

Florida Department of Education



School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Farnell Middle School	District Name: Hillsborough County
Principal: John Cobb	Superintendent: Mary Ellen Elia
SAC Chair: Allan Alvarado	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

List your school’s administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	John Cobb	BA M. Ed.	8	15	11/12: A 10/11: A 95%AYP 09/10: A 100% AYP 08/09: A 97% AYP 07/08: A 87% AYP

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

Assistant Principal	Chris Woolley	BA (6-12) M. Ed.	1	11	11/12: D (at Site #1781) 10/11: C (Site 1781) 09/10: B (Site 1781) 11/12: A 10/11: A 95% AYP
Assistant Principal	Shellie Blackwood-Green	BA Elem Ed (K-6) M. Ed. (K-12)	2	9	08/09: AYP Met (out of state) 07/08: AYP Met (out of state) 04/05: AYP Met (out of state)

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

Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Michele Freeman	BA Masters in Elem Ed Reading Endorsed ESOL Endorsed	7	2 nd Year	School Grade: A

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Teacher Interview Day	General Directors	June 2012
2. Recruitment Fairs	Supervisors of Teacher Recruitment	On-going
3. MAP	Supervisor of Data Analysis	July 2012
4. Performance Pay	Gene Director of Federal Programs	July 2012
5. Regular Meetings w/ New Teachers	Principal	On-going
6. Partnering & coaching new teachers w/ veteran teachers	Asst. Principals & SALs	On-going
7. College campus job fairs & recruiting at universities	Guidance Counselors	On-going

August 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
3	Coaching by Principal & Administrative Staff; Subject Area Leaders & Area Supervisor support; Needs in Individual Professional Development Plans (IPDP) to reflect areas for improvement

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
77	3%(2)	29%(22)	52%(40)	16%(12)	39%(30)		16%(12)	4%(3)	27%(21)

Teacher Mentoring Program/Plan

Please describe the school’s teacher mentoring program/plan 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
Diane Accardi	Stephanie Irwin	Subject Area Leader	Science Department Activities Monthly observations/check-ups
Gene Hazel	Gregory Burr	Subject Area Leader	Social Studies Department Meetings Monthly observations/check-ups

August 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

Additional Requirements

Coordination and Integration-Title I Schools Only

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

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

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

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

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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The RtI Leadership team (Problem Solving Leadership Team – PSLT) includes:

- Principal
- Assistant Principal for Curriculum
- Assistant Principal for Administration
- Guidance Counselor
- School Psychologist
- Social Worker
- Academic Coaches (Reading)
- ESE teacher
- Subject Area Leaders (Middle)
- Team Leaders (Middle)
- SAC Chair
- ELP Coordinator
- ELL Representative

(Note that not all members attend every meeting, but are invited based on the goals for the meeting)

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

Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The purpose of the PSLT in our school is to ensure high quality instruction/intervention matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction. The PSLT reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc.). The team uses the Collaborative Culture Problem Solving Model and ALL decisions are guided by the review and analysis of student data.

The PSLT is considered the main leadership team in our school. The PSLT will meet 2-4 times monthly and use the problem solving process to:

- Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:
 - Tutoring during the day in small group pull-outs in reading, math and science
 - Extended Learning Programs during and after school
 - Saturday Academies
 - Intensive Reading and Math classes
 - Extended Homeroom once a week
- Create, manage and update the school resource map
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Review and interpret student data (academic, behavior and attendance) at the school and grade levels
- Organize and support systematic data collection as needed
- Strengthen the Tier 1 (core curriculum) instruction through the:
 - Implementation and support of PLCs
 - Use of school-based *Reinforcement Instructional Calendars*, *Mini-Lessons* and *Mini-Assessments*
 - Use of Mini Assessments (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)
 - Use of *Common Core Assessments* at the end of segments/chapters (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)
 - Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction)
 - Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences
- At the end of each nine weeks, assist in the evaluation of teacher fidelity data and student achievement data collected during the nine weeks.
- Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) and F-CIM (Florida Continuous Improvement Model on specific tested benchmarks) and progress monitoring.
- Coordinate/collaborate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/

August 2012

Rule 6A-1.099811

Revised April 29, 2011

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

integrating reading and writing strategies across all other content areas).

- Use intervention planning forms to communicate initiatives between the PSLT and PLCs.

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

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?

- The Chair of SAC is a member of the PSLT.
- The PSLT and SAC were involved in the School Improvement Plan development that was initiated prior to the end of the 2010-11 school year and during preplanning for the 2012-13 school year.
- The School Improvement Plan is the working document that guides the work of the PSLT. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the PSLT will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data as well as data related to various levels of fidelity. Using data gathered from PLCs, the team will monitor the data and make progress statements on the School Improvement Plan at the end of the first, second and third nine weeks. The PSLT will use the following rubric to evaluate Strategy Fidelity of Implementation and Strategy Effectiveness:

Indicator	Strategy Fidelity Check	Strategy Data Check
Not Evident	Teacher monitoring indicates strategy implementation has not begun.	Student data indicate that strategy implementation is showing no positive effect on student achievement.
Emerging	Some (25-75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates early or preliminary stages of implementation.	Student data indicate that strategy implementation is showing minimal or poor effect on student achievement.
Operational	Most (>75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates active implementation.	Student data indicate that strategy implementation is mostly showing a positive effect on student achievement.
Highly Functional	Teacher monitoring indicates that all of the intended teachers are implementing the strategy with fidelity. Evidence exists that the strategy is fully integrated and effectively/consistently implemented.	Student data indicate that strategy implementation is showing a significant positive effect on student achievement.

