial and enrichment instructional activities.</p> <p>For those student still not demonstrating mastery, in-school tutorial, ELP/ Saturday Academy and/ or SES tutorial services will be recommended and provided.</p> <p>—</p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>					
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	<p>purposes. Teachers will provide DI to those students who have not mastered the concepts/ materials of each unit through this process based on the data derived from these assessments and discussed in the PLC meetings through remedial and enrichment instructional activities.</p> <p>For those student still not demonstrating mastery, in-school tutorial, ELP/Saturday Academy and/ or SES tutorial services will be recommended and provided</p> <p><u>Action Steps.</u></p>						
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<p>4. Percentage of students making Learning Gains in math</p> <p><u>Math Goal #3:</u></p> <p>In grades 6-10 the percentage of students making learning gains on the 2011 FCAT math will increase from 10% to 40%..</p>	<p>In grades 6-10 the percentage of all curriculum students making learning gains on the 2011 FCAT math will increase from 10% to 40%..</p>	<p><u>2010 Current Level of Performance:*</u></p>						
	<p><u>2010 Current Level of Performance:*</u></p> <p>20%</p> <p>(20)</p>	<p><u>2011 Expected Level of Performance:*</u></p> <p>–</p> <p>40%</p> <p>(40)</p>						

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		4.2.	4.2.	4.2.	4.2.	4.2.		
			Strategy	<u>Who</u>		<u>2-3x Per Year</u>		
			<u>Action Steps</u>	<u>How</u>				
				<u>First Nine Week Check</u>	<u>First Nine Week Check</u>	<u>During Nine Weeks</u>		
				<u>Second Nine Week Check</u>	<u>Second Nine Week Check</u>			
				<u>Third Nine Week Check</u>	<u>Third Nine Week Check</u>			

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		4.3	4.3. Strategy <u>Action Steps</u>	4.3. <u>Who</u> <u>How</u> <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	4.3. <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	4.3. <u>2-3x Per Year</u> <u>During Nine Weeks</u>		
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the applicable subgroup(s):	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored? Nine Week Check What is the level of strategy implementation? What do you plan to do with the data?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy effectiveness? What do you plan to do with the data?	Student Evaluation Tool			

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<p>5A. Student subgroups not making Adequate Yearly Progress (AYP) in math</p> <p><u>Math Goal #5A:</u></p>	<p>Math Goal #5A:</p> <p>Ethnicity</p> <p>(White, Black, Hispanic, Asian, American Indian)</p>	<p>5A.1.</p> <p>Students not being expected to complete meaningful homework extension activities</p>	<p>5A.1.</p> <p>Strategy</p> <p>Students math skills will improve through supplemental instructional activities being refocused during ELP and SA</p>	<p>5A.1.</p> <p><u>Who</u></p> <p>APC's</p> <p>Math Tutor</p> <p>Guidance Counsellor</p>	<p>5A.1.</p> <p>Reviews grades and # of students meeting 80% mastery of unit criteria and mini assessments</p>	<p>5A.1.</p> <p><u>2-3x Per Year</u></p> <p>Formative tests</p> <p>Semester exams unit tests</p>		
		<p>Students lack pre-requisite skills to be successful in math</p> <p>Students not being held accountable for completing assignments and mastering content</p>	<p><u>Action Steps</u></p> <p>Each math class to provide meaningful homework extension activities at least two times a week.</p> <p>1-1 mathematics tutoring will be provided through the auspices of ELP, SA, and SES services and through twice weekly in-school pull-outs</p>	<p><u>How</u></p> <p>Attendance, Grades and % of HW returned</p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>	<p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>	<p><u>During Nine Weeks</u></p>		

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<p>In all grades 6-10, 20 % of the following All Curriculum students subgroups scored a level 2 or higher on the 2012 FCAT or the percentage of non-proficient students will decrease by 10%.</p>	<p><u>2011 Current Level of Performance:*</u></p>	<p><u>2012 Expected Level of Performance:*</u></p>						
	<p>White: 75% Black: 85% Hispanic:100% Asian: American Indian: *non-proficient</p>	<p>White: 55% Black: 70% Hispanic:80% Asian: American Indian: Non-proficient</p>						

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		5A.2.	5A.2. Strategy	5A.2. <u>Who</u>	5A.2.	5A.2. <u>2-3x Per Year</u>		
			<u>Action Steps</u>	<u>How</u>				
				<u>First Nine Week Check</u>	<u>First Nine Week Check</u>	<u>During Nine Weeks</u>		
				<u>Second Nine Week Check</u>	<u>Second Nine Week Check</u>			
				<u>Third Nine Week Check</u>	<u>Third Nine Week Check</u>			

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		5A.3.	5A.3. Strategy <u>Action Steps</u>	5A.3. <u>Who</u> <u>How</u> <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	5A.3. <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	5A.3. <u>2-3x Per Year</u> <u>During Nine Weeks</u>		
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored? Nine Week Check What is the level of strategy implementation? What do you plan to do with the data?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy effectiveness? What do you plan to do with the data?	Student Evaluation Tool			

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<p>5B. Student subgroups not making Adequate Yearly Progress (AYP) in math</p> <p>Math Goal #5B: _____</p>	<p>Math Goal #5B:</p> <p>Economically Disadvantaged</p>	<p>See 5A.1.</p>	<p>See 5A.1</p>	<p>See 5A.1__</p>	<p>See 5A.1</p>	<p>See 5A.1__</p>		
<p>See above A goals since all of our students are classified as Economically disadvantaged</p>	<p><u>2011 Current Level of Performance:*</u></p>	<p><u>2012 Expected Level of Performance:*</u></p>						
	<p>Same as 5A</p>	<p>Same as 5A</p>						
		<p>5B.2.</p> <p>See 5A.2</p>	<p>See 5A.2__</p>	<p>See 5A.2__</p>	<p>See 5A.2</p>	<p>See 5A.2__</p>		
		<p>See 4.1.</p>	<p>See 4.1__</p>	<p>See 4.1__</p>	<p>See 4.1</p>	<p>See 4.1__</p>		
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p> <p>Nine Week Check</p> <p>What is the level of strategy implementation? What do you plan to do with the data?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p> <p>Nine Week Check</p> <p>What is the level of strategy effectiveness? What do you plan to do with the data?</p>	<p>Student Evaluation Tool</p>			

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<p>5C. Student subgroups not making Adequate Yearly Progress (AYP) in math</p> <p><u>Math Goal #5C:</u></p>	<p>Math Goal #5C:</p> <p>English Language Learners (ELL)</p>	<p>5C.1.</p>	<p>5C.1.</p> <p>Strategy</p> <p>Action Steps</p>	<p>5C.1.</p> <p><u>Who</u></p> <p><u>How</u></p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>	<p>5C.1.</p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>	<p>5C.1.</p> <p><u>2-3x Per Year</u></p> <p><u>During Nine Weeks</u></p>		
<p>No current ELL students</p>	<p><u>2011 Current Level of Performance:*</u></p>	<p><u>2012 Expected Level of Performance:*</u></p>						
	<p>NA</p>	<p>NA</p>						

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5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.		
			Strategy	<u>Who</u>		<u>2-3x Per Year</u>		
				<u>How</u>				
			<u>Action Steps</u>					
				<u>First Nine Week Check</u>	<u>First Nine Week Check</u>	<u>During Nine Weeks</u>		
				<u>Second Nine Week Check</u>				
					<u>Second Nine Week Check</u>			
				<u>Third Nine Week Check</u>				
					<u>Third Nine Week Check</u>			

