

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

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PART I: SCHOOL INFORMATION

School Name: Progress Village Middle Magnet School of the Arts	District Name: Hillsborough
Principal: Michael Miranda	Superintendent: Mary Ellen Elia
SAC Chair: Tehia Robinson	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	Michael Miranda	Ed. Leadership (all levels), English (6-12), (English 5-9) , ESOL	4	12	School Grade A, (R-61, 31, 64, 62), (M-61,80,29,32,68,62), (S-44,8),W-83 10/11 AYP 77% 09/10 AYP 92% 08/09 AYP 90% 07/08 90%
Assistant Principal	Vicki Kummelman	M.S. Ed. Leadership B.S. Elem. Ed.	6	6	School Grade A, (R-61, 31, 64, 62), (M-61,80,29,32,68,62), (S-44,8),W-83 10/11 AYP 77% 09/10 AYP 92% 08/09 AYP 90% 07/08 90%
Assistant Principal	Lillie Johnson	M.S. Ed. Leadership E.S.E	1	3	

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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	LaToya Bryant	English 6-12 and Reading Endorsement	4	4	School Grade A, (R-61, 31, 64, 62), (M-61,80,29,32,68,62), (S-44,8),W-83

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Mentor Program	Principal	June 2013	
2. Congenial Work Atmosphere (Lunches, Social Events, End-of-the Year Teacher Banquet)	Principal, Assistant Principal	June 2013	
3. Professional Development	Principal, Subject Area Leaders	June 2013	
4. College Campus Job Fairs	Guidance Counselor	April 2013	

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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 qualified.	Provide the strategies that are being implemented to support the staff in becoming highly effective
9	<ul style="list-style-type: none"> • Reminders and information to participate in County Staff development courses to satisfy requirements • Requirement to attend PLC's and subject area meetings

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
61	9 (6)	23 (14)	51 (31)	16 (10)	26 (16)	93 (57)	13 (8)	2 (1)	25 (15)

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
Morales	S. Garcia	<ul style="list-style-type: none"> • They worked together last year. 	Common planning periods <ul style="list-style-type: none"> • Lesson planning

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		<ul style="list-style-type: none"> • Same culture/language and subject. 	<ul style="list-style-type: none"> • Mini-inservices • Lunch and learns
Kivler	Daniels & Jeter	<ul style="list-style-type: none"> • Same subject area • (Jeter for team info also). 	Common planning periods <ul style="list-style-type: none"> • Lesson planning • Mini-inservices • Lunch and learns
M. Steinke	D. Steinke	<ul style="list-style-type: none"> • Spouse. • Taught his classes last year. 	
Borzewski	Oliveira	<ul style="list-style-type: none"> • Same teaching assignment. Knew each other from dance studio. 	Common planning periods <ul style="list-style-type: none"> • Lesson planning • Mini-inservices • Lunch and learns
McFadden	Berrios	<ul style="list-style-type: none"> • Same subject area and partner in 8th grade team. • 	Common planning periods <ul style="list-style-type: none"> • Lesson planning • Mini-inservices • Lunch and learns
Rafuse	J. Miller & Cook	<ul style="list-style-type: none"> • Same subject and grade level (Cook for grade level also) 	Common planning periods <ul style="list-style-type: none"> • Lesson planning • Mini-inservices • Lunch and learns

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

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

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. <ul style="list-style-type: none">• Emily Bragg, 7th grade Team LeaderSusan Quinn, 6th grade Team Leader• Aimee Laura, 8th grade Team Leader• Jill Berrios, Math Subject Area Leader• John Feiler, Science SAL• Cynthia Myrie-Cook, CTA Rep and Social Studies SAL• Ardra Daniels Language Arts SAL)

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- Meredith Scribner, Lead Teacher
- Lynette Judge, School Social Worker
- Martha Jones, Nurse
- Tehia Robinson, SAC Chair