August 2012

Rule 6A-1.099811

Revised April 29, 2011

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

- The PSLT will communicate with and support the PLCs in implementing the proposed strategies by assigning PSLT members as consultants to the PLCs to facilitate planning and implementation. Once strategies are put in place, PLCs will periodically report on their efforts and student outcomes to the larger PSLT team through the *grade level (elementary) or subject area (middle) or department (high)* PSLT representatives.
- The PSLT and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
 - review and analyze screening and collateral data
 - develop and test hypotheses about why student/school problems are occurring (changeable barriers)
 - develop and target interventions based on confirmed hypotheses
 - establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment
 - develop progress monitoring goals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichments)
 - review goal statements to ensure they are ambitious, time-bound and meaningful (e.g., SMART goals)
 - assess the fidelity of instruction/intervention implementation and other PS/RtI processes

MTSS Implementation

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

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

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

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released test	School Generated Excel Database	Reading Coach/Math Coach/AP
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Common Assessments* (<i>see below</i>) of chapter/segments tests using adopted curriculum resources	School Generated Database	Team Leaders/ PLC Facilitators/ PSLT Member
DAR	School Generated Database	Reading Coach/ Reading PLC Facilitator/ Classroom Teacher
DRA-2	School Generated Excel Database	Individual Teacher
Mini-Assessments on specific tested Benchmarks	School Generated Excel Database	Individual Teacher

*A Common Assessment covers a “chunk” of instruction within the District adopted curriculum. It covers all of the skills taught within a certain time period. The purpose of the Common Assessment is to assess students’ knowledge of the core curriculum. The results of the Common Assessment are used to:

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

- Determine if the lesson plans and teaching strategies used to teach the core curriculum were effective or need to be modified.
- Determine which skills need to be taught with alternative strategies.
- Determine which skills need to be re-taught within the core curriculum and which skills need to be moved to the Reinforcement Instructional Calendar.
- Determine which students need Differentiated Instruction within the classroom and which students might need Supplemental Services.

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP) * (see below) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database in Excel	PSLT/ ELP Facilitator
FAIR OPM	School Generated Database in Excel	PSLT/ Reading Coach
Ongoing assessments within Intensive Courses (Middle/High)	Database provided by course materials (for courses that have one), School Generated Database in Excel	PSLT/PLC/Individual Teachers
Other Curriculum Based Measurement** (see below)	School Generated Database in Excel	PSLT/PLCs

*Students receiving pull-out tutoring during the school day or Extended Learning Program (ELP) after school will receive instruction on the specific skills they have not mastered in the core curriculum. As students work on these specific skills, they will be assessed during tutoring and ELP to ensure mastery of skills. In order to make this process effective, a communication system between classroom teacher and the tutor/ELP teacher will be developed by the PSLT and monitored for effectiveness throughout the school year. As students progress through Supplementary Support and Intensive Instruction, the number/type of supplemental services, time spent in the supplemental services and frequency of assessment will increase in duration.

** In addition to Core assessments, progress monitoring the outcomes of intensive interventions requires additional Curriculum Based Measures (CBM) that:

- assess the same skills over time
- have multiple equivalent forms

are sensitive to small amounts of growth over time

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

Describe the plan to train staff on MTSS.

- The RtI PowerPoint presented to Principals during School Improvement Training will be shared with staff.
- As the District's Problem Solving Team develops resources and staff development courses on RtI, these tools and staff development sessions will be conducted with staff when they become available.
- Professional Development sessions will occur during Tuesday faculty meeting times.

Staff received overview training over the course of several faculty meetings during the 2010-2011 school year. PSLT members who attended the district level RtI trainings served as consultants to the PLCs to guide the process of data review and interpretation. The Problem Solving Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Problem Solving Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.

Describe the plan to support MTSS.

As the District's Problem Solving Team (District RtI) develops resources and staff development trainings on PS/RtI, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions will occur during Tuesday faculty meeting times or rolling faculty meetings. Our school will invite our area RtI Facilitator to visit quarterly to review our progress in implementation of PS/RtI and provide on-site coaching and support to our PSLT/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available. All teachers will complete the state perceptions of PS/RtI Skills Survey midyear and at the end of the year to determine their development of skills and knowledge related to PS/RtI implementation.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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

The Reading Leadership Team serves as the school's literacy Professional Learning Community. The team is comprised of:

- Principal
- Assistant Principal for Curriculum
- Reading Coach
- Reading Teachers
- Media Specialist
- Teachers across content areas (Language Arts, Math, Science, Social Studies and Electives) who have demonstrated effective reading instruction as reflected through positive student reading gains
- Language Arts Subject Area Leaders

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

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

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

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

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

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

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

Public School Choice

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

Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

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

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

***Grades 6-12 Only** Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

Project CRISS, Level 1 training, which is a 12 hour initial training with a mandatory six hour follow-up component, is offered annually by the reading coach at each school site. Sites that do not have a nationally approved Project CRISS District Trainer on site have the opportunity to send teachers to district-offered Project CRISS, Level 1 trainings throughout the school year.

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

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

Demonstration classroom opportunities focusing on the implementation of content-based literacy strategies are mandated by the K-12 Comprehensive Reading Plan at each site. The reading coach is responsible for scheduling and facilitating pre-observation, during observation, and post-observation activities and discussion. This year Demonstration classrooms will focus on Higher Order Thinking Skills/Costas Level of Questioning and Vocabulary Development.

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

Each Subject Area PLC is responsible for reviewing their students' literacy data and creating lessons that are responsive to identified student needs. PLCs are responsible for the creation and implementation of the Florida Continuous Improvement Model Reinforcement Instructional Calendars, Mini-Lessons, Mini-Assessments and re-teach lessons based on the on-going collection of student data. Common assessments on chapter tests are used to identify effective reading strategies and guide instruction for re-teach or enrichment.

Reading coaches are responsible for assisting content teachers with the integration of differentiated instruction strategies into their content area classrooms. With content teachers, Reading coaches co-plan, co-teach, observe and provides feedback.