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		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.		
				<u>Who</u>		<u>2-3x Per Year</u>		
				<u>How</u>				
				<u>First Nine Week Check</u>	<u>First Nine Week Check</u>	<u>During Nine Weeks</u>		
				<u>Second Nine Week Check</u>				
					<u>Second Nine Week Check</u>			
				<u>Third Nine Week Check</u>				
					<u>Third Nine Week Check</u>			

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p> <p>Nine Week Check</p> <p>What is the level of strategy implementation? What do you plan to do with the data?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p> <p>Nine Week Check</p> <p>What is the level of strategy effectiveness? What do you plan to do with the data?</p>	Student Evaluation Tool			
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<p>5D. Student subgroups not making Adequate Yearly Progress (AYP) in math</p>	<p>Math Goal #5D: Students with Disabilities (SWD)</p>	<p>5D.1. Collecting Data with Fidelity</p>	<p>5D.1. Strategy</p>	<p>5D.1. Who</p>	<p>5D.1. PLC teams will monitor the increase in the number of our students reaching at least 80% mastery on units of instruction.</p>	<p>5D.1. 2-3x Per Year</p>		
<p><u>Math Goal #5D:</u></p>		<p>Teachers' understanding of correctly completing the IEP and FBA/PBIP</p>	<p>SWD's' reading comprehension will improve by better connecting individual needs to instruction as outlined in the individual IEP's</p> <p><u>Action Steps</u></p> <p>Multiple Preps Teachers will receive a series of trainings from "the ground up" on IEP development, goal writing, writing present levels, and utilizing data to generate the goals.</p> <p>Student Behavior</p> <p>The individual goals of students will be shared and discussed at monthly PLC meetings between teachers including (CTE teachers) to ensure that all IEP goals, strategies and accommodations are being implemented with fidelity.</p> <p>Students will receive an IEP progress report to inform parents of the</p>	<p>APC, Principal Teachers</p> <p><u>How</u></p> <p>IEP progress reports Reviewed by APC</p> <p>IEP's reviewed by grade level PLC's monthly</p> <p>Annual IEP's reviewed 30 days prior to lapse date by ESE specialist to ensure compliance and fidelity of IEP's</p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p>	<p>PLC facilitator will share data with LT who will in turn review assessment data for positive trends at least once per nine weeks.</p> <p>ESE specialist will log IEP deficiencies found during individual reviews and report to Principal for each teacher</p>	<p>FAIR</p> <p><u>During Nine Weeks</u></p> <p>Unit assessments</p> <p>Nine weeks grades</p> <p>IEP review Notes</p>		

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			<p>student's progress toward these goals</p> <p>Across all content areas, PLC's will write SWD SMART based on each nine weeks of material- ie 75 of our students will score an 80% or above on each unit of instruction.</p> <p>Areas that are identified from mini and teacher-made course assessments will be shared during PLC's and areas needing to be re-taught will be identified along with additional strategies/ techniques utilizing DI</p>	<u>Third Nine Week Check</u>	<u>Second Nine Week Check</u>			
Since all of our students are classified as SWD, the above goals continue as appropriately salient	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>						
	See 5A	See 5A						

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		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.		
			Strategy	<u>Who</u>		<u>2-3x Per Year</u>		
				<u>How</u>				
			<u>Action Steps</u>					
				<u>First Nine Week Check</u>	<u>First Nine Week Check</u>	<u>During Nine Weeks</u>		
				<u>Second Nine Week Check</u>				
					<u>Second Nine Week Check</u>			
				<u>Third Nine Week Check</u>				
					<u>Third Nine Week Check</u>			

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		5D.3.	5D.3. Strategy <u>Action Steps</u>	5D.3. <u>Who</u> <u>How</u> <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	5D.3. <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	5D.3. <u>2-3x Per Year</u> <u>During Nine Weeks</u>		

*

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

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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
Instructional Materials and Technology for NGSSS	Grades 6-9	Math SAL	Math Teachers	Professional Study Day and one early release day each in September, October and November	Walk through observations conducted by administrators	Administrative team

Mathematics Budget

Include ELP, school allocation from District, Internal funds, Title I, PTSA funds, Grants, ELL funds, Technology funds, etc, additional units/dollars from District.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

End of Mathematics Goals

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Science Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process
<ul style="list-style-type: none"> ■ Based on 2011 FCAT data, what percentage of students achieved proficiency (FCAT Level 3)? ■ Based on 2011 FCAT data, what percentage of students achieved above proficiency (FCAT Levels 4 or 5)? ■ What are the anticipated barriers to students achieving proficiency (FCAT Level 3) or above proficiency (FCAT Levels 4 or 5) on the 2012 FCAT?
<ul style="list-style-type: none"> ■ What benchmarks/strands, by grade level, showed non-proficiency? ■ How will the Instructional Focus Calendar be created to address areas of improvement (benchmark(s)/strand(s))? ■ How will focus lessons be developed and revised to increase and maintain proficiency for these benchmarks/strands?

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- In addition to the baseline and mid-year assessment, how often will interim or mini-assessments be administered?
 - How often will teachers and the leadership team (principal, assistant principal, instructional coaches) meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students?
 - How often will data chats be held at each of the following levels: teacher/student; teacher/administration?
-
- How will the Problem-solving Model and progress monitoring be utilized to strengthen Response to Intervention (RtI) Tier 1 instruction and differentiation?
 - How will the Problem-solving Model and progress monitoring be utilized to identify students in need of RtI Tier 2 supplemental intervention?
 - How will the Problem-solving Model and ongoing progress monitoring be utilized to identify students in need of RtI Tier 3 intensive intervention?

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

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	<p style="text-align: center;">Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p> <p style="text-align: center;">Nine Week Check</p> <p>What is the level of strategy implementation? What do you plan to do with the data?</p>	<p style="text-align: center;">Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p> <p style="text-align: center;">Nine Week Check</p> <p>What is the level of strategy effectiveness? What do you plan to do with the data?</p>	Student Evaluation Tool		

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<p>1. Students achieving proficiency (FCAT Level 3) in science</p>	<p>1.1. Our three science teachers are not knowledgeable of either the science concepts Nor the strategies of inquiry –based instruction such as engaging, exploring, accountable talk, hands-on activities, or higher order questioning. PLC meetings are neophytes at our school this year and focusing mainly on reading in the science content area- the process of science is a tertiary goal to be met through the reading C-CIM</p>	<p>1.1. Strategy To strengthen the core curriculum so that students can develop problem-solving strategies and creative thinking skills while constructing new knowledge about the scientific processes and content being taught through the vehicle of improving reading and concept decoding skill development. To achieve this goal, more hands-on, inquiry based instruction will be utilized per unit of instruction- with the goal of at least one such hands-on activity per every two weeks being implemented.</p>	<p>1.1. Who Admin.Team, PLC Facilitator all teachers <u>How</u> The teachers will be provided training in the formulation and implementation of PLC’s and DI through work shops the administration schedules on Saturdays (9/11/10, and 11/14/10)and pays for through Title 1 funds to these purposes. Teachers will be trained to write SMART goals individually and how to analyze them as part of their respective PLC’s (ie. 75% of the students will score 80% or above on each unit of instruction to show mastery/proficiency- C((CTE courses)) in each area). Teachers will spend time instructing students using the core curriculum with IEP accommodations through sharing, researching, teaching guiding and modeling best practice strategies instructional-wise Teachers will utilize end-of unit assessments and share this data at bi-weekly PLC meetings so that they can discuss and revise their instructional</p>	<p>1.1. PLC’s will review mini and unit assessments and log the increase of students reaching at least 80% mastery on units of instruction. PLC chair will share data with LT for review and ID of positive trends each nine weeks. <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u></p>	<p>2xPer Year District –Level baseline and mid-year tests Semester Exams Nine weeks: mini-assessments and unit assessments</p>		
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		<p><u>Action Steps:</u> We hired two new science teachers- one certified and one with an agreement to earn who are both enthusiastic about the programs of learning and engagement we are building here at Carver. Teachers will attend SAL meetings monthly to garner important information for their content areas, not the least of all in Science</p>	<p>strategies for re-teaching and possible tutorial intervention purposes. Teachers will provide DI to those students who have not mastered the concepts/materials of each unit through this process based on the data derived from these assessments and discussed in the PLC meetings through remedial and enrichment instructional activities.</p> <p>For those student still not demonstrating mastery, in-school tutorial, ELP/ Saturday Academy and/ or SES tutorial services will be recommended and provided.</p> <hr/> <p>First Nine Week Check</p> <hr/> <p>Second Nine Week Check</p> <hr/> <p>Third Nine Week Check</p>				
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In grades 6-10, the %age of Standard Curriculum students scoring a level 3 or higher will increase from from 0% to 20%	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	2%	20% (20)					

