

# FLORIDA DEPARTMENT OF EDUCATION



## School Improvement Plan (SIP) Form SIP-1

### Madison Middle School

#### 2012-2013 SCHOOL IMPROVEMENT PLAN

## PART I: SCHOOL INFORMATION

School Name: <b>Madison Middle School</b>	District Name: <b>Hillsborough</b>
Principal: <b>Dr. Joseph Brown</b>	Superintendent: <b>Mrs. Mary Ellen Elia</b>
SAC Chair: <b>Mrs. Lynn Lavallee</b>	Date of School Board Approval:

### Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

### Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Joseph Brown	B.A. - Philosophy M.A. – Counselor Education M.A. – Educational Leadership Ed.D. – Educational Leadership	1	15	2011-2012 C 2010 -2011 A, 77% AYP 2009 – 2011 A, 95% AYP 2008 – 2009 C, 74%
Assistant Principal	Jeff Colf	MA – Leadership BA- History ESOL	<1	4	2011 - 2012 A 2010 – 2010 A 2009-2010: A 100% AYP

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Assistant Principal	Twanya Hall-Clark	B.S. – Sociology/Criminology M.Ed. – Educational Leadership	11	11	2011-2012 C 2010 – 2011 C, 67% AYP 2009 - 2010 C, 67% AYP 2008-2009 C, 67% AYP

**Highly Qualified Instructional Coaches**

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Trista Snook	B.A. English M.S. English Education  Certified: English 6-12 Middle Grades 5-9 Reading Endorsement ESOL Endorsement	1	7	2011-2012 C 2010-2011 C 2009 – 2010 C

**Highly Qualified Teachers**

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

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Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	Teacher Recruitment Office	June	
2. Recruitment Fairs	Teacher Recruitment Office	Ongoing	
3. District Mentor Program	District Mentors	Ongoing	
4. District Peer Program	District Peers	Ongoing	
5. School-based recognition program	Administration	Ongoing	
6. Opportunities for teacher leadership	Administration	Ongoing	
7. Regular time for teacher collaboration	Administration	Ongoing	

**Non-Highly Qualified Instructors**

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
2	<p>One teacher needs to successfully pass the subject area exam. At that point she will be in-field. She has plans to take the test in the next couple of month.</p> <p>The other teacher is new to teaching and needs to complete the 6 Reading courses. She has already completed one and is enrolled in the other. The school reading coach is working closely with her to provide support and explain concepts presented in her courses.</p>

### **Staff Demographics**

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
65	6	17	24	18	25	95	9	2	23

### **Teacher Mentoring Program**

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Kaylee Terza	Leslie Gallagher	District Mentor	Weekly meeting to review lesson planning, lesson implementation and assessment results
Daniel Mills	Leslie Gallagher	District Mentor	Weekly meeting to review lesson planning, lesson implementation and assessment results
Corrie McCoy	Leslie Gallagher	District Mentor	Weekly meeting to review lesson planning, lesson implementation and assessment results
Jason Biempica	Leslie Gallagher	District Mentor	Weekly meeting to review lesson planning, lesson implementation and assessment results
Joyce Estrada	Leslie Gallagher	District Mentor	Weekly meeting to review lesson planning, lesson implementation and assessment results

**Additional Requirements**

**Coordination and Integration-Title I Schools Only**

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

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

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

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS Leadership Team.</p> <ul style="list-style-type: none"><li>- Principal</li><li>- Assistant Principal for Curriculum</li><li>- Guidance Counselor</li><li>- School Psychologist</li><li>- Reading Coach</li><li>- Social Worker</li><li>- Teachers when available</li></ul>
<p>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?</p> <p>The MTSS meets twice a month. One meeting is dedicated to a review of Tier 1 processes and assessments. Based on that review, plans are made for Tier 2 intervention. The second meeting of the month is dedicated to Tier 3 interventions. Students are identified by the teachers through their team meetings and PLCs.</p> <p>The MTSS has a resource map which we use when addressing both Tier 2 and Tier 3 interventions.</p>
<p>Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?</p> <p>The SIP drives the instructional program at Madison. If students struggle with that instructional program, then the RTI process begins at the team level, as teachers discuss students who are struggling and intervene at that level.</p> <p>All teachers participated in the development of the SIP, as they identified the strategies and assessment tools used to monitor progress.</p>
MTSS Implementation
<p>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.</p> <p>Various data points are used. Among those are: FCAT data, FAIR data, common assessments, semester exams, formative assessments. For non academic data, we monitor attendance, tardies, discipline referrals and suspensions.</p>
<p>Describe the plan to train staff on MTSS.</p>

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Members of the MTSS have trained team leaders and other teachers on the RTI process. As this is an emerging process at school, more training is required. This training will be done at the team level.

Describe plan to support MTSS.

The biggest issue with the MTSS process is dedicating time to meetings. To address this issue, the MTSS has already been placed on the school calendar and team members have been notified of the assigned dates. We invited district MTSS personnel to our meetings to add direction or encouragement as needed.

**Literacy Leadership Team (LLT)**

**School-Based Literacy Leadership Team**

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

- Principal
- Assistant Principal for Curriculum
- Reading Coach
- Language Arts SAL
- Science SAL
- Social Studies SAL
- Math SAL
- Reading Teacher

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

The LLT meets once a month. At that meeting we review data gathered from various assessments (FCAT, FAIR, FCIM, Voyager, Read 180). At that meeting we also layout plans for the next month, as far as walk through focus and FCIM calendar.

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

No major initiative will be implemented



*NCLB Public School Choice*

- Supplemental Educational Services (SES) Notification

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

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

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

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

Literacy professional development is offered throughout the year (in a rolling inservice format) and all teachers are encouraged to participate. This avenue stresses the fact that we all teach literacy but through a variety of subjects.