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

August 2012

Rule 6A-1.099811

Revised April 29, 2011

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</p>	<p>1A.1. -Lack of common planning time to discuss best practices before the unit of instruction. -Lack of planning time to identify and analyze core curriculum assessments. -Need additional training to implement effective PLCs.</p>	<p>1A.1. Close Reading Student reading comprehension improves when students are engaged in close reading techniques using on-grade-level content-based text (textbooks and other supplemental text) across all content areas. Specific close reading strategies included: 1) re-reading , 2) asking and creating dependent</p>	<p>1A.1. Principal APC Reading Coach Subject Area Leaders</p>	<p>1A.1. The Problem Solving Leadership Team reviews FAIR OPM data to determine the percentage of students scoring medium to high. PLCs-Teachers assess students using end of unit/chapter tests. PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLCs will review evaluation data. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</p>	<p>1A.1. <u>3x per year (Reading)</u> - FAIR On-going Progress Monitoring in comprehension <u>Semester Exams (All Content Areas)</u> <u>During Nine Weeks</u> - End-of-unit/chapter tests (all Content Areas) -Programmed generated assessments -LA embedded writing prompts</p>		
--	---	--	---	--	--	--	--

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

		<p>questions , 3) writing in response to reading 4) engaging in text- based class discussio ns and 5) defining academic vocabula ry.</p>					
<p><u>Reading Goal #1A:</u> In grades 6-8, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 72% to 75%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>72% (778)</p>	<p>75% (1012)</p>					

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

		<p>1A.2. -Lack of common planning time to discuss best practices before the unit of instruction. -Lack of planning time to identify and analyze core curriculum assessments. -Need additional training to implement effective PLCs.</p>	<p>1A.2. Tackling Complex Text Student reading comprehension improves (across all content areas) when students are actively engaged while reading on-grade level complex text.</p>	<p>1A.2. Principal -APC -Reading Coach -Subject Area Leaders -Reading Leadership Team</p>	<p>1A.2. PLCs-Teachers assess students using end of unit/ chapter tests. PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLCs will review evaluation data. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</p>	<p>1A.2. <u>3x per year (Reading)</u> - FAIR On-going Progress Monitoring Tool (Scaffolded Discussion Templates) <u>Semester Exams (All Content Areas)</u> <u>During the nine weeks</u> - End-of-unit/chapter tests (All Content Areas) -Program generated assessments -LA embedded assessments -Vocabulary assessments (All Content Areas)</p>	
--	--	---	--	---	--	--	--

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

		1A.3.	1A.3 Tier 2/3 Students' reading comprehension will improve through the use of small guided reading groups within the intensive reading classroom. These guided reading sessions will focus on FCAT 2.0 benchmarks. Students' progress will be monitored through Easy CBM and FAIR assessments. In addition, students in the bottom quartile will receive tutoring in the morning two days a week.	1A.3. Principal -APC -Reading Coach -Subject Area Leaders -Reading Leadership Team	1A.3. Teachers analyze mini assessment data on skills taught/reviewed in supplemental instructional period. Mini-assessment data recorded in team data base (excel spread sheet). Excel spread sheet turned into APC every three weeks. Teachers review data at PLC meetings. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	1A.3. <u>3x per year (Reading)</u> - FAIR On-going Progress Monitoring in comprehension <u>Semester Exams:</u> Reading Language Arts <u>During the nine weeks</u> -Mini assessments in remediation sessions	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	2A.1.	2A.1. See 1A.1	2A.1. See 1A.1	2A.1. See 1A.1	2A.1. See 1A.1		
<u>Reading Goal #2A:</u> In grades 6-8, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 44% to 47%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	44% (534)	47% (634)					
		2A.2.	2A.2. See 1A.2	2A.2. See 1A.2	2A.2. See 1A.2	2A.2. See 1A.2	
		2A.3.	2A.3. See 1A.3	2A.3. See 1A.3	2A.3. See 1A.3	2A.3. See 1A.3	

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

2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<u>Reading Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in reading.	3A.1.	3A.1. See 1A.1	3A.1. See 1A.1	3A.1. See 1A.1	3A.1. See 1A.1		
<u>Reading Goal #3A:</u> In 6-8 th grade, the percentage of ALL Curriculum students making learning gains on the 2013 FCAT Reading will increase from 68% to 71%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	68% (725)	71% (958)					
		3A.2.	3A.2. See 1A.2	3A.2. See 1A.2	3A.2. See 1A.2	3A.2. See 1A.2	
		3A.3.	3A.3. See 1A.3	3A.3. See 1A.3	3A.3. See 1A.3	3A.3. See 1A.3	

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

3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<u>Reading Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1.	4A.1. See 1A.1	4A.1. See 1A.1	4A.1. See 1A.1	4A.1. See 1A.1		
Reading Goal #4: In grades 6-8, the percentage of All Curriculum students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 63% to 66%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	63% (672)	66% (891)					
		4A.2.	4A.2. See 1A.2	4A.2. See 1A.2	4A.2. See 1A.2	4A.2. See 1A.2	
		4A.3.	4A.3. See 1A.3	4A.3. See 1A.3	4A.3. See 1A.3	4A.3. See 1A.3	

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

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Reading Goal #5A:</u> <i>Skip for now</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		
<u>Reading Goal #5B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Reading Goal #5C:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
<u>Reading Goal #5D:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Reading Goal #5E:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning						
--	--	--	--	--	--	--

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

Community (PLC) or PD Activities 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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
DI	Grades 6-8	SAL	All teachers school wide	-Early Release continued updates during PLC meetings every two weeks	Administrators will conduct targeted classroom walk-throughs to monitor DI implementation.	Principal and Administrative Team
Vocabulary Strategies	Grades 6-8	Reading Coach LA SAL and course-specific PLC Facilitators	Reading Coach LA SAL and course-specific PLC Facilitators	-PLC course specific meetings scheduled every two weeks -PD on half day in December -Demonstration classrooms scheduled October 2012-May 2013	Administrative walk-throughs to observe vocabulary acquisition strategies	Principal and Administrative Team
Data Collection and Analysis	Grades 6-8	Principal APC/SALs Reading Coach	All teachers school wide	-Rolling faculty meetings	PLST review of data	PLST