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		1.2.	1.2. Strategy	1.2. <u>Who</u>	1.2.	1.2. <u>2-3x Per Year</u>	
			<u>Action Steps</u>	<u>How</u>			
				<u>First Nine Week Check</u>	<u>First Nine Week Check</u>	<u>During Nine Weeks</u>	
				<u>Second Nine Week Check</u>	<u>Second Nine Week Check</u>		
				<u>Third Nine Week Check</u>	<u>Third Nine Week Check</u>		

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		1.3.	1.3. Strategy <u>Action Steps</u>	1.3. <u>Who</u> <u>How</u> <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	1.3. <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	1.3. <u>2-3x Per Year</u> <u>During Nine Weeks</u>	
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? Nine Week Check What is the level of strategy implementation? What do you plan to do with the data?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy effectiveness? What do you plan to do with the data?	Student Evaluation Tool		

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2. Students achieving above proficiency (FCAT Levels 4 and 5) in science <u>Science Goal #2:</u>	2.1.	2.1	2.1.	2.1.	2.1.		
		Strategy	<u>Who</u>		<u>2-3x Per Year</u>		
		<u>Action Steps.</u>	<u>How</u>				
			<u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	<u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	<u>During Nine Weeks</u>		
	<u>2011 Current Level of Performance.*</u>	<u>2012 Expected Level of Performance.*</u>					

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		2.2.	2.2. Strategy	2.2. <u>Who</u>	2.2.	2.2. <u>2-3x Per Year</u>	
			<u>Action Steps</u>	<u>How</u>			
				<u>First Nine Week Check</u>	<u>First Nine Week Check</u>	<u>During Nine Weeks</u>	
				<u>Second Nine Week Check</u>	<u>Second Nine Week Check</u>		
				<u>Third Nine Week Check</u>	<u>Third Nine Week Check</u>		

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		2.3	2.3	2.3	2.3	2.3	
			Strategy	<u>Who</u>		<u>2-3x Per Year</u>	
			<u>Action Steps</u>	<u>How</u>			
				<u>First Nine Week Check</u>	<u>First Nine Week Check</u>	<u>During Nine Weeks</u>	
				<u>Second Nine Week Check</u>	<u>Second Nine Week Check</u>		
				<u>Third Nine Week Check</u>	<u>Third Nine Week Check</u>		

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

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Please note that each Strategy does not require a professional development or PLC activity.

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

Science Budget

Include ELP, school allocation from District, Internal funds, Title I, PTSA funds, Grants, ELL funds, Technology funds, etc, additional units/dollars from District.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

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Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

End of Science Goals

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Writing Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

<p>Guiding Questions to Inform the Problem-Solving Process</p>
<ul style="list-style-type: none"> ■ Based on 2011 FCAT data, what percentage of students achieved Adequate Yearly Progress (AYP) (Levels 3.0 and higher)? ■ What are the anticipated barriers to students achieving AYP on the 2012 FCAT? ■ Which student subgroups did not achieve AYP targets on the 2011FCAT? ■ What are the anticipated barriers to increasing the number of subgroups achieving AYP on the 2012 FCAT? ■ What strategies will be used to ensure students achieve AYP on the 2012 Writing FCAT?
<ul style="list-style-type: none"> ■ What types of writing (narrative, expository, persuasive) by grade level, showed a decrease in writing scores? ■ How will the Instructional Focus Calendar be created to address areas of improvement for writing skills (focus, organization, support and conventions)? ■ How will focus lessons be developed and revised to increase and maintain writing scores?

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<ul style="list-style-type: none"> ■ In addition to the baseline and mid-year assessment, how often will interim or mini-assessments be administered? ■ How often will teachers and the leadership team (principal, assistant principal, instructional coaches) meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students? ■ How often will data chats be held at each of the following levels: teacher/student; teacher/administration?
<ul style="list-style-type: none"> ■ How will the Problem-solving Model and progress monitoring be utilized to strengthen Response to Intervention (RtI) Tier 1 instruction and differentiation? ■ How will the Problem-solving Model and progress monitoring be utilized to identify students in need of RtI Tier 2 supplemental intervention? ■ How will the Problem-solving Model and ongoing progress monitoring be utilized to identify students in need of RtI Tier 3 intensive intervention?

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

WRITING GOALS	Problem-Solving Process to Increase Student Achievement						
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<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p> <p>Nine Week Check</p> <p>What is the level of strategy implementation? What do you plan to do with the data?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p> <p>Nine Week Check</p> <p>What is the level of strategy effectiveness? What do you plan to do with the data?</p>	<p>Student Evaluation Tool</p>		
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<p>1. Students achieving Adequate Yearly Progress</p> <p>(FCAT Level 3.0 and above in writing)</p> <p><u>Writing Goal #1:</u></p>	<p>1.1. Teachers lack skill and understanding of the FCAT writing Assessment and scoring rubric</p> <p>Students in LA have not had FCAT writing training</p> <p>Teachers do not have confidence utilizing holistic scoring rubrics</p> <p>Teachers have not been trained in Guided, Modeled, Shared, Independent and mini workshop writing strategies</p>	<p>1.1. Strategy</p> <p>Writing skills will improve through the implementation of best practices of writing, which include: PLC instructional calendars, Differentiated Instruction, and effective holistic scoring methods being utilized</p> <p><u>Action Steps</u></p> <p>LA teachers will attend district level writing trainings.</p> <p>Our entire faculty will be trained by Lisa Cobb on the FCAT writing assessment and the scoring rubric</p> <p>LA teachers will participate in practice sessions for scoring and will share these during PLC's</p>	<p>1.1. <u>Who</u></p> <p>Principal APC Guidance SAL's Teachers</p> <p><u>How</u></p> <p>Classroom walk-throughs observing utilization of this strategy</p> <p>Evidence of strategies in teachers' lesson plans as seen during walk through observations</p> <p>Pop-in observation tool</p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p>	<p>1.1. PLC's will identify trends in strengths and deficiencies in student writing performance and collaborate to modify the instructional calendar to provide DI as appropriate</p> <p>PLC's will review monthly writing prompts to determine number/percentage of students scoring at/above proficiency as determined by the rubric and will chart this progress.</p> <p>PLC Facilitator will share these trends and this data with LT for review of positive trends</p> <p>PLC's will participate in rubric norming sessions with student papers to identify teacher barriers impeding effective holistic scoring and to identify students' writing strengths and weaknesses.</p> <p>Teachers will utilize this data to differentiate instruction and to identify students in need of 1-on-1 tutoring in writing</p>	<p>1.1. <u>2-3x Per Year</u></p> <p>Month student demand writing, daily drafts and conferencing notes from teachers</p> <p><u>During Nine Weeks</u></p>		
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		<p>All Teachers will practice scoring papers during these PLC's.</p> <p>Based on baseline data from the first writing sample, PLC's will write SMART goals for each nine weeks- ie.</p> <p>40% of the students will score 3.0 or above on the monthly formative writing prompt for the first nine weeks</p>	<p><u>Third Nine Week Check</u></p>	<p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>			
<p>In grades 6-8, the percentage of AYP All Curriculum students scoring a level 3 or higher on the 2012 FCAT Writing will increase from 45% to 60%</p>	<p><u>2011 Current Level of Performance:*</u></p>	<p><u>2012 Expected Level of Performance:*</u></p>					
	<p>45%</p> <p>(18)</p>	<p>60%</p> <p>(18)</p>					