**\*High Schools Only**

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

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

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

**Postsecondary Transition**

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

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

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</b>			1.1.				
<u>Reading Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	a) Teacher lack of understanding how to increase student cognitive engagement b) Teacher buy in to the practices c) Student attentional engagement and resistance to practices	1.1. Increase the time and quality of student cognitive engagement. It should be noted that this is not a subject specific strategy but will be applied across content areas.	1.1.  a) Walk-through observations made by Reading Coach and administrators b) Teachers will use a school generated student engagement rubric. c) Teachers will discuss the progress at department PLC meetings	1.1.	1.1. The following is a list of various tools that will be used as an evaluation tool: Exit slips Data charts Engagement rubric Walkthrough data Anecdotal notes
The percent of students scoring at Level 3 or higher on the Spring 2013 FCAT Reading will increase from 43 to 49.	<b>43</b>	<b>49</b>					
			1.2. a) Students limited background knowledge b) Student limited vocabulary, fluency and phonics c) Teacher ability to determine the grade/age level of text d) teacher efficacy in using tackling complex text practices e) Teacher buy-in f) Student attention and resistance	1.2. Teach students how to tackle complex text. Included in this strategy is teacher use of higher-order questioning, scaffolding and, using text-dependent questions. It should be noted that this strategy will be applied throughout all content areas.	1.2.  a) Walk-through observations made by Reading Coach and administrators b) Teachers will review data from pre- and post- tests. c) Teachers will discuss the progress at department PLC meetings	1.2.	1.2. The following is a list of various tools that will be used as an evaluation tool:  Longer written response Walkthrough data Anecdotal notes Formal and informal assessments CIS Final Assessments LDC Final Assessments

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		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:		<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>	
<b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.</b>		2.1.					
<b>Reading Goal #2:</b> The percent of students scoring in Level 4 and 5 on the FCAT Reading (current 20 in Spring 2012) will increase in the Spring 2013 to 25.	2012 Current Level of Performance:* <div style="text-align: center; font-size: 24pt;"><b>20</b></div>	2013 Expected Level of Performance:* <div style="text-align: center; font-size: 24pt;"><b>25</b></div>	See Reading Goal 1.1	See Reading Goal 1.1	See Reading Goal 1.1	See Reading Goal 1.1	
			2.2.	See Reading goal 1.2	See Reading goal 1.2	See Reading goal 1.2	See Reading goal 1.2
			2.3	2.3	2.3	2.3	2.3
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:		<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>	
<b>3. FCAT 2.0: Points for students making Learning Gains in reading.</b>		3.1.					
<b>Reading Goal #3:</b> The percent of students making Learning Gains on the Spring 2013 Reading will increase from 56 to 65.	2012 Current Level of Performance:* <div style="text-align: center; font-size: 24pt;"><b>56</b></div>	2013 Expected Level of Performance:* <div style="text-align: center; font-size: 24pt;"><b>65</b></div>	See Reading Goal 1.1	See Reading Goal 1.1	See Reading Goal 1.1	See Reading Goal 1.1	
			3.2.	See Reading goal 1.2	See Reading goal 1.2	See Reading goal 1.2	See Reading goal 1.2

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			3.3.	3.3.	3.3.	3.3.	3.3.	3.3.
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:			<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>	
<b>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</b>								
<u>Reading Goal #4:</u> The percent of students who have scored in the lowest quartile on the 2012 FCAT Reading will increase from 56 to 65 on the 2013 Spring FCAT	2012 Current Level of Performance:* <b>56</b>	2013 Expected Level of Performance:* <b>65</b>	See Reading Goal 1.1	See Reading Goal 1.1	See Reading Goal 1.1	See Reading Goal 1.1	See Reading Goal 1.1	
			4.2. See Reading goal 1.2	See Reading goal 1.2	See Reading goal 1.2	See Reading goal 1.2	See Reading goal 1.2	
			4.3	4.3.	4.3.	4.3.	4.3.	
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:			<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
<b>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>			4.2. See Reading goal 1.2					
<u>Reading Goal #5:</u> The current level of proficiency is 43%. Our goal is to reduce the percent of student non-proficient by 6% each year for the next five years.				See Reading goal 1.2	See Reading goal 1.2	See Reading goal 1.2	See Reading goal 1.2	

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<b>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b>			5A.1. White: Black: Hispanic: Asian: American Indian:	See Reading Goal 1.1	See Reading Goal 1.1	See Reading Goal 1.1	See Reading Goal 1.1
Reading Goal #5A:  We will increase the percent of students in each subgroup making satisfactory progress on the Spring 2013 FCAT Reading assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	White: 60 Black: 27 Hispanic: 39 Asian: 73 American Indian:	White: 63 Black: 33 Hispanic: 44 Asian: 75 American Indian:					
			5A.2.  See Reading goal 1.2	See Reading goal 1.2	See Reading goal 1.2	See Reading goal 1.2	See Reading goal 1.2
			5A.3.	5A.3.	5A.3.	5A.3.	5A.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:			<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>5B. Economically Disadvantaged students not making satisfactory progress in reading.</b>			See Reading Goal 1.1	See Reading Goal 1.1	See Reading Goal 1.1	See Reading Goal 1.1	See Reading Goal 1.1
Reading Goal #5B:  We will increase the percent of students coded as economically disadvantaged making satisfactory progress on the Spring 2013 FCAT Reading assessment	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>36</b>	<b>41</b>					
			See Reading goal 1.2	See Reading goal 1.2	See Reading goal 1.2	See Reading goal 1.2	See Reading goal 1.2
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>			See Reading Goal 1.1	See Reading Goal 1.1	See Reading Goal 1.1	See Reading Goal 1.1	See Reading Goal 1.1
Reading Goal #5C:  We will increase the percent of ELL students making satisfactory progress on the Spring 2013 FCAT Reading assessment	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<b>28</b>	<b>34</b>					
			See Reading goal 1.2	See Reading goal 1.2	See Reading goal 1.2	See Reading goal 1.2	See Reading goal 1.2
			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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>			See Reading Goal 1.1	See Reading Goal 1.1	See Reading Goal 1.1	See Reading Goal 1.1	See Reading Goal 1.1
Reading Goal #5D:  We will increase the percent of students with disabilities making satisfactory progress on the Spring 2013 FCAT Reading assessment	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<b>14</b>	<b>21</b>					
			See Reading goal 1.2	See Reading goal 1.2	See Reading goal 1.2	See Reading goal 1.2	See Reading goal 1.2
			5D.3	5D.3	5D.3	5D.3	5D.3