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

Reading Budget (Insert rows as needed)

End of Reading Goals

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

Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1.	1.1.	1.1.	1.1.	1.1.	
CELLA Goal #1: English Language Learners for 2013 to score 61% proficient, an increase from 58%.	2012 Current Percent of Students Proficient in Listening/Speaking:					
	61% proficient (33 of 55 students)					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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

Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	2.1.	2.1.	2.1.	2.1.	2.1.	
<p><u>CELLA Goal #2:</u></p> <p>English Language Learners for 2013 to score 34% proficient, an increase from 31%</p>	<p>2012 Current Percent of Students Proficient in Reading:</p>					
	<p>31% proficient (17 of 55 students)</p>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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

Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	2.1.	2.1.	2.1.	2.1.	2.1.	
<u>CELLA Goal #3:</u> English Language Learners for 2013 to score 47% proficient, an increase from 44%.	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	47% proficient (26 of 55 students)					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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

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

CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of CELLA Goals

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

Middle School Mathematics Goals

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

Middle School Mathematics	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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</p>	<p>1A.1. - Lack of understanding of how to implement the Core Continuous Improvement Model (C-CIM with the core curriculum), as the emphasis has been placed on F-CIM for targeted mini lessons and NOT on the core curriculum. -Lack of common planning time to discuss best practices before the unit of instruction. -Lack of common planning time to identify and analyze core curriculum assessments. -Lack of planning time to analyze data to identify best practices. - Need additional</p>	<p>1A.1. Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ math skills will improve through the use of the Cornell note taking system. <u>Action Steps:</u> 1. AVID instructors provide staff development in the appropriate use of Cornell Note taking emphasizing the use of summarization during lesson closure. 2. Instructional Coaches and Department Chairs model the use of Cornell Note taking with appropriate subject area modifications in classrooms. 3. PLCs write SMART goals</p>	<p>1A.1. Principal APC AVID Coordinator</p>	<p>1A.1. PLCs-Teachers assess students using end of unit/chapter tests. PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLCs will review evaluation data. PLC facilitator will share data with the PSLT. PSLT will review assessment data for positive trends at a minimum of once per nine weeks.</p>	<p>1A.1. <u>2-3x Per Year</u> District Baseline and Mid-Year Testing <u>During Nine Weeks</u> -Chapter Tests</p>		
--	---	---	---	---	---	--	--

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

	<p>training to implement effective PLCs. - Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students).</p>	<p>based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each unit of instruction.) 4. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling Cornell notes. In addition, PLCs collaborate with AVID site teams to enhance their skill level. 5. PLC teachers instruct students using the core curriculum, incorporating Cornell notes. 6. At the end of the unit, teachers give a common assessment</p>					
--	---	--	--	--	--	--	--

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

	<p>identified from the core curriculum material.</p> <p>7. Teachers bring assessment data back to the PLCs.</p> <p>8. Based on the data, teachers discuss effective implementation of Cornell notes.</p> <p>9. Based on data, PLCs use the problem-solving process to determine next steps.</p> <p>10. PLCs record their minutes from the meetings.</p>					
--	---	--	--	--	--	--

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

<u>Mathematics Goal</u> <u>#1A:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
In grades 6-8, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 78% to 81%.							
	78% (831)	81% (1093)					

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

		1A.2.	1A.2. Tier 1 –The purpose of this strategy is to strengthen the core curriculum. Students’ math skills will increase when teachers use Interactive Word Walls that include graphic representations and definitions as well as remain current, organized, and referenced throughout instruction to help students increase their vocabulary acquisition and use of content vocabulary. <u>Action Steps</u> <i>Schools describe how this procedure will be implemented.</i>	1A.2. Principal APC SAL	1A.2. PLCs-Teachers assess students using end of unit/ chapter tests. PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLCs will review evaluation data. PLC facilitator will share data with the PSLT. PSLT will review assessment data for positive trends at a minimum of once per nine weeks. <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	1A.2. <u>-3x Per Year</u> District Baseline and Mid-Year Testing <u>During Nine Weeks</u> -Chapter Tests	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Mathematics Goal #1B:</u>	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					

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

		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1.	2A.1. See 1A.1	2A.1. See 1A.1	2A.1. See 1A.1	2A.1. See 1A.1		
Mathematics Goal #2A: In grades 6-8, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 48% to 51%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	48% (551)	51% (688)					
		2A.2.	2A.2. See 1A.2	2A.2. See 1A.2	2A.2. See 1A.2	2A.2. See 1A.2	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

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

2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<u>Mathematics Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1.	3A.1. See 1A.1	3A.1. See 1A.1	3A.1. See 1A.2 See 1A.1	3A.1. See 1A.1		
<u>Mathematics Goal #3A:</u> In grades 6-8, the percentage of All Curriculum students making learning gains on the 2013 FCAT Math will increase from 78% to 81%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	78% (831)	81% (1080)					
		3A.2.	3A.2. See 1A.2	3A.2. See 1A.2	3A.2. See 1A.2	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	

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

3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<u>Mathematics Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1.	4A.1. See 1.A.1	4A.1. See 1.A.1	4A.1 See 1.A.1.	4A.1. See 1.A.1		
Mathematics Goal #4: In grades 6-8, the percentage of All Curriculum students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 64% to 67%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	64% (682)	67% (904)					
		4A.2.	4A.2. See 1A.2	4A.2 See 1A.2.	4A.2. See 1A.2	4A.2. See 1A.2	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Mathematics Goal</u> <u>#5A:</u> <i>Disregard for now.</i>							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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

<u>Mathematics Goal</u> <u>#5B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Mathematics Goal #5C:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
Mathematics Goal #5D: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Mathematics Goal #5E:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Middle School Mathematics Goals