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 MTSS Leadership Team 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 MTSS Leadership Team 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 increase previous years' progress and improve other long-term outcomes (behavior, attendance, etc.). Representatives from subject, grade level, etc. are encouraged to attend and bring data to meetings.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

- The Chair of SAC is a member of the MTSS Leadership Team.
- The MTSS Leadership Team and SAC were involved in the School Improvement Plan development that was initiated prior to the end of the 2011-12 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 MTSS Leadership Team. 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 MTSS Leadership Team 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 MTSS Leadership Team will use the following rubric to evaluate Strategy Fidelity of Implementation and Strategy Effectiveness:

MTSS Implementation

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

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

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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
DIBELS	School Generated Database	PLC Facilitators/PLST 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

The Principal, Assistant Principals, and Instructional coaches monitor the components of the Florida Continuous Improvement model through scheduled lead team meetings, classroom walkthroughs, PLC walkthroughs, and PLC logs

- Administration works together with the Leadership team to assess whether mini-lessons and mini-assessments are addressing the needs of target areas of instruction
- Instructional coaches assist PLCs with developing mini-lessons and assessments for FCAT Mondays.
- The Lead Team along with the Administrative staff ensures that teachers are implementing a system that monitors the progress of students who are showing weakness in benchmark strands. This system includes the following:
 - o Using data from FCAT scores, F.A.I.R. testing and other subject area tests that identify students who have difficulty mastering specific skills
 - o PLCs with the assistance of Instructional coaches will develop mini-lessons and mini-assessments that teachers can use on regular instructional days and FCAT Mondays.
 - o Leadership team will meet on scheduled Mondays to discuss progress of students and the effectiveness of instructional lessons and assessments
 - o Leadership team will provide Home room teachers with work folders so that students can develop their own portfolios and track their progress.
- Lead team will meet monthly to discuss the effective teaching strategies, data, lesson alignment with core curriculum, implementation of Reinforcement Instructional Calendars, Mini-Lessons and Mini Assessments.

The AVID program will be offered to students who are in the middle of the grading scale and have a desire to work hard and attend college. This program works to target students who are capable of excelling but are having difficulties reaching their potential. Students are encouraged to take this class through the interview process. The AVID instructor serves as an advisor to the student and assists them with organization skills by having each student maintain a binder. Students are also exposed to the outside world by touring local colleges.

Describe the plan to train staff on MTSS.

MTSS Leadership Team members who attended the district level RtI trainings served as consultants to the PLCs to guide the process of data review and interpretation. MTSS Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. MTSS Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.

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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.

Describe plan to support MTSS.

In order to support MTSS in our schools, we will:

- Consistently promote the shared vision of one system meeting the needs of ALL students with MTSS as the platform for integrating all school initiatives (i.e., PLC, PSLT, Steering, and SAC meetings, lesson study, school-wide behavior management plans).
- Use SAL's and team leaders with the requisite knowledge and experience to support coordination and implementation of MTSS.
- Provide continued training and support to all school based personnel in problem solving, responding to student data and the use of a systematic method to increase student achievement in rolling faculty meetings directed by the principal.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Latoya Bryant- Reading coach,
Florine Miller- Media Specialist,
Angel Borths- 7th grade LA,
Aimee Laura- 8th Grade LA,
Tehia Robinson- 6th grade LA/Reading,
Cynthia Myrie-Cook 6th Grade SS (SAL),
Linda Carlson- 6th grade Reading/SS,
Ardra Daniels -8th Grade LA (SAL),
Michael Miranda -Principal

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

The LLT is a subset of the MTSS Leadership Team. The team provides leadership for the implementation of the reading goals and 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?