**Reading Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Webb's Depth of Knowledge	ALL	Reading Coach	School-wide	Rolling inservices held once a month during teachers' conference periods	Reading coach and administrators walk-through classrooms for informal observations	Reading Coach APC Principal

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Tackling Complex text. Topics include: - Text complexity - Close Reading - Text dependent Questions - Vocabulary	ALL	Reading Coach	School-wide	Rolling inservices held once a month during teachers' conference periods	Reading coach and administrators walk-through classrooms for informal observations	Reading Coach APC Principal

*End of Reading Goals*

## Elementary or Middle School Mathematics Goals

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

Elementary School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).</b>			1.1.				
<b>Mathematics Goal #1:</b>  <i>The percent of students scoring at Level 3 or higher on the Spring 2013 FCAT Math exam will increase from 45 to 55</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	a)Teacher lack of understanding how to increase student cognitive engagement b)Teacher buy in to the practices c)Student attentional engagement and resistance to practices d) Student lack of understanding of group work e) Student inability to communicate about process	1.1.Increase the time and quality of student cognitive engagement. It should be noted that this is not a subject specific strategy but will be applied across content areas.	1.1.  a) Walk-through observations made by academic coach and administrators b) Teachers will use a school generated student engagement rubric. c) Teachers will discuss the progress at department PLC meetings	1.1. a) Teachers will review classroom assessment data, such as unit/chapter exams. The majority of teachers will be able to compare those results to results from prior years. b) Teachers and administration will review the performance of the baseline and formative assessments given throughout the year.	1.1. The following is a list of various tools that will be used as an evaluation tool: Exit slips Data charts Engagement rubric Walkthrough data Anecdotal notes
	<b>45</b>	<b>55</b>	1.2. a) Students limited background knowledge b) Student limited vocabulary, fluency and phonics c) Teacher ability to determine the grade/age level of text d) teacher efficacy in using tackling complex text practices e) Teacher buy-in	1.2. Teach students how to tackle complex text. Included in this strategy is teacher use of higher-order questioning, scaffolding and, using text-dependent questions. It should be noted that this strategy will be applied throughout all content areas.	1.2.  a) Walk-through observations made by Reading Coach and administrators b) Teachers will review data from pre- and post- tests. c) Teachers will discuss the progress at department PLC meetings	1.2. a) Teachers will review classroom assessment data, such as unit/chapter exams. The majority of teachers will be able to compare those results to results from prior years. b) Teachers and administration will review the performance of the baseline and formative assessments given throughout the	1.2. The following is a list of various tools that will be used as an evaluation tool: Exit slips Longer written response Data charts Walkthrough data Anecdotal notes Formal and informal assessments



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		f) Student attention and resistance			year.	
		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:		<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.</b>						
<b>Mathematics Goal #2:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
<i>The percent of students scoring in Level 4 and % on the Spring 2013 FCAT Math will increase from 21 to 26</i>	<b>21</b>	<b>26</b>	See Math goal 1.1	See Math goal 1.1	See Math goal 1.1	See Math goal 1.1
			2.2. See Math goal 1.2	See Math goal 1.2	See Math goal 1.2	See Math goal 1.2
			2.3	2.3	2.3	2.3
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:		<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>3. FCAT 2.0: Points for students making learning gains in mathematics.</b>						
<b>Mathematics Goal #3:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
<i>The percent of students making learning gains will increase on the 2013 Spring FCAT Math from 61 to 70</i>	<b>61</b>	<b>70</b>	See Math goal 1.1	See Math goal 1.1	See Math goal 1.1	See Math goal 1.1
			See Math goal 1.2	See Math goal 1.2	See Math goal 1.2	See Math goal 1.2
			3.3.	3.3.	3.3.	3.3.

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
<b>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.</b>			See Math goal 1.1	See Math goal 1.1	See Math goal 1.1	See Math goal 1.1	See Math goal 1.1	
<b>Mathematics Goal #4:</b> <i>The percent of students who had scored in the lowest quartile on the 2012 FCAT Math will increase from 60 to 70 on the 2013 Spring FCAT Math</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
	<b>60</b>	<b>70</b>						
	See Math goal 1.2							
4.3		4.3	4.3	4.3	4.3	4.3	4.3	
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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
<b>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>			See Math goal 1.2	See Math goal 1.2	See Math goal 1.2	See Math goal 1.2	See Math goal 1.2	
<b>Math Goal #5:</b> Our current level of proficiency in Math is 45%. Our goal is to increase the level of proficiency 6% each year for the next five years.								
<b>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics</b>			5A.1. White: Black: Hispanic: Asian: American Indian:	See Math goal 1.1	See Math goal 1.1	See Math goal 1.1	See Math goal 1.1	
<b>Math Goal #5A:</b> We will increase the percent of students in each subgroup making satisfactory progress	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
	White: 62 Black: 20 Hispanic: 39	White: 65 Black: 27 Hispanic: 44						