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

Algebra 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

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

Algebra 1 EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p>1. Students scoring at Achievement Level 3 in Algebra 1.</p>	<p>1A.1. - Lack of understanding of how to implement the Core Continuous Improvement Model (C-CIM with the core curriculum), as the emphasis has been placed on F-CIM for targeted mini lessons and NOT on the core curriculum. -Lack of common planning time to discuss best practices before the unit of instruction. -Lack of common planning time to identify and analyze core curriculum assessments. -Lack of planning time to analyze data to identify best practices. - Need additional</p>	<p>1A.1. Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ math skills will improve through the use of the Cornell note taking system. <u>Action Steps:</u> 1. AVID instructors provide staff development in the appropriate use of Cornell Note taking emphasizing the use of summarization during lesson closure. 2. Instructional Coaches and Department Chairs model the use of Cornell Note taking with appropriate subject area modifications in classrooms. 3. PLCs write</p>	<p>1A.1. Principal APC AVID Coordinator</p>	<p>1A.1. PLCs-Teachers assess students using end of unit/chapter tests. PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLCs will review evaluation data. PLC facilitator will share data with the PSLT. PSLT will review assessment data for positive trends at a minimum of once per nine weeks.</p>	<p>1.1. District Formative Assessments Semester 1 Exam EOC Exam (Final Exam)</p>		
--	---	--	---	---	--	--	--

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

	<p>training to implement effective PLCs. - Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students).</p>	<p>SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each unit of instruction.) 4. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling Cornell notes. In addition, PLCs collaborate with AVID site teams to enhance their skill level. 5. PLC teachers instruct students using the core curriculum, incorporating Cornell notes. 6. At the end of the unit, teachers give</p>					
--	--	---	--	--	--	--	--

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

	<p>a common assessment identified from the core curriculum material.</p> <p>7. Teachers bring assessment data back to the PLCs.</p> <p>8. Based on the data, teachers discuss effective implementation of Cornell notes.</p> <p>9. Based on data, PLCs use the problem-solving process to determine next steps.</p> <p>10. PLCs record their minutes from the meetings.</p>					
--	---	--	--	--	--	--

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

Algebra 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Percentage of 8 th graders earning level 3 or higher in Algebra End of Course exam in 2013 will increase from 88% to 91%.							
	88%	91%					
	1A.2.	1A.2	<p>1A.2. Tier 1 –The purpose of this strategy is to strengthen the core curriculum. Students’ math skills will increase when teachers use Interactive Word Walls that include graphic representations and definitions as well as remain current, organized, and referenced throughout instruction to help students increase their vocabulary acquisition and use of content vocabulary.</p> <p><u>Action Steps</u> <i>Schools describe how this procedure will be implemented.</i></p>	1A.2. Principal APC SAL	<p>1A.2. PLCs-Teachers assess students using end of unit/ chapter tests. PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.</p> <p>PLCs will review evaluation data. PLC facilitator will share data with the PSLT. PSLT will review assessment data for positive trends at a minimum of once per 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>1A.2. District Formatives</p> <p>District Baseline and Mid-Year Testing</p> <p><u>During Nine Weeks</u> -Chapter Tests</p> <p>Semester 1 Exam</p>	

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

		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.	2.1. See 1 A.1	2.1. See 1A.1	2.1. See 1A.1	2.1. See 1A.1	2.1. See 1A.1		
<u>Algebra Goal #2:</u> Percentage of 8th graders earning level 4 or 5 in Algebra End of Course exam in 2013 will increase from 48% to 51%.	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
	48%	51%					
		2.2. See 1 A.2	2.2. See 1A.2	2.2. See 1A.2	2.2. See 1A.2	2.2. See 1A.2	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Algebra 1 Goal #3A:</u> <i>Skip for now.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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

<p>Algebra 1 Goal #3B: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>	<p><i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
<u>Algebra 1 Goal #3C:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
<u>Algebra 1 Goal #3D:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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

August 2012
Rule 6A-1.099811
Revised April 29, 2011

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
<u>Algebra 1 Goal #3E:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Algebra 1 EOC Goals

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

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities 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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
DI	Grades 6-8	Math SAL	Math Departmental PLCs	PLC meetings every two nines	Administrators conduct targeted classroom walk-throughs to monitor DI	Administrative Team
Math End of Course Exam	Algebra 1	APC	Algebra	Prior to the administration of the test	EOC testing	APC

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

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Mathematics Goals

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

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.</p>	<p>1.1. -Lack of instructional time -Lack of common teacher planning time</p>	<p>1.1. Strategy Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ science skills will increase when teachers use student created Interactive Word Walls that are current, organized, and referenced throughout instruction to help students increase their vocabulary acquisition and use of content vocabulary. <u>Action Steps</u> 1. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 70% or</p>	<p>1.1. <u>Who</u> Principal APC SAL <u>How</u> -PLC logs turned into administration Administration provides feedback -Principal walk throughs -To monitor fidelity, teachers use the word walls. Monitoring data will be reviewed every nine weeks</p>	<p>1.1. PLCs will discuss mastery of identified vocabulary PLCs-Teachers assess students using end of unit/chapter tests. PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLCs will review evaluation data. PLC facilitator will share data with the PSLT. PSLT will review assessment data for positive trends at a minimum of once per nine weeks.</p>	<p>1.1. <u>2-3x Per Year</u> Vocabulary Assessments</p>		
---	---	--	---	--	---	--	--

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

	<p>above on each unit of instruction.)</p> <p>2. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling technology and hands-on strategies.</p> <p>3. PLC teachers instruct students using the core curriculum, incorporating strategies from their PLC discussions.</p> <p>5. At the end of the unit, teachers give a common assessment identified from the core curriculum material.</p> <p>6. Teachers bring assessment data back to the PLCs.</p> <p>7. Based</p>					
--	---	--	--	--	--	--

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

		<p>on the data, teachers discuss strategies that were effective.</p> <p>8. Based on data, PLCs use the problem-solving process to determine next steps of planning technology and hands-on strategies.</p> <p>9. PLCs record their work in the PLC minutes.</p>					
<p><u>Science Goal #1A:</u></p> <p>In grade 8, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 65% to 68%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	65%	68%					