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		1.2.	1.2. Strategy	1.2. <u>Who</u>	1.2.	1.2. <u>2-3x Per Year</u>	
			<u>Action Steps</u>	<u>How</u>			
				<u>First Nine Week Check</u>	<u>First Nine Week Check</u>	<u>During Nine Weeks</u>	
				<u>Second Nine Week Check</u>	<u>Second Nine Week Check</u>		
				<u>Third Nine Week Check</u>	<u>Third Nine Week Check</u>		

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		<p>1.3. Strategy</p> <p><u>Action Steps</u></p>	<p>1.3. <u>Who</u></p> <p><u>How</u></p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>	<p>1.3.</p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>	<p>1.3. <u>2-3x Per Year</u></p> <p><u>During Nine Weeks</u></p>	<p>1.3. <u>2-3x Per Year</u></p> <p><u>During Nine Weeks</u></p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p> <p>Nine Week Check</p> <p>What is the level of strategy implementation? What do you plan to do with the data?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p> <p>Nine Week Check</p> <p>What is the level of strategy effectiveness? What do you plan to do with the data?</p>	<p>Student Evaluation Tool</p>		

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<p>2. Students achieving above proficiency</p> <p>(FCAT Level 4.0 – 6.0 in writing)</p> <p><u>Writing Goal #2:</u></p>	<p>1.1.</p> <p>Teachers lack skill and understanding of the FCAT writing Assessment and scoring rubric</p> <p>Students in LA have not had FCAT writing training</p> <p>Teachers do not have confidence utilizing holistic scoring rubrics</p> <p>Teachers have not been trained in Guided, Modeled, Shared, Independent and mini workshop writing strategies</p> <p>Teachers and students lack on-going monitoring of progress in writing skills</p>	<p>1.1.</p> <p>Strategy</p> <p>Writing skills will improve through the implementation of best practices of writing, which include: PLC instructional calendars, Differentiated Instruction, and effective holistic scoring methods being utilized</p> <p><u>Action Steps</u></p> <p>LA teachers will attend district level writing trainings.</p> <p>Our entire faculty will be trained by Lisa Cobb on the FCAT writing assessment and the scoring rubric</p> <p>LA teachers will participate in practice sessions for scoring and will share these during PLC's</p>	<p>1.1.</p> <p><u>Who</u></p> <p>Principal APC Guidance SAL's Teachers</p> <p><u>How</u></p> <p>Classroom walk-throughs observing utilization of this strategy</p> <p>Evidence of strategies in teachers' lesson plans as seen during walk through observations</p> <p>Pop-in observation tool</p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p>	<p>1.1.</p> <p>PLC's will identify trends in strengths and deficiencies in student writing performance and collaborate to modify the instructional calendar to provide DI as appropriate</p> <p>PLC's will review monthly writing prompts to determine number/percentage of students scoring at/above proficiency as determined by the rubric and will chart this progress.</p> <p>PLC Facilitator will share these trends and this data with LT for review of positive trends</p> <p>PLC's will participate in rubric norming sessions with student papers to identify teacher barriers impeding effective holistic scoring and to identify students' writing strengths and weaknesses.</p> <p>Teachers will utilize this data to differentiate instruction and to identify students in need of 1-on-1 tutoring in writing</p>	<p>1.1.</p> <p><u>2-3x Per Year</u></p> <p>Month student demand writing, daily drafts and conferencing notes from teachers</p> <p><u>During Nine Weeks</u></p>		
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		<p>All Teachers will practice scoring papers during these PLC's.</p> <p>Based on baseline data from the first writing sample, PLC's will write SMART goals for each nine weeks- ie.</p> <p>40% of the students will score 3.0 or above on the monthly formative writing prompt for the first nine weeks</p>	<p><u>Third Nine Week Check</u></p>	<p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>			
<p>In grades 6-8, the percentage of all curriculum students scoring at or above a level 4 on the 2012 FCAT writing test will increase from 2% to 30%.</p>	<p><u>2011 Current Level of Performance:*</u></p>	<p><u>2012 Expected Level of Performance:*</u></p>					
	<p>2%</p> <p>(1)</p>	<p>30%</p> <p>(10)</p>					

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		2.2.	2.2.	2.2.	2.2.	2.2	
			Strategy	<u>Who</u>		<u>2-3x Per Year</u>	
			<u>Action Steps</u>	<u>How</u>			
				<u>First Nine Week Check</u>	<u>First Nine Week Check</u>	<u>During Nine Weeks</u>	
				<u>Second Nine Week Check</u>	<u>Second Nine Week Check</u>		
				<u>Third Nine Week Check</u>	<u>Third Nine Week Check</u>		

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		2.3.	2.3. Strategy <u>Action Steps</u>	2.3. <u>Who</u> <u>How</u> <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	2.3. <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	2.3 <u>2-3x Per Year</u> <u>During Nine Weeks</u>	
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? Nine Week Check What is the level of strategy implementation? What do you plan to do with the data?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy effectiveness? What do you plan to do with the data?	Student Evaluation Tool		

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<p>3A. Student subgroups not making Adequate Yearly Progress (AYP) in writing</p> <p><u>Writing Goal #3A:</u></p>	<p>Writing Goal #3A:</p> <p>Ethnicity</p> <p>(White, Black, Hispanic, Asian, American Indian)</p>	<p>3A.1.</p> <p>See 1.1</p>	<p>3A.1.</p> <p>Strategy</p> <p>See 1.1</p> <p><u>Action Steps</u></p>	<p>3A.1.</p> <p><u>Who</u></p> <p>See 1.1</p> <p><u>How</u></p> <p>—</p> <p><u>First Nine Week Check</u></p> <p>—</p> <p><u>Second Nine Week Check</u></p> <p>—</p> <p><u>Third Nine Week Check</u></p> <p>—</p>	<p>3A.1.</p> <p>See 1.1</p> <p><u>First Nine Week Check</u></p> <p>—</p> <p><u>Second Nine Week Check</u></p> <p>—</p> <p><u>Third Nine Week Check</u></p>	<p>3A.1.</p> <p><u>2-3x Per Year</u></p> <p>See 1.1</p> <p><u>During Nine Weeks</u></p>	
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	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
<p>The black AYP subgroup is our majority subgroup, so the above goals hold steady for this goal.</p> <p>The white and Hispanic sub groups will increase from 10% and 0%, respectively, to 60% and 50% scoring a Level 3 or above on the FCAT Writes</p>	<p>White: 10 (2)</p> <p>Black:</p> <p>Hispanic: 0% (2)</p> <p>Asian:</p> <p>American</p> <p>Indian:</p>	<p>White: 60% (6)</p> <p>Black:</p> <p>Hispanic: 50% (1)</p> <p>Asian:</p> <p>American</p> <p>Indian:</p>					

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		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
			Strategy	<u>Who</u>		<u>2-3x Per Year</u>	
				<u>How</u>			
			<u>Action Steps</u>				
				<u>First Nine Week Check</u>	<u>First Nine Week Check</u>	<u>During Nine Weeks</u>	
				<u>Second Nine Week Check</u>			
					<u>Second Nine Week Check</u>		
				<u>Third Nine Week Check</u>			
					<u>Third Nine Week Check</u>		