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on the Spring 2013 FCAT Math assessment..	Asian: 67 American Indian:	Asian: 70 American Indian:					
			See Math goal 1.2 5A.3.	See Math goal 1.2 5A.3.	See Math goal 1.2 5A.3.	See Math goal 1.2 5A.3.	See Math goal 1.2 5A.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:			<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>5B. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>							
Mathematics Goal #5B:  We will increase the percent of students coded as economically disadvantaged making satisfactory progress on the Spring 2013 FCAT Math assessment..	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See Math goal 1.1	See Math goal 1.1	See Math goal 1.1	See Math goal 1.1	See Math goal 1.1
	<b>35</b>	<b>40</b>					
			See Math goal 1.2 5B.3.	See Math goal 1.2 5B.3.	See Math goal 1.2 5B.3.	See Math goal 1.2 5B.3.	See Math goal 1.2 5B.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:			<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>							
Mathematics Goal #5C:  We will increase the percent of ELL students making satisfactory progress on the Spring 2013 FCAT Math assessment..	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See Math goal 1.1	See Math goal 1.1	See Math goal 1.1	See Math goal 1.1	See Math goal 1.1
	<b>29</b>	<b>35</b>					
			See Math goal 1.2 5C.3.	See Math goal 1.2 5C.3.	See Math goal 1.2 5C.3.	See Math goal 1.2 5C.3.	See Math goal 1.2 5C.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.</b>							
<b>Mathematics Goal #5D:</b> We will increase the percent of students with disabilities making satisfactory progress on the Spring 2013 FCAT Math assessment..	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See Math goal 1.1	See Math goal 1.1	See Math goal 1.1	See Math goal 1.1	See Math goal 1.1
	<b>14</b>	<b>21</b>					
				See Math goal 1.2 5D.3	See Math goal 1.2 5D.3	See Math goal 1.2 5D.3	See Math goal 1.2 5D.3

*End of Elementary or Middle School Mathematics Goals*

**Algebra End-of-Course (EOC) Goals \*(Middle and High Schools ONLY)**

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

Algebra EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>Alg1. Students scoring proficient in Algebra (Levels 3-5).</b>							
<b>Algebra Goal #1:</b> The percent of students who scored proficient will increase on the Spring 2013 Algebra EOC from 62 to 70.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See Math goal 1.2	See Math goal 1.2	See Math goal 1.2	See Math goal 1.2	See Math goal 1.2
	<b>62</b>	<b>70</b>					
				1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool

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<b>Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.</b>							
<b>Algebra Goal #2:</b> <i>The percent of students scoring at Levels 4 and 5 on the Algebra EOC will increase in the Spring 2013 from 23 to 30</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See Math goal 1.2	See Math goal 1.2	See Math goal 1.2	See Math goal 1.2	See Math goal 1.2
	<b>23</b>	<b>30</b>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

*End of Algebra EOC Goals*

**Mathematics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Webb's Depth of Knowledge	ALL	Reading Coach	School-wide	Rolling inservices held once a month during teachers' conference periods	Reading coach and administrators walk-through classrooms for informal observations	Reading Coach APC Principal
Tackling Complex text. Topics include: - Text complexity - Close Reading - Text dependent Questions - Vocabulary	ALL	Reading Coach	School-wide	Rolling inservices held once a month during teachers' conference periods	Reading coach and administrators walk-through classrooms for informal observations	Reading Coach APC Principal

*End of Mathematics Goals*

### Elementary and Middle School Science Goals

Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.</b>			1.1.	1.1.	1.1	1.1	1.1.
<b>Science Goal #1:</b>  <i>The percent of eighth graders scoring proficient on the Spring 2013 Science will increase from 34 to 40</i>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>	a)Teacher lack of understanding how to increase student cognitive engagement b)Teacher buy in to the practices c)Student attentional engagement and resistance to practices f) Student lack of understanding of group work g) Student inability to communicate about process	Increase the time and quality of student cognitive engagement. It should be noted that this is not a subject specific strategy but will be applied across content areas.	a) Walk-through observations made by academic coach and administrators b) Teachers will use a school generated student engagement rubric. c) Teachers will discuss the progress at department PLC meetings	a) Teachers will review classroom assessment data, such as unit/chapter exams. The majority of teachers will be able to compare those results to results from prior years. b) Teachers and administration will review the performance of the baseline and formative assessments given throughout the year.	The following is a list of various tools that will be used as an evaluation tool: Exit slips Longer written response Data charts Walkthrough data Anecdotal notes Formal and informal assessments
	<b>34</b>	<b>40</b>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			a) Students limited background knowledge b) Student limited vocabulary, fluency and phonics c) Teacher ability to determine the grade/age level of text d) teacher efficacy in using	Teach students how to tackle complex text. Included in this strategy is teacher use of higher-order questioning, scaffolding and, using text-dependent questions. It should be noted that this strategy will be applied throughout all content areas.	a)Walk-through observations made by Reading Coach and administrators b)Teachers will review data from	a) Teachers will review classroom assessment data, such as unit/chapter exams. The majority of teachers will be able to compare those results to results from prior years. b) Teachers and administration will review the performance of the baseline and formative assessments	The following is a list of various tools that will be used as an evaluation tool: Exit slips Longer written response Data charts Walkthrough data Anecdotal notes Formal and informal

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		tackling complex text practices e) Teacher buy-in		pre- and post- tests. e) Teachers will discuss the progress at department PLC meetings	given throughout the year.	assessments
		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:		<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.</b>		2.1. See Science Goal 1.1	2.1. See Science Goal 1.1	2.1. See Science Goal 1.1	2.1. See Science Goal 1.1	2.1. See Science Goal 1.1
Science Goal #2:  <i>The percent of eighth graders scoring in Level 4 and 5 will increase on the Spring 2013 FCAT Science from 7 to 15.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	<b>7</b>	<b>15</b>				
			2.2. See Science Goal 1.2	2.2. See Science Goal 1.1	2.2. See Science Goal 1.1	2.2. See Science Goal 1.1
		2.3	2.3	2.3	2.3	2.3