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

		<p>1.2. -Lack of appropriate equipment for instructional, scientific and laboratory technology (animations, probeware, digital microscopy)</p> <p>- Administrators are at varying skill levels in using appropriate instructional, scientific and laboratory technology (animations, probeware, digital microscopy)</p>	<p>1.2. Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ understanding of the nature of science and scientific inquiry will improve through the use of appropriate instructional, <u>scientific and laboratory technology</u> (animations, probeware, digital microscopy)</p> <p><u>Action Steps</u></p> <p>1. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 70% or above on each unit of instruction.)</p> <p>2. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling technology and hands-on strategies.</p> <p>3. PLC teachers instruct students using the core curriculum, incorporating strategies from their PLC discussions.</p> <p>5. At the end of the unit, teachers give a common assessment identified from the core curriculum material.</p> <p>6. Teachers bring assessment data back to the PLCs.</p> <p>7. Based on the data, teachers discuss strategies that were effective.</p> <p>8. Based on data, PLCs use the problem-solving process to determine next steps of</p>	<p>1.2. <u>Who</u> Principal APC Science Department Chairperson</p> <p><u>How Monitored</u></p> <p>-PLC logs turned into administration. Administration provides feedback.</p> <p>-Classroom walk-throughs observing this strategy.</p> <p>-Evidence of strategy in teachers’ lesson plans seen during administration walk-throughs.</p> <p>-PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every nine weeks.</p> <p>-HCPS Informal Observation Pop-In Form (EET tool)</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>1.2. PLCs will review unit assessments ensuring that at least 70% of the students are reaching mastery on units of instruction.</p> <p>PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per 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>1.2. <u>2x per year</u> District-level baseline and mid-year tests</p> <p><u>Semester Exams</u></p> <p><u>During the nine weeks</u></p> <p>- Mini Assessments</p> <p>-Unit assessments</p>	
--	--	---	--	--	---	---	--

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

			planning technology and hands-on strategies. 9. PLCs record their work in the PLC minutes.				
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Science Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
---	---------------------	----------	---	---	-----------------	--	--

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

<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</p>	<p>2.1. - Lack of common planning time to discuss best practices before the units of instruction. -Lack of common planning time to identify and analyze core curriculum assessments. -Lack of planning time to analyze data to identify best practices. - Need additional training to implement effective PLCs.</p>	<p>2.1 Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ science comprehension will improve through teachers using the Core Continuous Improvement Model (C-CIM) with Science Vocabulary and Concept Mapping and providing Differentiated Instruction as a result of the problem-solving model. <u>Action Steps</u> 1. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or</p>	<p>2.1. <u>Who</u> -Principal -APC -Subject Area Leaders <u>How</u> -PLC minutes turned into administration. Administration provides feedback. -Classroom walk-throughs observing this strategy. -Evidence of strategy in teachers’ lesson plans seen during administration classroom walk-throughs -PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every nine weeks.</p>	<p>2.1. PLC unit assessment data will be recorded in a course-specific PLC data base (excel spreadsheet). PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</p>	<p>2.1. <u>2x per year</u> District Baseline and Mid-Year Testing <u>Semester Exams</u> <u>During the Nine Weeks</u> -Unit assessments</p>		
---	---	--	--	---	---	--	--

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

	<p>above on each unit of instruction.)</p> <p>2. As a Professional Development activity, teachers use district textbook adopted materials and resources within their PLCs to plan and deliver lessons.</p> <p>3. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based best-practice DI strategies. In addition, math teachers visit math demonstration classrooms where DI is emphasized.</p> <p>4. PLC teachers instruct students using the core</p>					
--	--	--	--	--	--	--

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

	<p>curriculum, incorporating DI strategies from their PLC discussions.</p> <p>5. At the end of the unit, teachers give a common assessment identified from the core curriculum material.</p> <p>6. Teachers bring assessment data back to the PLCs.</p> <p>7. Based on the data, teachers discuss strategies that were effective.</p> <p>8. Based on the data, teachers 1) decide what skills need to be re-taught in a whole lesson to the entire class, 2) decide what skills need to be moved to mini-lessons or re-teach for the whole class 3)</p>					
--	---	--	--	--	--	--

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

		decide what skills need to re-taught to targeted students (remediation and enrichment). 9. PLCs record their work in the PLC logs.					
<u>Science Goal #2A:</u> In grade 8, the percentage of Standard Curriculum students scoring a Level 4 or 5 on the 2013 FCAT Science will increase from 18% to 21%	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	18%	21%					

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

		<p>2.2</p> <p>-Lack of student technology in the home</p> <p>-Lack of computer lab time</p> <p>-Lack of instructional time</p>	<p>2.2</p> <p>Strategy</p> <p>Students will improve their ability to answer FCAT style questions by using FCAT Explorer.</p> <p><u>Action Steps</u></p> <p>1. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 70% or above on each unit of instruction.)</p> <p>2. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling technology and hands-on strategies.</p> <p>3. PLC teachers instruct students using the core curriculum, incorporating strategies from their PLC discussions.</p> <p>5. At the end of the unit, teachers give a common assessment identified from the core curriculum material.</p> <p>6. Teachers bring assessment data back to the PLCs.</p> <p>7. Based on the data, teachers discuss strategies that were effective.</p> <p>8. Based on data, PLCs use the problem-solving process to determine next steps of planning technology and hands-on strategies.</p> <p>9. PLCs record their work in the PLC minutes.</p>	<p>2.2</p> <p><u>Who</u></p> <p>Principal APC Science SAL Technology Staff</p> <p><u>How</u></p> <p>-Computer lab calendar</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</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</p> <p><u>2-3x Per Year</u></p> <p><u>During Nine Weeks</u></p>	
--	--	--	--	---	---	--	--