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		3A.3.	3A.3. Strategy <u>Action Steps</u>	3A.3. <u>Who</u> <u>How</u> <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	3A.3. <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	3A.3. <u>2-3x Per Year</u> <u>During Nine Weeks</u>	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored? Nine Week Check What is the level of strategy implementation? What do you plan to do with the data?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy effectiveness? What do you plan to do with the data?	Student Evaluation Tool		

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<p>3B. Student subgroups not making Adequate Yearly Progress (AYP) in writing</p> <p><u>Writing Goal #3B:</u></p>	<p>Writing Goal #3B: Economically Disadvantaged</p>	<p>3B.1. See 1.1</p>	<p>See 1.1</p>	<p>3B.1. See 1.1</p> <p><u>Who</u></p> <p><u>How</u></p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>	<p>3B.1. See 1.1</p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>	<p>3B.1. See 1.1</p> <p><u>2-3x Per Year</u></p> <p><u>During Nine Weeks</u></p>	
<p>The economically disadvantaged AYP all curriculum subgroup will increase from 45% to 60% scoring a level 3 or above on the FCAT Writes.</p>	<p><u>2011 Current Level of Performance:*</u></p>	<p><u>2012 Expected Level of Performance:*</u></p>					

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	45% (23)	60% (18)					
		3B.2.	3B.2. Strategy	3B.2. <u>Who</u>	3B.2.	3B.2. <u>2-3x Per Year</u>	
			<u>Action Steps</u>	<u>How</u>			
				<u>First Nine Week Check</u>	<u>First Nine Week Check</u>	<u>During Nine Weeks</u>	
				<u>Second Nine Week Check</u>	<u>Second Nine Week Check</u>		
				<u>Third Nine Week Check</u>	<u>Third Nine Week Check</u>		

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		3B.3.	3B.3. Strategy <u>Action Steps</u>	3B.3. <u>Who</u> <u>How</u> <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	3B.3. <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	3B.3. <u>2-3x Per Year</u> <u>During Nine Weeks</u>	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored? Nine Week Check What is the level of strategy implementation? What do you plan to do with the data?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy effectiveness? What do you plan to do with the data?	Student Evaluation Tool		

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<p>3C. Student subgroups not making Adequate Yearly Progress (AYP) in writing</p> <p><u>Writing Goal #3C:</u></p>	<p>Writing Goal #3C:</p> <p>English Language Learners (ELL)</p>	<p>3C.1.</p>	<p>3C.1.</p> <p>Strategy</p> <p><u>Action Steps</u></p>	<p>3C.1.</p> <p><u>Who</u></p> <p><u>How</u></p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>	<p>3C.1.</p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>	<p>3C.1.</p> <p><u>2-3x Per Year</u></p> <p><u>During Nine Weeks</u></p>	
<p>NA- no ELL students</p>	<p><u>2011 Current Level of Performance:*</u></p>	<p><u>2012 Expected Level of Performance:*</u></p>					
	<p>NA</p>	<p>NA</p>					

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		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
			Strategy	<u>Who</u>		<u>2-3x Per Year</u>	
				<u>How</u>			
			<u>Action Steps</u>				
				<u>First Nine Week Check</u>	<u>First Nine Week Check</u>	<u>During Nine Weeks</u>	
				<u>Second Nine Week Check</u>			
					<u>Second Nine Week Check</u>		
				<u>Third Nine Week Check</u>			
					<u>Third Nine Week Check</u>		

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		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
				<u>Who</u>		<u>2-3x Per Year</u>	
				<u>How</u>			
				<u>First Nine Week Check</u>	<u>First Nine Week Check</u>	<u>During Nine Weeks</u>	
				<u>Second Nine Week Check</u>			
					<u>Second Nine Week Check</u>		
				<u>Third Nine Week Check</u>			
					<u>Third Nine Week Check</u>		

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p> <p>Nine Week Check</p> <p>What is the level of strategy implementation? What do you plan to do with the data?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p> <p>Nine Week Check</p> <p>What is the level of strategy effectiveness? What do you plan to do with the data?</p>	Student Evaluation Tool		
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<p>3D. Student subgroups not making Adequate Yearly Progress (AYP) in writing</p> <p><u>Writing Goal #3D:</u></p>	<p>Writing Goal #3D:</p> <p>Students with Disabilities (SWD)</p>	<p>5D.1.</p> <p>Collecting Data with Fidelity</p> <p>Teachers' understanding of correctly completing the IEP and FBA/PBIP</p> <p>Multiple Preps</p> <p>Student Behavior</p>	<p>5D.1.</p> <p>Strategy</p> <p>SWD's' reading comprehension will improve by better connecting individual needs to instruction as outlined in the individual IEP's</p> <p><u>Action Steps</u></p> <p>Teachers will receive a series of trainings from "the ground up" on IEP development, goal writing, writing present levels, and utilizing data to generate the goals.</p> <p>The individual goals of students will be shared and discussed at monthly PLC meetings between teachers including (CTE teachers) to ensure that all IEP goals, strategies and accommodations are being implemented with fidelity.</p> <p>Students will receive an IEP progress report to inform parents of the</p>	<p>5D.1.</p> <p><u>Who</u></p> <p>ESE Specialist, APC, Principal Teachers</p> <p><u>How</u></p> <p>IEP progress reports Reviewed by APC</p> <p>IEP's reviewed by grade level PLC's monthly</p> <p>Annual IEP's reviewed 30 days prior to lapse date by ESE specialist to ensure compliance and fidelity of IEP's</p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p>	<p>5D.1.</p> <p>PLC teams will monitor the increase in the number of our students reaching at least 80% mastery on units of instruction.</p> <p>PLC facilitator will share data with LT who will in turn review assessment data for positive trends at least once per nine weeks.</p> <p>ESE specialist will log IEP deficiencies found during individual reviews and report to Principal for each teacher</p>	<p>5D.1.</p> <p><u>2-3x Per Year</u></p> <p>FAIR</p> <p><u>During Nine Weeks</u></p> <p>Unit assessments</p> <p>Nine weeks grades</p> <p>IEP review Notes</p>	
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			<p>student's progress toward these goals</p> <p>Across all content areas, PLC's will write SWD SMART based on each nine weeks of material- ie 75 of our students will score an 80% or above on each unit of instruction.</p> <p>Areas that are identified from mini and teacher-made course assessments will be shared during PLC's and areas needing to be re-taught will be identified along with additional strategies/ techniques utilizing DI</p>	<u>Third Nine Week Check</u>	<u>Second Nine Week Check</u>		
					<u>Third Nine Week Check</u>		
See goal 1.1 above, since all of our students are SWD	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	10% (5)	30% (15)					

2010-2011 School Improvement Plan (SIP)-Form SIP-1

		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
			Strategy	<u>Who</u>		<u>2-3x Per Year</u>	
				<u>How</u>			
			<u>Action Steps</u>				
				<u>First Nine Week Check</u>	<u>First Nine Week Check</u>	<u>During Nine Weeks</u>	
				<u>Second Nine Week Check</u>			
					<u>Second Nine Week Check</u>		
				<u>Third Nine Week Check</u>			
					<u>Third Nine Week Check</u>		

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		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	
			Strategy	<u>Who</u>		<u>2-3x Per Year</u>	
				<u>How</u>			
			<u>Action Steps</u>				
				<u>First Nine Week Check</u>	<u>First Nine Week Check</u>	<u>During Nine Weeks</u>	
				<u>Second Nine Week Check</u>			
					<u>Second Nine Week Check</u>		
				<u>Third Nine Week Check</u>			
					<u>Third Nine Week Check</u>		