The principal and the coach will review student data, Empowering Effective Teacher evaluation data, and walk through data to collaboratively identify trends or patterns evident in both whole school and classroom. Professional development will be based on school needs identified through data analysis. Following the district professional development timeline, coaches lead Common Core State Standards teams at the school site to provide the overview of the standards in literacy. Coaches have reviewed models of the Comprehension Instructional Sequence during training and will provide differentiated coaching and support for the instructional model in collaboration with the district literacy and content supervisors. As the

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reading coach is an active member of the school's reading leadership team and problem solving leadership team, reading intervention is supported by the reading coach through assistance with selecting appropriate assessments to target intervention, interpretation of progress monitoring data, analysis of the effectiveness of intervention support, training for intervention teachers, selection of appropriate materials, planning and coaching of instructional routines. The reading coach will provide professional development to guidance counselors to ensure an understanding of the district's student placement guidelines and interpretation of FAIR results for each assessment period and how these data support targeted intervention.

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.

All content area and elective teachers will be in-serviced by highly qualified, highly effective Reading teachers to implement higher level analytical, synthetic, and evaluative skills and strategies throughout all components of the curriculum.

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

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

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

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

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

Each PLC is responsible for reviewing their students' literacy data and creating lessons that are responsive to identified student needs. PLCs are responsible for the

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implementation of the Continuous Improvement Model (Plan-Do-Check-Act) with their core curriculum and acting on the data by providing additional instruction where needed. Common assessments on chapter tests are used to identify effective reading strategies and guide instruction for re-teach or enrichment.

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

*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
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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
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).		1.1. Teachers understanding and properly implementing all strategies Teacher enthusiasm for strategic implementation Teacher planning time to develop lessons featuring the requisite strategies	1.1. Training the entire faculty to positively impact student Reading achievement <u>Action Steps:</u> All teachers will focus on analyzing, synthesizing, and evaluating text and having students cite evidentiary proof justifying findings. Students will focus upon these strategies to succeed within all classes. Teachers will facilitate student proficiency within these strategies. Students will then practice these strategies within the core and elective curriculum. Teachers will monitor and assess student growth within each strategic area	1.1. Reading Coach and all SALs will check PLC logs. How: PLC's notes and data will be turned in and reviewed for progression.. -PLCs receive feedback on their logs from SAL and admin. -Administrators attend and share data at designated meetings.	1.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	1.1. <u>3x per year</u> FAIR FCIM Assessments LDC Written Assessments Voyager Benchmark tests Academy of Reading tests MCI
Reading Goal #1: Last year, 61% of students earned an FCAT Level 3 or above in Reading while this year our goal is to have at least 64% of students achieve an FCAT Level 3 or above.	2012 Current Level of Performance:* 61%	2013 Expected Level of Performance:* 64%	1.2. Few, if any teachers, understand what the students must learn to succeed on this test.	1.2. Reading Coach and all SALs will check PLC logs. How: PLC's notes and data will be turned in and reviewed for progression.. -PLCs receive feedback on their logs from SAL and admin. -Administrators attend and share data at designated meetings.	1.2. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress	1.2. <u>3x per year</u> FAIR <u>During the Grading Period</u> FCIM Assessments LDC Written Assessments Voyager Benchmark tests Academy of Reading tests MCI

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					towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	
		1.3. LDC is a new program which means we have no teachers with experience within the program. FCIM continues to require a time commitment that many teachers simply cannot fully commit to on a weekly basis. Teacher knowledge of the implementation of FCIM with fidelity.	1.3 <u>Strategy</u> Implementation of a variety of programs targeted to improve student achievement such as LDC and FCIM. <u>Action Steps</u> Teacher collaboration to ensure exemplary implementation of LDC and FCIM within all classrooms Saturday sessions where highly qualified teachers utilize FCIM strategies to reach “bubble” students bordering between Levels 2 and 3.	1.3. Reading Coach and all SALs will check PLC logs. How: PLC’s notes and data will be turned in and reviewed for progression.. -PLCs receive feedback on their logs from SAL and admin. -Administrators attend and share data at designated meetings.	1.3. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	1.3. <u>3x per year</u> FAIR <u>During the Grading Period</u> FCIM Assessments LDC Written Assessments Voyager Benchmark tests Academy of Reading test MCI
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	
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.	2.1. Teachers may be used	2.1. <u>Strategy:</u>	2.1. <u>Who</u>	2.1. <u>Who</u>	2.1.	