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

		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Science Goal #2B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

End of Elementary and Middle School Science Goals

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

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Technology and Hands-On Activities	Grades 6-8	Science DH and Technology Resource	Science teachers – whole department	1 half day in the fall and 1 half day in the spring.	Administrators conduct targeted walk-throughs to monitor Technology and Hands-On Activity implementation	Administration Team

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

August 2012
 Rule 6A-1.099811
 Revised April 29, 2011

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

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

End of Science Goals

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

Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</p>	<p>1 A.1 - Teachers lack skill and understanding regarding the FCAT Writing Assessment and Scoring Rubric. - Teachers new to Language Arts may not have FCAT Writing training - Teachers do not have confidence using holistic scoring methods - Teachers lack sufficient time to score student papers - Teachers lack common planning time to meet in PLCs to discuss common deficiencies in writing</p>	<p>1 A.1 Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ writing skills will improve through participation of best practices for teaching writing. Best practices include <u>PLC instructional calendars, Differentiate and effective holistic scoring methods.</u> <u>Action Steps</u> 1. As a Professional Development activity, teachers new to the profession and/or content area are required to attend district level trainings. 2. As a Professional</p>	<p>1 A.1 Who Principal APC LA SAL How Monitored - PLC logs turned into administration. Administration provides feedback. - Classroom walk-throughs observing this strategy. - Evidence of strategy in teachers’ lesson plans seen during administration walk-throughs. -HCPS Informal Observation Pop-In Form (EET tool). -PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every nine weeks. - Springboard Walk-Through Observation Form <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u></p>	<p>1 A.1 PLCs will identify trends (deficiencies and growth) in student writing performance and collaborate to modify the instructional calendar to provide differentiated instruction as appropriate. PLCs - Review of monthly formative writing assessments to determine number and percent of students scoring above proficiency as determined by the assignment rubric. PLCs will chart the increase in the number of students reaching 4.0 or above on the monthly writing prompt. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends. PLCs will participate in rubric Norming sessions to identify teacher barriers impeding effective holistic scoring. <u>First Nine Week Check</u> <u>Second Nine Week Check</u></p>	<p>1 A.1 <u>2-3x Per Year</u> Student monthly demand writes, student daily drafts, conferencing notes <u>During Nine Weeks</u></p>		
--	--	--	--	--	---	--	--

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

	<p>Development activity, teachers participate in assessment and rubric refresher courses and practice scoring within PLCs.</p> <p>3. As a Professional Development activity, Language Arts SAL/ DH and grade level (PLC) chairs will facilitate advanced scoring sessions.</p> <p>4. Based on baseline data, PLCs write SMART goals for each nine weeks. (For example, during the first nine weeks, 50% of the students will score 4.0 or above on the monthly formative writing prompt.)</p> <p>5. As a Professional</p>		<p><u>Third Nine Week Check</u></p>			
--	---	--	-------------------------------------	--	--	--

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

	<p>Development activity PLC discussions draw teachers to a consensus regarding student trends, needs, and scores based on connecting student writing with state anchors.</p> <p>6. Based on student writing reviews and PLC discussions regarding trends and needs, teachers create monthly writing menus for craft, elaboration, and genres as a list of essential teaching points for the month ahead.</p> <p>7. Teachers implement the ideas based on specific student needs.</p> <p>8. As a Professional Development activity PLCs</p>					
--	--	--	--	--	--	--

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

		<p>examine student conference notes, daily drafts, and monthly demand writes and adjusts the monthly writing menu of teaching points and share ideas to grow students.</p> <p>9. PLCs review nine week data, set a new goal for the following nine weeks.</p> <p>10. PLCs record their work in the PLC logs.</p>					
<p><u>Writing Goal #1A:</u></p> <p>In grade 8, the percentage of AYP All Curriculum (AC) students scoring a Level 3 or higher on the 2013 FCAT Writing will increase from 92% to 95%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	92%	95%					

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

		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Writing Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Rubric Training for Embedded Assessments	Grades 6-8	LA SAL/PLC Facilitators	Language Arts PLCs	October, 2010 On-going reflection at PLCs	Administrative walk-through to monitor strategy.	Administration Team

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

August 2012
 Rule 6A-1.099811
 Revised April 29, 2011

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

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

End of Writing Goals

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

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p>1. Attendance</p>	<p>1.1. -Most students with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance. -Lack of time to focus on attendance -Lack of staff to focus on attendance</p>	<p>1.1. The Administration Team along with other appropriate staff will meet every 20 days to review the school's Attendance Plan to 1) ensure that all steps are being implemented with fidelity and 2) discuss targeted students. A data base will be maintained for students with excessive unexcused absences and tardies. This data base will be used to evaluate the effectiveness of attendance interventions and to identify students in need of support beyond school wide</p>	<p>1.1. AP will run Attendance/Tardy meetings every 20 days with appropriate reports AP will maintain data base Social Worker Guidance Counselors</p>	<p>1.1. Administration Team and subset of PSLT will examine data monthly</p>	<p>1.1. Average Daily Attendance</p>		
-----------------------------	--	---	--	--	--	--	--

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

		attendance initiatives regular basis, allowing parents to monitor attendance.					
<u>Attendance Goal #1:</u>							
<p>2013 overall attendance for the year to improve to 96.25% average daily attendance from 96.02%.</p> <p>Decrease the number of students having 10 or more absences from 49 to 46.</p> <p>Maintain zero students having 10 or more unexcused tardies to school for the 2013 school year.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					

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

	96.02%	96.25%					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	49 students	46 students					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	0	0					

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

		1.2. See 1.1	1.2. When a student reaches 15 days of unexcused absences and/or unexcused tardies to school, parents and guardians are notified via mail that future absences/tardies must have a doctor note or other reason outlined in the Student Handbook to receive an excused absence/tardy and must be approved through an administrator. A parent-administrator-student conference is scheduled and held regarding these procedures. The goal of the conference is to create a plan for assisting the students to improve his/her attendance/tardies.	1.2. See 1.1	1.2. See 1.1	1.2. See 1.1	
		1.3. Not all teachers are comfortable with EdLine -Not all teachers keep attendance updated	1.3. All teachers will post their attendance to EdLine on a regular basis, allowing parents to monitor attendance	1.3.	1.3.	1.3.	