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

**2010-2011 School Improvement Plan (SIP)-Form SIP-1
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 District	PD Participants (e.g. , PLC, subject, grade level, or school-wide) LA T's and SAL's from Middle and High School Grade Levels	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) Monthly SAL Meetings and Calibration Trainings	Strategy for Follow-up/Monitoring Pop-ins and CWT's, PLC Journal Notes	Person or Position Responsible for Monitoring Principal and Assistant Principal
Writing Rubric Training and Scoring	6-9					
In-School PD on Scoring Sample Papers and Recalibrating their Scoring	6-9	SAL- HS	LA T's from MS and HS Levels	September, November and January- Planning Times Once Biweekly	CWT's and Samples of Scorings shared with Administration on a Monthly basis	Principal and APC, SAL

Writing Budget

Include ELP, school allocation from District, Internal funds, Title I, PTSA funds, Grants, ELL funds, Technology funds, etc, additional units/dollars from District.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

2010-2011 School Improvement Plan (SIP)-Form SIP-1

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

End of Writing Goals

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Engagement Goals

Attendance Goal(s)

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process

2010-2011 School Improvement Plan (SIP)-Form SIP-1

- What was the attendance rate for 2010-2011?
- How many students had excessive absences (10 or more) during the 2009-2010 school year?
- What are the anticipated barriers to decreasing the number of students with excessive absences?
- What strategies and interventions will be utilized to decrease the number of students with excessive absences for 2010-2011?
- How many students had excessive tardies (10 or more) during the 2009-2010 school year?
- What are the anticipated barriers to decreasing the number of students with excessive tardies?
- What strategies and interventions will be utilized to decrease the number students with excessive tardies for 2010-2011?

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

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?	Evaluation Tool		

2010-2011 School Improvement Plan (SIP)-Form SIP-1

<p>I. Attendance</p> <p><u>Attendance Goal #1:</u></p>	<p>1.1.Students' Behavior</p> <p>And Suspension rate</p> <p>Lack of adequate FBA/PBIP development and implementation and subsequent alternative intervention</p> <p>Geographic Area of students' residences we pull from</p>	<p>1. The Administrative team will meet with the social workers and attendance committee (subset of LT) to review attendance records bi-weekly</p> <p>To make sure that all steps are being implemented with fidelity and to discuss identified and targeted students. These students' names will be</p> <p>Kept on a data base to monitor the effectiveness of attendance interventions and to identify students in need of support beyond school-wide initiatives</p> <p>Daily attendance reports will be monitored</p>	<p>1. APC will run attendance/tardy meetings bi-weekly with appropriate reports and maintain corresponding database with input from guidance counselor and social workers</p>	<p>1. Administrative team will examine attendance records daily and share with Attendance team on a weekly basis. Data will be shared at bi-monthly LT meetings for analysis and discussion of successful interventions and any students who are in need of further interventions</p> <p>See 1.1</p>	<p>1.1.Daily tardy and attendance reports.</p> <p>We will be the first ESE center in the county to implement ed-line for EGP/EASI and Attendance gathering/reporting-to bring us out of the dark ages and in line with the traditional schools. Teachers will take period-by period electronic attendance for better ease of access for monitoring by administration</p> <p>Secretaries and social worker will call <u>all</u> absent students (not suspended) daily. SW will make a home visit at five absence and students will be withdrawn after 10 consecutive unexcused absences. Plc's will monitor tardies, AWOLs and Absences on a weekly basis for data collection and analysis</p>		
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2010-2011 School Improvement Plan (SIP)-Form SIP-1

		<p>daily to identify those students absent.</p> <p>Teachers and paraprofessionals will call students who have missed two consecutive days of school and who have not been suspended</p>	See 1.1				
					See 1.1		
<p>To increase overall attendance from 74% in the 2010-2011 school year to 80% in the 2011-2012 school year.</p> <p>The number of students who have 10+ unexcused tardies will decrease from 24 in 2009-2010 to 12 in 2010-2011</p>	<p><u>2011 Current Attendance Rate:*</u></p>	<p><u>2012 Expected Attendance Rate:*</u></p>					
	74%	80%					

2010-2011 School Improvement Plan (SIP)-Form SIP-1

	<u>2011 Current Number of Students with Excessive Absences</u> (10 or more)	<u>2012 Expected Number of Students with Excessive Absences</u> (10 or more)					
	32	18					
	<u>2011 Current Number of Students with Excessive Tardies</u> (10 or more)	<u>2012 Expected Number of Students with Excessive Tardies</u> (10 or more)					
	15	10					

2010-2011 School Improvement Plan (SIP)-Form SIP-1

		1.2. See 1.1	<p>2.</p> <p>When a student reaches 7 days of unexcused tardies/absences, parents/guardians are notified via mail and a conference will also be held.</p> <p>At fifteen such tardies/absences, the students' parents/guardians will be notified via certified mail that subsequent absences must be accompanied by a doctor's or other reason as outlined in the student handbook and that an administrator must approve of excusing the absence/tardy. A parent conference will also be held to discuss these procedures and to create a plan to assist the student in improving his/her attendance/tardies</p>	1.2. See 1.1	1.2. See 1.1	1.2. See 1.1	
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2010-2011 School Improvement Plan (SIP)-Form SIP-1

		3. See 1.1	4. All teachers will turn in tardies and absences on a period-by-period basis during the first and second nine weeks of school for the administrative team to monitor Students who have been identified as present at school, but as a no-show to an individual class will be reported to the office. Any AWOL student will be followed by the respective classroom aide and reported to the office.	1.3.	1.3.	1.3.	
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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2010-2011 School Improvement Plan (SIP)-Form SIP-1

Attendance plan for School Administrators Principal and Social Workers Administrators, then all faculty Pre-Planning, 8/16/10 and September Review plan and aggregate student data each month to determine efficacy/ success and areas of needed adjustment/ alterations Administrative and Attendance teams

Attendance Budget

Include, school allocation from District, Internal funds, Title I, PTSA funds, Grants, ELL funds, Technology funds, etc, additional units/dollars from District.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
School Awards- weekly/9 Weeks	Food, snacks and drinks of Fridays after lunch to be “purchased” with earned Tiger Tickets for attendance, behavior and academics	Success for Kids Grant	\$1,200
	End of semester field trips for students reaching 80% attendance criteria and no suspensions	Success for Kids Grant	\$600
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

2010-2011 School Improvement Plan (SIP)-Form SIP-1

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

End of Attendance Goals

Suspension Goal(s)

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process

2010-2011 School Improvement Plan (SIP)-Form SIP-1

- What was the total number of in-school suspensions for 2010-2011?
- What was the total number of out-of school suspensions for 2010-2011?
- What was the total number of students suspended in school in 2010-2011?
- What was the total number of students suspended out of school in 2010-2011?
- What are the anticipated barriers to decreasing the number of suspensions?
- What are the anticipated barriers to decreasing the number of students suspended?
- What strategies and interventions will be utilized to decrease the number of suspensions for 2011-2012?
- What strategies and interventions will be utilized to decrease the number of students suspended for 2011-2012?