**Science Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Webb’s Depth of Knowledge	ALL	Reading Coach	School-wide	Rolling inservices held once a month during teachers’ conference periods	Reading coach and administrators walk-through classrooms for informal observations	Reading Coach APC Principal
Tackling Complex text. Topics include:	ALL	Reading Coach	School-wide	Rolling inservices held once a month during	Reading coach and administrators walk-through classrooms for	Reading Coach APC

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<ul style="list-style-type: none"> <li>- Text complexity</li> <li>- Close Reading</li> <li>- Text dependent Questions</li> <li>- Vocabulary</li> </ul>				teachers' conference periods	informal observations	Principal
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*End of Science Goals*



### Writing/Language Arts Goals

Writing/Language Arts Goals			Problem-Solving Process to Increase Student Achievement								
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool				
<b>1. Students scoring at Achievement Level 3.0 or higher in writing.</b>			1.1.	1.1.	1.1.	1.1.	1.1.				
<b>Writing/LA Goal #1:</b>  <i>The percent of eighth grade students earning a passing score on the 2013 FCAT Writes will increase from 73 to 95</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	<ul style="list-style-type: none"> <li>Teacher understanding of new rubric</li> <li>Shift in student performance with new rubric</li> <li>Teacher consistent use of scoring rubric for all writing assignments</li> </ul>	<ul style="list-style-type: none"> <li>Require essays each quarter through different curriculum areas</li> <li>Teach student the new rubrics and explain the expectations they'll be scored on</li> <li>Provide intensive help to those students teachers identify as needing help.</li> <li>Multiple mock writes will be administered throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Writing scores will be given to Language Arts Subject Are.</li> <li>Results will be reviewed at monthly academic focus meetings</li> <li>Teachers will discuss the caliber of writing and intended interventions at bi-weekly PLCs</li> </ul>	<ul style="list-style-type: none"> <li>Comparisons of writing scores between mock writes will demonstrate effectiveness of strategies</li> <li>Classroom teacher can track improvement in writing</li> </ul>	<ul style="list-style-type: none"> <li>Mock writes</li> <li>Classroom writing samples</li> </ul>				
	<b>73</b>	<b>95</b>						1.2.	1.2.	1.2.	1.2.
								1.3.	1.3.	1.3.	1.3.

### Writing/Language Arts Professional Development

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

*End of Writing Goals*

**Attendance Goal(s)**

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>1. Attendance</b>			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.	1.1. The Attendance Team, along with other appropriate staff, will meet monthly 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 attendance initiatives	1.1. The Attendance Team will run Attendance/Tardy meetings monthly with appropriate reports  Social Workers will maintain data base  Administrator  Guidance Counselors  Team Leaders  Truancy Monitor	1.1. PSLT will examine data monthly.  <i>Attendance discussed at monthly attendance meeting and the PSLT meeting. We have a large number of students already with double digit absences. At least one student has moved away but still marked as absent. Absences are reflecting suspensions. Incentive program for students with high rate of absences.</i>	1.1. Attendance Report Tardy Report Attendance Plan
<b>Attendance Goal #1:</b>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
We will increase our daily attendance rate from 91.45 in 2011-2012 to 96 for the 2012-2013 school year.	<b>91.45</b>	<b>96</b>					
	<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>					
	<b>223</b>	<b>150</b>					
	<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>					
			1.2. See 1.1. 1.3. Not all teachers are comfortable with EdLine Not all teachers keep attendance updated	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	1.2. See 1.1.	1.2. See 1.1.	1.2. See 1.1.

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			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.			
						1.3.

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

*End of Attendance Goals*

**Suspension Goal(s)**

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>1. Suspension</b>			1.1 There needs to be common school-wide expectations and rules for appropriate classroom behavior.	<b>1.1</b> 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	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
<b>Suspension Goal #1:</b>	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
We will decrease the number and percent of students suspended from 533 in 11-12 to 400 in 12-13	<b>533</b>	<b>400</b>					
	2012 Total Number	2013 Expected					

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	of Students Suspended In-School	Number of Students Suspended In -School		reinforcing the school-wide rules and expectations.			
	<b>251</b>	<b>200</b>					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	<b>671</b>	<b>400</b>					
	2012 Total Number of Students Suspended Out-of- School	2013 Expected Number of Students Suspended Out-of-School					
	<b>266</b>	<b>200</b>					
			1.2 Data indicates that there is wide variation in the number of ODRs generated across classrooms.	1.2 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)	1.2 “Managing and Motivating” subgroup PSLT	1.2 PSLT “Managing and Motivating” subgroup with review data on Office Discipline Referrals (ODRs) and out of school suspensions monthly in targeted classrooms.	1.2 “UNTIE” ODR and suspension data cross-referenced with mainframe discipline data
			1.3 Few opportunities exist for students to connect and establish mentoring relationships with adults at school.	1.3 Tier 2:“Check and Connect” program will be implemented to support students who accrue more than 10 suspension days in one semester.	1.3 Guidance Social Worker School Psychologist	1.3 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 progress to PSLT monthly.	1.3 Biweekly Suspension Data

Suspension Professional Development

Hillsborough 2012  
 Rule 6A-1.099811  
 Revised July, 2012

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

*End of Suspension Goals*

*End of Dropout Prevention Goal(s)*

**Parent Involvement Goal(s)**

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

<b>Parent Involvement Goal(s)</b>			<b>Problem-solving Process to Parent Involvement</b>				
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>1. Parent Involvement</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Parent Involvement Goal #1:							
Enter narrative for the goal in this box.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
<b>Parent Involvement Goal(s)</b>			<b>Problem-solving Process to Parent Involvement</b>				
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the	<b>Student Evaluation Tool</b>

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						effectiveness of strategy?	
<b>2. Parent Involvement</b>			2.1.	2.1.	2.1.	2.1.	2.1.
Parent Involvement Goal #2:							
Enter narrative for the goal in this box.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
			2.1.	2.1.	2.1.	2.1.	2.1.
			2.1.	2.1.	2.1.	2.1.	2.1.