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

Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Plan	Administrators	AP	At Administrator staff meetings	August/September	Review plan and student data every 20 days	AP

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

August 2012
Rule 6A-1.099811
Revised April 29, 2011

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

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

End of Attendance Goals

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

Suspension Goal(s)

* 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1.1. There needs to be common school-wide expectations and rules for appropriate classroom behavior.	1.1. Tier 1: Positive Behavior Support (PBS) will be implemented to address school-wide expectations and rules, set these through staff survey and discussion, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations.	1.1. PSLT "behavior" subgroup	1.1 PSLT "behavior" subgroup with review data on Office Discipline Referrals ODRs and out of school suspensions monthly..	1.1. Crystal Report ODR and suspension data cross-referenced with mainframe discipline data		

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

<p>Suspension Goal #1:</p> <p>Decrease number of suspensions and students suspended (ISS & OSS) for the 2013 school year. This goal does not reflect the 8% increase in our student population.</p>							
	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	371	370					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	161	160					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
151	150						
<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>						

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

	92	91					
		<p>1.2.</p> <p>Data indicates that there is wide variation in the number of ODRs generated across classrooms.</p>	<p>1.2.</p> <p>PSLT “Managing and Motivating” subgroup will review data and make recommendations to the PSLT for additional training in classroom management for teachers in need (e.g., CHAMPS training)</p>	<p>1.2</p> <p>“Managing and Motivating” subgroup PSLT</p>	<p>1.2.</p> <p>PSLT “Managing and Motivating” subgroup with review data on Office Discipline Referrals (ODRs) and out of school suspensions monthly in targeted classrooms</p>	<p>1.2.</p> <p>“UNTIE” ODR and suspension data cross-referenced with mainframe discipline data</p>	
		<p>1.3.</p> <p>Few opportunities exist for students to connect and establish mentoring relationships with adults at school.</p>	<p>1.3.</p> <p>Tier 2:“Check and Connect” program will be implemented to support students who accrue more than 10 suspension days in one semester.</p>	<p>1.3.</p> <p>Guidance Social Worker School Psychologist</p>	<p>1.3.</p> <p>A subgroup of the Problem Solving Leadership Team will review suspension data and determine the percent of student with 10 or more suspensions per semester. The Team will review suspension data biweekly and report</p>	<p>1.3.</p> <p>Biweekly Suspension Data</p>	

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

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Support (PBS)	6-8	District	School wide	Early Release days	Monthly Data Review with support from PBS Coach. PSLT will review the attendance and behavior data on a weekly basis, providing mentoring to students, and establishing ongoing contact with parents.	Principal and Assistant Principal

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount

August 2012
 Rule 6A-1.099811
 Revised April 29, 2011

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

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

End of Suspension Goals

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><u>STEM Goal #1:</u> 68% of students are in Honors Math/Science (highest available level offered at each grade level). Placement is based upon performance in previous courses and the FCAT. At the conclusion of the 2012-2013 school year, 71% of our students will have performed for Honors placement in Math/Science.</p>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each</small>						

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

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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<u>CTE Goal #1:</u> CTE participation is on an elective basis (1/2 year wheel for grade 6). In order to maintain, and eventually increase participation, each of the two CTE units (Culinary & Computer Applications) will continue to maximize capacity for student participation.	1.1. Students have opportunities to select from five other (non-CTE) electives.	1.1. Recognition and promotion of both Culinary and Computer Apps Programs. Informing stakeholders of students' opportunities to enroll in CTE courses Ensuring course selection and unit availability are maintained	1.1. Computer Apps and Culinary instructors Guidance Counselors APC	1.1. As course tallies are accumulated in Spring, effectiveness of student interest to maintain or possibly grow CTE units to be determined.	1.1. Number of courses offered to students.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

August 2012
 Rule 6A-1.099811
 Revised April 29, 2011

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

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

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

CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of CTE Goal(s)

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

Additional Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal	1.1. Participation by stakeholders due to after school schedules.	1.1. Promotion of activities through visual displays, communication tools, PE & Culinary departments.	1.1. Culinary Dept, Phys Ed. Department Administration	1.1 Participation of students during the fall and continued promotion and planning for Spring activity with anticipation of increasing participation..	1.1. Comparison of Spring participants with the previous Fall participants.		

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

<p>Additional Goal #1: 1. Health & Fitness-Two family/ student activities (schoolwide) will be conducted for the purpose of promoting and increasing health & Physical fitness. 2. Percentage of students responding favorably to SCIP to increase from 59.6% to 62.6 % for 2013</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
	<p>0 Activities</p>	<p>2 Activities</p>					
	<p>59.6%</p>	<p>62.6%</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>2.1.</p>	<p>2.1. Clarify to stakeholders the results of the SCIP in regards to the 8 questions and responses from the 2012 survey.</p>	<p>2.1. All Staff Members</p>	<p>2.1. Spring survey administered to parents, staff, and students.</p>	<p>2.1. 2013 SCIP-Student Results</p>	

Additional Goals Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning</p>						
---	--	--	--	--	--	--

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

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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

Additional Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:
CELLA Budget	Total:
Mathematics Budget	Total:
Science Budget	Total:
Writing Budget	Total:
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total:

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

Grand Total:

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

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
Priority	Focus	Prevent

Are you reward school? Yes No

(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the *Upload* page

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.
Monthly SAC Meeting. Two meetings combined with other school events.

Describe the projected use of SAC funds.	Amount
100% of budget allocated for TECHNOLOGY	\$3628.80

August 2012
Rule 6A-1.099811
Revised April 29, 2011

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