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

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?	Evaluation Tool		

2010-2011 School Improvement Plan (SIP)-Form SIP-1

I. Suspension	I.1.	I.1.	I.1.	I.1.	I.1		
<u>Suspension Goal #1:</u>	<p>Additional training in FBA/PIP interventions implementation on a standard, uniform basis across all grade levels and throughout the school.</p> <p>School and classroom rules need to be enforced and intervention plan followed by teachers.</p> <p>Point level charts will be maintained by paraprofessionals on a daily basis and students will be notified of points and levels on a daily basis through this and their point sheets.</p>	<p>Positive Behavior Support will be implemented to address school-wide expectations and rules as set by the Managing and Motivating Committee of the LT.</p> <p>CHAMPS expectations will be taught to staff and opportunities for developing and implementing common CHAMPS goals during pre-planning and PD workshops provided.</p>	<p>LT behavior sub-group- Managing and Motivating (M/M) Committee</p> <p>Administrative Team</p>	<p>M/M committee will review data on ODR's weekly and a suspension list kept daily for teachers and bus drivers</p> <p>CWT's will monitor the use of point level chart references and use of point sheets</p>	<p>ODR Report and CWT Pop-in Observation Summaries</p>		

2010-2011 School Improvement Plan (SIP)-Form SIP-1

The total number of in-school suspensions will increase from 55 in 2010-2011 to 100 in 2011-2012	<u>2011 Total Number of</u>	<u>2012 Expected Number of</u>					
	<u>In-School Suspensions</u>	<u>In-School Suspensions</u>					
The total number of students actually receiving in-school suspensions will increase from 55 in 2010-2011 to 10 in 2011-2012.							
The total number of out-of-school suspensions will decrease from 225 in 2010-2011 to 100 in 2011-2012							
The total number of students receiving out-of-school suspension will decrease from 35 students in 2010-2011 to 25 students in 2011-2012							
	55	100					
	<u>2010 Total Number of Students Suspended</u>	<u>2012 Expected Number of Students Suspended</u>					
	<u>In-School</u>	<u>In-School</u>					
	18	10					
	<u>2011 Number of Out-of-School Suspensions</u>	<u>2012 Expected Number of</u>					
		<u>Out-of-School Suspensions</u>					
	225	100					

2010-2011 School Improvement Plan (SIP)-Form SIP-1

	<u>2011 Total Number of Students Suspended</u> <u>Out-of-School</u>	<u>2012 Expected Number of Students Suspended</u> <u>Out-of-School</u>					
	35	25					
		1.2.	1.2. M/M Committee will review data and make recommendations to LT for additional support and training in disciplinary/intervention techniques and classroom management for teachers in need	1.2 M/M Committee.	1.2 M/M Committee will review data/trends/occurrences from pop-ins and ODR and OSS's for targeted classrooms/periods and report to LT for analysis and further intervention recommendations	1.2. ODR suspension data will be correlated with mainframe discipline data	
		1.3. Students have few positive role models in their lives to establish positive mentoring relationships with adults in their lives	1.3. Carver mentoring program will be strengthened to include more students as mentees this year and more teachers/community members as mentors to support students with 5+ suspension days this year.	1.3. Social worker and guidance counselor	1.3. M/M committee will review suspension data and trends to determine the percent of students with 5+ suspensions and common causative factors and report progress to the LT on a monthly basis.	1.3. Daily/Weekly suspension data.	

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

2010-2011 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 District/CABA	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) Alternate Early Release Dates	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS Positive Behavior Support Program	6-12		School-wide		Monthly Data Review with PBS coach and daily/weekly attendance/suspension monitoring and lists review by administrative team and M/M Committee. On-going contact with parents via phone and personal conferences	Administrative Team, M/M Committee, and Leadership Team
Book Study- 2 nd Semester Effective Classroom Management Techniques for All Students	6-12	Administrative Team/LT	School-wide in PLC's/Faculty Meetings	Rolling Faculty and PLC meetings	Pop-in CWT Observations to observe strategies discussed through book study and support from M/M and LT to help fashion and implement strategies to school's specific needs	M/M Committee, Administrative Team, LT

Suspension Budget

Include, school allocation from District, Internal funds, Title I, PTSA funds, Grants, ELL funds, Technology funds, etc, additional units/dollars from District.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Book Study	Teach Like a Champion	Title One Funds	\$500
Subtotal:			
Technology			

2010-2011 School Improvement Plan (SIP)-Form SIP-1

Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

End of Suspension Goals

Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.33

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process

2010-2011 School Improvement Plan (SIP)-Form SIP-1

- What is the current dropout rate? What strategies and interventions will be utilized to decrease the dropout rate?
- What is the current graduation rate? What strategies and interventions will be utilized to increase the graduation rate?
- What is the total number of students retained at each grade level? What strategies and interventions will be utilized to decrease the retention rate?
- What data warning systems are currently in place to identify students at risk of being retained and/or dropping out of school?
- What school-wide activities, strategies, and/or interventions are in place to support students who are at risk of being retained and/or dropping out?
- How will barriers be addressed to prevent students from experiencing course failure, lack of credit attainment, and behavioral issues impacting student achievement?

* 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?	Evaluation Tool		

2010-2011 School Improvement Plan (SIP)-Form SIP-1

<p>1. Dropout Prevention</p> <p><u>Dropout Prevention Goal #1:</u></p> <p><i>*Please refer to the percentage of students who dropped out during the 2009-2010 school year.</i></p>	<p>Students and Parents lack understanding of Diploma Options for ESE students and of graduation requirements</p>	<p>1.1</p> <p>Teachers will alert students/parents of progress/deficiencies in course grades and attendance (see above attendance and suspension goals) every three weeks and conferences will be held at the end of the 1st, 2nd and 3rd nine weeks grading periods and share with PLC's and LT.</p> <p>Guidance counselor will review and monitor grades and credits of all students on a nine-weeks basis and will share with PLC's and LT</p>	<p>1.1.</p> <p>AP and Guidance Counselor</p>	<p>1.1.</p> <p>Monitoring and reporting of grade, attendance and suspension data on a daily and weekly basis.</p> <p>On-going Credit checks/monitoring by guidance and ESE Specialist</p>	<p>1.1.</p> <p>Data base/ gradebooks</p>		
<p>NA- No drop outs from our program</p>	<p><u>2010 Current Dropout Rate:*</u></p>	<p><u>2011 Expected Dropout Rate:*</u></p>					
	<p>0%</p>	<p>0%</p>					
	<p><u>2011 Current Graduation Rate:*</u></p>	<p><u>2012 Expected Graduation Rate:*</u></p>					

2010-2011 School Improvement Plan (SIP)-Form SIP-1

	75% (6 out of 8)	80% (4 out of 5)					
		1.2. Need credit recovery	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
NA						

Dropout Prevention Budget

Include, school allocation from District, Internal funds, Title I, PTSA funds, Grants, ELL funds, Technology funds, etc, additional units/dollars from District.			
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2010-2011 School Improvement Plan (SIP)-Form SIP-1

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process

(Title I Parent Involvement Plan may be uploaded)

2010-2011 School Improvement Plan (SIP)-Form SIP-1

- Generally, what strategies or activities can be employed to increase parent involvement?
- How will the school correlate the parental involvement activities with student achievement?