**Parent Involvement Professional Development**

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

*End of Parent Involvement Goal(s)*

**Health and Fitness Goal(s)**

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

<b>Additional Goal(s)</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>1. Health and Fitness Goal</b>			1.1.	<b>1.</b> Middle School students will engage in the equivalent of one class period per day of physical	1. Principal Guidance Counselors APC	1. Checking of student schedules	1. Student schedules Master schedule
Health and Fitness Goal #1:	2012 Current Level :*	2013 Expected Level :*	Waiver				

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During the 2012-2013 school year, the number of students scoring in the “Healthy Fitness Zone” (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 50% on the Pretest to 75% on the Posttest.	<b>50</b>	<b>75</b>		education for one semester of each year in grades 6 through 8.			
	<b>2.</b> Health and physical activity initiatives developed and implemented by the school’s H.E.A.R.T. team. <b>3.</b> Five physical education classes per week for a minimum of one semester per year with a certified physical education teacher. -P E Uniform change to allow students greater flexibility in attire.		<b>2.</b> H.E.A.R.T. team.	<b>2.</b> H.E.A.R.T. team notes/agendas	<b>2.</b> PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.	1.2.	1.2.
			<b>3.</b> Physical Education Teacher	<b>3.</b> Classroom walk-throughs Class schedules	<b>3.</b> PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.	1.3.	1.3.

**Health and Fitness Goals Professional Development**

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

**Continuous Improvement Goal(s)**

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

<b>Additional Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of school data, identify and define areas in need of improvement:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>



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<b>1. Continuous Improvement Goal</b>			1.1. Not enough time to meet	1.1. PLCs will meet as agreed upon by members	1.1. Who: Administrators How: Administrators will review PLC logs and provide feedback. Administrators will attend PLCs whenever possible.	1.1.	1.1.
Continuous Improvement Goal #1:  The percentage of <b>teachers</b> who agree with the indicator that <b>“teachers meet on a regular basis to discuss their student’s learning, share best practices, problem solve and develop lessons/assessments that improve student performance (under Commitment to Continuous Improvement)”</b> will increase from 71% in 2012 to 85% in 2013.	2012 Current Level :*	2013 Expected Level :*					
	<b>51</b>	<b>65</b>					
				1.2. Key staff will provide training on PLCs to the Problem-Solving Leadership Team. PSLT members will implement skills learned within the grade level/subject area/Department PLCs. A faculty study will be conducted on a rolling basis using <i>“The Collaborative Teacher.”</i> .	1.2. <u>Who</u> Principal and trained staff members  <u>How</u> - Administration will review PLCs logs and provide feedback.	1.2. PSLT will examine the feedback from all PLCs and determine next steps in the PLCs process.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

**Continuous Improvement Goals Professional Development**

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

*End of Additional Goal(s)*

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

**NEW Reading Florida Alternate Assessment Goals**

A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).			A.1.	A.1.	A.1.	A.1.	A.1.
Reading Goal A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percent of students who take the FAA and score in the proficient level will increase on the Spring 2013 FAA from 7% to 15%	<b>7</b>	<b>15</b>	a) Teacher lack of understanding how to increase student cognitive engagement b) Teacher buy in to the practices c) Student attentional engagement and resistance to practices	1.1. Increase the time and quality of student cognitive engagement. It should be noted that this is not a subject specific strategy but will be applied across content areas.	a) Walk-through observations made by Reading Coach and administrators b) Teachers will use a school generated student engagement rubric. c) Teachers will discuss the progress at department PLC meetings	a) Teachers will review classroom assessment data, such as unit/chapter exams. The majority of teachers will be able to compare those results to results from prior years. b) Teachers and administration will review the performance of the baseline and formative assessments given throughout the year	The following is a list of various tools that will be used as an evaluation tool: Exit slips Longer written response Data charts Engagement rubric Walkthrough data Anecdotal notes
			a) Students limited background knowledge b) Student limited vocabulary, fluency and phonics c) Teacher ability to determine the grade/age level of text d) teacher efficacy in using tackling complex text practices e) Teacher buy-in f) Student attention and resistance	1.2. Teach students how to tackle complex text. Included in this strategy is teacher use of higher-order questioning, scaffolding and, using text-dependent questions. It should be noted that this strategy will be applied throughout all content areas.	a) Walk-through observations made by Reading Coach and administrators b) Teachers will use a school generated student engagement rubric. Teachers will discuss the progress at department PLC meetings	a) Teachers will review classroom assessment data, such as unit/chapter exams. The majority of teachers will be able to compare those results to results from prior years. b) Teachers and administration will review the performance of the baseline and formative assessments given throughout the year	The following is a list of various tools that will be used as an evaluation tool: Exit slips Longer written response Data charts Engagement rubric Walkthrough data Anecdotal notes
			A.3.	A.3.	A.3.	A.3.	A.3.

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<b>B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</b>			B.1. See FAA goal A.1	B.1. See FAA goal A.1	B.1. See FAA goal A.1	B.1. See FAA goal A.1	B.1. See FAA goal A.1
Reading Goal B: The percent of students who take the FAA and show yearly gains will increase on the Spring 2013 FAA from 4% to 10%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<b>4</b>	<b>10</b>					
			B.2. See FAA goal A.2	B.2. See FAA goal A.2	B.2. See FAA goal A.2	B.2. See FAA goal A.2	B.2. See FAA goal A.2
			B.3.	B.3.	B.3.	B.3.	B.3.

**NEW Comprehensive English Language Learning Assessment (CELLA) Goals**

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>C. Students scoring proficient in Listening/Speaking.</b>	1.1.	1.1.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #C: The percent of students who score proficient in Listening/Speaking on the Spring 2013 CELLA will increase from 56%.	2012 Current Percent of Students Proficient in Listening/Speaking:  <b>56</b>	d) Teacher lack of understanding how to increase student cognitive engagement e) Teacher buy in to the practices f) Student attentional engagement and resistance to practices	1.1.Increase the time and quality of student cognitive engagement.t. It should be noted that this is not a subject specific strategy but will be applied across content areas.	a)Walk-through observations made by Reading Coach and administrators b)Teachers will use a school generated student engagement rubric. c)Teachers will discuss the progress at department PLC meetings	a) Teachers will review classroom assessment data, such as unit/chapter exams. The majority of teachers will be able to compare those results to results from prior years. b) Teachers and administration will review the performance of the baseline and formative assessments given throughout the year	The following is a list of various tools that will be used as an evaluation tool: Exit slips Longer written response Data charts Engagement rubric Walkthrough data Anecdotal notes

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		1.2.a) Students limited background knowledge b) Student limited vocabulary, fluency and phonics c) Teacher ability to determine the grade/age level of text d) teacher efficacy in using tackling complex text practices e) Teacher buy-in f) Student attention and resistance	1.2.  1.2. Teach students how to tackle complex text. Included in this strategy is teacher use of higher-order questioning, scaffolding and, using text-dependent questions. It should be noted that this strategy will be applied throughout all content areas.	1.2.  )Walk-through observations made by Reading Coach and administrators b)Teachers will use a school generated student engagement rubric. c)Teachers will discuss the progress at department PLC meetings	1.2.  a) Teachers will review classroom assessment data, such as unit/chapter exams. The majority of teachers will be able to compare those results to results from prior years. b) Teachers and administration will review the performance of the baseline and formative assessments given throughout the year	1.2.  The following is a list of various tools that will be used as an evaluation tool: Exit slips Longer written response Data charts Engagement rubric Walkthrough data Anecdotal notes
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>	
<b>D. Students scoring proficient in Reading.</b>	2.1.	2.1.	2.1.	2.1.	2.1.	2.1.
<u>CELLA Goal #D:</u> The percent of students who score proficient in Reading on the Spring 2013 CELLA will increase from 28%.	<u>2012 Current Percent of Students Proficient in Reading :</u>  <b>28</b>	See CELLA goal 1.1	See CELLA goal 1.1	See CELLA goal 1.1	See CELLA goal 1.1	See CELLA goal 1.1
	2.2.	2.2.	2.2.	2.2.	2.2.	2.2.
	See CELLA goal 1.2	See CELLA goal 1.2	See CELLA goal 1.2	See CELLA goal 1.2	See CELLA goal 1.2	See CELLA goal 1.2
	2.3	2.3	2.3	2.3	2.3	2.3

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>E. Students scoring proficient in Writing.</b>		2.1.	2.1.	2.1.	2.1.	2.1.
<b>CELLA Goal #E:</b> The percent of students who score proficient in Writing on the Spring 2013 CELLA will increase from 23%.	2012 Current Percent of Students Proficient in Writing :  <div style="text-align: center; font-size: 2em;"><b>23</b></div>	See CELLA goal 1.1	See CELLA goal 1.1	See CELLA goal 1.1	See CELLA goal 1.1	See CELLA goal 1.1
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

**NEW Math Florida Alternate Assessment Goals**

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).</b>			1.1.		1.1.		
<b>Mathematics Goal F:</b> The percent of students taking the FAA and scoring in proficient levels (4-9) will increase from 7% to 15% in the Spring 2013.	2012 Current Level of Performance: *  <div style="text-align: center; font-size: 2em;"><b>7</b></div>	2013 Expected Level of Performance: *  <div style="text-align: center; font-size: 2em;"><b>15</b></div>	a) Teacher lack of understanding how to increase student cognitive engagement b) Teacher buy in to the practices c) Student attentional engagement and resistance to practices	1.1. Increase the time and quality of student cognitive engagement. It should be noted that this is not a subject specific strategy but will be applied across content areas.	a) Walk-through observations made by academic coach and administrators b) Teachers will use a school generated student engagement rubric. c) Teachers will discuss the progress at department PLC meetings	1.1. a) Teachers will review classroom assessment data, such as unit/chapter exams. The majority of teachers will be able to compare those results to results from prior years. b) Teachers and administration will review the performance of the baseline and formative assessments given throughout the year.	1.1. The following is a list of various tools that will be used as an evaluation tool: Exit slips Longer written response Data charts Engagement rubric Walkthrough data Anecdotal notes

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			h) Student lack of understanding of group work i) Student inability to communicate about process				
			1.2. a) Students limited background knowledge b) Student limited vocabulary, fluency and phonics c) Teacher ability to determine the grade/age level of text d) teacher efficacy in using tackling complex text practices e) Teacher buy-in f) Student attention and resistance	1.2. Teach students how to tackle complex text. Included in this strategy is teacher use of higher-order questioning, scaffolding and, using text-dependent questions. It should be noted that this strategy will be applied throughout all content areas.	1.2.  a) Walk-through observations made by Reading Coach and administrators b) Teachers will review data from pre- and post-tests. c) Teachers will discuss the progress at department PLC meetings	1.2.  a) Teachers will review classroom assessment data, such as unit/chapter exams. The majority of teachers will be able to compare those results to results from prior years. b) Teachers and administration will review the performance of the baseline and formative assessments given throughout the year.	1.2.  The following is a list of various tools that will be used as an evaluation tool: Exit slips Longer written response Data charts Walkthrough data Anecdotal notes Formal and informal assessments
			F.3.	F.3.	F.3.	F.3.	F.3.
<b>G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</b>			G.1.	G.1.	G.1.	G.1.	G.1.
			See FAA Math goal F.1	See FAA Math goal F.1	See FAA Math goal F.1	See FAA Math goal F.1	See FAA Math goal F.1
<u>Mathematics Goal G:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percent of students taking the FAA and making learning gains will increase from 4% to 10% in the Spring 2013.	<b>4</b>	<b>10</b>					

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		G.2. See FAA Math goal F.2	G.2. See FAA Math goal F.2	G.2. See FAA Math goal F.2	G.2. See FAA Math goal F.2	G.2. See FAA Math goal F.2
		G.3.	G.3.	G.3.	G.3.	G.3.