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

PARENT INVOLVEMENT GOAL(S)	Problem-solving Process to Parent Involvement						
	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?	Evaluation Tool		

2010-2011 School Improvement Plan (SIP)-Form SIP-1

<p>1. Parent Involvement - Communication</p> <p><u>Parent Involvement Goal #1:</u></p>	<p>1.1. Not all students bring reports home</p> <p>Not all parents sign and return reports</p> <p>Not all parents have working phone numbers for school follow-up</p>	<p>1.1. School will send home monthly newsletters, "The Tiger's Roar," admin will use parent link for important dates and times reminders, and teachers will send home progress alerts every three weeks. Conference nights will be held at the end of each nine weeks.</p>	<p>1.1. APC- Attendance Logs and notebook.</p> <p>Conference summary forms will be maintained for all conferences held</p>	<p>1.1. Guidance reviews progress monitoring forms for return and signatures</p> <p>Parent IEP and conference summaries reviewed by Admin and shared with LT</p>	<p>1.1. Parent sign-in sheets for conference nights, summary logs for conferences/IEP meetings held and PM forms maintained in a notebook.</p>		
<p>Based on the School Climate Survey and Perception Survey for Parents, the %age of parents who agree/strongly agree with the indicators under communication will increase from 49% to 65% in the 2011-2012</p>	<p><u>2011 Current level of Parent Perception*</u></p>	<p><u>2012Expected level of Parent Perception:*</u></p>					
	<p>55%</p>	<p>75%</p>					

2010-2011 School Improvement Plan (SIP)-Form SIP-1

		2. Consistency of parent contact school-wide	During the course of the nine weeks, whenever a student has a drop in a letter grade the teacher will contact the parent and send home a progress alert via school mail.	1.2. AP and guidance	1.2. Grades and progress alerts monitored (NCR copies to administrative team, who shares them with guidance)	Progress alerts and parent communication logs from each teacher	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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?	Evaluation Tool		
2. Parent Involvement - Student Learning <u>Parent Involvement Goal #2:</u>	2.1. Parents who cannot attend nightly academic conference or open house nights	2.1.Utilizing the “Making Home connections in Reading” activities throughout the year- on a monthly basis	Parent Involvement Chair/ Reading Tutor (Assistant Teacher)	Save agendas and collect rosters/sign-in sheets	Specific Parent Results of the activities		

2010-2011 School Improvement Plan (SIP)-Form SIP-1

Based on the Perception Survey for Parents, the %age of parents who agree/strongly agree with the indicators under Student Learning will increase from 50% to 75% in the 2011-2012 school year.	<u>2011 Current level of Parent Perception:*</u>	<u>2012 Expected level of Parent Perception:*</u>					
	50%	75%					
		2.2. Parents cannot attend academic conferences	Update old website and monitor website updates for all staff on a monthly basis for academic focus and events	Technology Teacher	Save e-copies of web pages and changes for collection	Updated School and Teacher Web Sites	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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.

2010-2011 School Improvement Plan (SIP)-Form SIP-1

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

Parent Involvement Budget

*** Please ensure that items included in the Parental Involvement Policy/Plan (PIP) are outlined in the following budget section.**

Include, school allocation from District, Internal funds, Title I, PTSA funds, Grants, ELL funds, Technology funds, etc, additional units/dollars from District.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount

2010-2011 School Improvement Plan (SIP)-Form SIP-1

Parental communication	Postage	District Funds	\$240
Grand Total:			

End of Parent Involvement Goal(s)

Additional Goal(s)

Health and Fitness

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

Health and Fitness Goal	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?	Evaluation Tool		

2010-2011 School Improvement Plan (SIP)-Form SIP-1

<p>1. Health and Fitness Goal</p> <p><u>Health and Fitness Goal #1:</u></p>	<p>1.1.</p>	<p>1.1.All Middle School students will participate in Physical Education one period per day for at least one semester of each year from grades 6 through 8.</p>	<p>1.1.Principal, APC and Guidance Counselor</p>	<p>1.1. Monitoring and checking of student schedules</p>	<p>PACER test of the Fitness Program</p>		
<p>During the 2011-2012 school year, then # of students scoring in the “Healthy Fitness Zone “ (HFZ) on the Pacer for assessing aerobic activity and cardiovascular health will increase from 75%on the pretest to 95% on the Posttest.</p>	<p><u>2010 Current Level :*</u></p>	<p><u>2011 Expected Level :*</u></p>					
	<p>75%</p>	<p>95%</p>					

2010-2011 School Improvement Plan (SIP)-Form SIP-1

		1.2.	1.2. Health and physical activity initiatives including six, six-week themes in each P.E. class- Volleyball, Basketball, Court Hockey, Track, Weight Training, and Football	1.2. PE teacher	Lesson plans for PE	PACER Test	
			Five PE classes per week for at least one semester with a certified PE Teacher	PE Teacher	Class schedules/ Master Schedule and classroom walk through observations	PACER Test	

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

Please note that each Strategy does not require a professional development or PLC activity.

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

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Health and Fitness Goal Budget

Include, school allocation from District, Internal funds, Title I, PTSA funds, Grants, ELL funds, Technology funds, etc, additional units/dollars from District.	
Evidence-based Program(s)/Materials(s)	
Strategy	Descr
Subtotal:	
Technology	
Strategy	Descr
Subtotal:	
Professional Development	
Strategy	Descr
Subtotal:	
Other	
Strategy	Descr
Grand Total:	

Continuous Improvement

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

	Problem-						
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Continuous Improvement Goal	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?	Evaluation Tool		
1. Continuous Improvement Goal <u>Continuous Improvement Goal #1:</u>	1.1. Scheduling time to meet	PLC's will meet on alternate Tuesday mornings from 8:00-9:00 AM and on rolling second early release days	Administrative Team	1.1. LT will examine feedback from PLC's to determine next step in the process.	PLC Facilitator will provide feedback from PLC logs and administration will rotate attendance between PLC's		

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The percentage of teachers who strongly agree with the indicator that “teachers meet on a regular basis to discuss their students’ learning, share best practices, problem-solving and develop lesson plans/ assessments that improve student performance (under Teaching and Learning) will increase from 28% to 80%	2010 Current Level :*	2011 Expected Level :*					
	80%	95%					
		1.2. PLC’s need strong, concise focus for agendas on purpose of meetings	1.2.PLC logs will include goals and strategies discussed and recommended and will use the Action Steps of the Goals as a Guide for PLC discussion and PLC work	1.2. Administration All teachers who attended school-based Power Workshop on PLC’s Admin will review PLC logs	LT will review feedback from PLC’s for feedback and for determining next steps in the PLC process	PLC Facilitators will provide feedback to LT on progress of their PLC’s	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

**2010-2011 School Improvement Plan (SIP)-Form SIP-1
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 Grade level Chairs/ Facilitators	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's	6-12		School-wide	Once a month Early Release dates (first Mondays) and alternate (2 nd and 4 th Tuesdays from 8:00-9:00am)	Administration to rotate attending PLC meetings	Administration and grade level chairs/PLC facilitators

Continuous Improvement Goal Budget

Include, school allocation from District, Internal funds, Title I, PTSA funds, Grants, ELL funds, Technology funds, etc, additional units/dollars from District.	
Evidence-based Program(s)/Materials(s)	
Strategy	Descr
Subtotal:	
Technology	
Strategy	Descr
Subtotal:	
Professional Development	

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Strategy	Descr
Subtotal:	
Other	
Strategy	Descr
Grand Total:	

End of Additional Goal(s)

Differentiated Accountability

Directions

1. Download the form for your school from the School Improvement Icon on IDEAS.
2. Save it to your computer.
3. Fill out the form, using the MOCK DA Checklist on the School Improvement Icon on IDEAS
4. Upload the DA Checklist to the Florida DOE On-line Template, following the directions in the Technical Assistance Document.

School-level Differentiated Accountability Compliance

Check your DA Status

School Differentiated Accountability Status				
Intervene	Correct II	Prevent II	Correct I	Prevent I

Yes, I have attached the *school's Differentiated Accountability Checklist of Compliance to the Florida DOE On-Line Template*

School Advisory Council

School Advisory Council (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 citizens 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.

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Yes

No

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

On-going monitoring of students' performance and achievement in all areas of academic curriculum and with all instructional personnel.

Describe projected use of SAC funds.	Amount
Reading materials purchases- classroom chapter books for both the middle and high school English and Reading classes.	\$400

Describe the activities of the School Advisory Council for the upcoming year.

To meet regularly to plan, monitor, discuss, and shape our SIP plan's goal implementation and level of success achieved on