**NEW Science Florida Alternate Assessment Goal**

Elementary, Middle and High Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).</b>			1.1.	1.1.	1.1	1.1	1.1.
<b>Science Goal J:</b> The percent of students eligible to take the FAA assessment scoring in the proficient range on the 2013 spring FAA Science will increase from 2 to 10	2012 Current Level of Performance:* <h1 style="text-align: center;">2</h1>	2013 Expected Level of Performance:* <h1 style="text-align: center;">10</h1>	a)Teacher lack of understanding how to increase student cognitive engagement b)Teacher buy in to the practices c)Student attentional engagement and resistance to practices j) Student lack of understanding of group work k) Student inability to communicate about process	Increase the time and quality of student cognitive engagement.t. It should be noted that this is not a subject specific strategy but will be applied across content areas.	a) Walk-through observations made by academic coach and administrators b) Teachers will use a school generated student engagement rubric. c) Teachers will discuss the progress at department PLC meetings	a) Teachers will review classroom assessment data, such as unit/chapter exams. The majority of teachers will be able to compare those results to results from prior years. b) Teachers and administration will review the performance of the baseline and formative assessments given throughout the year.	The following is a list of various tools that will be used as an evaluation tool: Exit slips Longer written response Data charts Walkthrough data Anecdotal notes Formal and informal assessments

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			1.2. a) Students limited background knowledge b) Student limited vocabulary, fluency and phonics c) Teacher ability to determine the grade/age level of text d) teacher efficacy in using tackling complex text practices e) Teacher buy-in	1.2. Teach students how to tackle complex text. Included in this strategy is teacher use of higher-order questioning, scaffolding and, using text-dependent questions. It should be noted that this strategy will be applied throughout all content areas.	1.2. a)Walk-through observations made by Reading Coach and administrators b)Teachers will review data from pre- and post- tests. c) Teachers will discuss the progress at department PLC meetings	1.2. a) Teachers will review classroom assessment data, such as unit/chapter exams. The majority of teachers will be able to compare those results to results from prior years. b) Teachers and administration will review the performance of the baseline and formative assessments given throughout the year.	1.2. The following is a list of various tools that will be used as an evaluation tool: Exit slips Longer written response Data charts Walkthrough data Anecdotal notes Formal and informal assessments
			J.3.	J.3.	J.3.	J.3.	J.3.

**NEW Writing Florida Alternate Assessment Goal**

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).</b>			M.1.	M.1.	M.1.	M.1.	M.1.
<b>Writing Goal M:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
The percent of students eligible to take the FAA assessments scoring in the proficient range will increase on the 2013 Spring FAA Writing from 2 to 10	<b>2</b>	<b>10</b>					
			M.2.	M.2.	M.2.	M.2.	M.2.



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		M.3.	M.3.	M.3.	M.3.	M.3.
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**NEW Science, Technology, Engineering, and Mathematics (STEM) Goal(s)**

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<p><u>STEM Goal #1:</u></p> <p>We will introduce STEM strategies school-wide , beginning with the sixth grade.</p>	<p>1.1.</p> <ul style="list-style-type: none"> <li>- Teacher understanding of STEM</li> <li>- Time that is takes for cooperative planning and program design</li> <li>- Balancing the current scope/sequence of math and science curriculum with the STEM initiative</li> </ul>	<p>1.1.</p> <ul style="list-style-type: none"> <li>- Two sixth grade teaches are planning interdisciplinary STEM themed units. The plan is to have to such lessons this year.</li> <li>- Our school is part of a district initiative to plan STEM units for the district, so we can pilot more strategies earlier.</li> <li>- We are a STEM academy with 120 students going through a three year STEM cohort focused on Aerospace Engineering</li> </ul>	<p>1.1.</p> <ul style="list-style-type: none"> <li>- Principal</li> <li>- Math/Science Subject Area Leaders</li> </ul>	<p>1.1.</p> <p>Teachers can compare skill acquisition to other grade 6 math/science students</p>	<p>1.1.</p> <p>Teacher designed assessments in both math and science.</p>
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

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STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM Integration Initiative	6-8	District	Cohort from Madison	Ongoing throughout the year	As part of the initiative, the site-based team has to produce certain products (lesson plans, presentations, etc).	Principal

*End of STEM Goal(s)*

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<p><u>CTE Goal #1:</u> See STEM goal.</p>	<p>1.1.  See STEM Goal 1.1</p>	<p>1.1.  See STEM Goal 1.1</p>	<p>1.1.  See STEM Goal 1.1</p>	<p>1.1.  See STEM Goal 1.1</p>	<p>1.1.  See STEM Goal 1.1</p>
	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>
	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>

**CTE Professional Development**

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

*End of CTE Goal(s)*

## **Differentiated Accountability**

### **School-level Differentiated Accountability (DA) Compliance**

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

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

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

### **School Advisory Council (SAC)**

#### *SAC Membership Compliance*

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

Yes       No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Student Engagement – Cross Curriculum	Incentives and awards for achievement	\$2000	
Tackling Text - Reading	Materials – books, workbooks, etc	\$500	
Student Engagement – Mathematics	Digital pens	\$600	
Final Amount Spent			