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<p><u>Reading Goal #2:</u></p> <p>For the 2011-2012 school year 31% of students scored FCAT Levels 4 or 5, while 34% of students will score FCAT Levels 4 or 5 in Reading on the 2013 FCAT 2.0 Test.</p>	<p>2012 Current Level of Performance:*</p> <p>31%</p>	<p>2013 Expected Level of Performance:*</p> <p>34%</p>	<p>to antiquated direct instruction techniques and resistant to change. Students must be taught to engage in higher level questioning</p>	<p>Higher level, interactive discussion strategies, such as Socratic Seminars and debates</p> <p><u>Action Steps:</u> Teachers will be in-serviced to implement these discussion strategies. Students will learn and utilize higher-level thinking skills. Teachers will guide students to achieve exemplary debating and Socratic Seminar independence.</p>	<p>Principal Reading Coach</p> <p><u>How</u> Walkthroughs and teacher conferences</p> <p>Reading Coach facilitates lesson planning that embeds rigorous tasks --Facilitates development, writing, selection of higher-order, text-dependent questions/activities, with an emphasis on seminars.</p>	<p>Administration</p> <p><u>How-</u> -Review of coach's log -Review of coach's log of support to targeted teachers. -Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning sessions)</p>	<p>FAIR</p> <p>-Tracking of coach's participation in PLCs. -Tracking of coach's interactions with teachers (planning, co-teaching, modeling, de-briefing, professional development, and walk throughs) -Administrator-Reading Coach meetings to review log and discuss action plan.</p>
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</p>			Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
<p>3. FCAT 2.0: Points for students making Learning Gains in reading.</p>			3.1. Non-proficient students are not currently able to comprehend complex texts independently. The school has limited complex textual resources. Teachers must transition to utilizing more informational text within lessons.	3.1. <u>Strategy:</u> Students will read and comprehend complex literary and informational texts independently and proficiently. <u>Action Steps:</u> Students will learn to generate, dissect questions based on COSTAS question stems. Students will utilize a myriad of complex texts within classrooms. Teachers will employ Internet research and other avenues to acquire complex texts. Students will be required to independently read the most	3.1. <u>Who</u> Reading Coach and all teachers <u>How</u> Walkthroughs and individualized teacher conferences. Reading Coach facilitates lesson planning that embeds rigorous tasks --Facilitates development, writing, selection of higher-order, text-dependent questions/activities, with	3.1. <u>Who</u> Administration <u>How-</u> -Review of coach's log -Review of coach's log of support to targeted teachers. -Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning sessions)	3.1. FAIR -Tracking of coach's participation in PLCs. -Tracking of coach's interactions with teachers (planning, co-teaching, modeling, de-briefing, professional development, and walk throughs) -Administrator-Instructional Coach meetings to review log and discuss action plan.
<p><u>Reading Goal #3:</u></p> <p>Points earned from students making learning gains on the 2013 FCAT Reading will increase from 64 points to 67 points.</p>	<p>2012 Current Level of Performance:*</p> <p>64</p>	<p>2013 Expected Level of Performance:*</p> <p>67</p>					

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				complex texts available for their lexile levels. Students will demonstrate proficiency reading complex literary and informational texts Through mini-assessments.	an emphasis on seminars.		
			3.2.	3.2.	3.2.	3.2.	3.2.
			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:			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
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.			4.1. Inadequate computer lab time for proper implementation of AOR FCIM continues to require a time commitment that many teachers simply cannot fully commit to on a weekly basis. Teacher knowledge of the implementation of FCIM with fidelity.	4.1. <u>Strategy:</u> Implementation of a variety of programs targeted to improve student achievement such as Voyagers, Academy of Reading, and FCIM. <u>Action Steps:</u> Teacher collaboration to ensure exemplary implementation of Voyagers, AOR, and FCIM within all classrooms. Saturday sessions where highly qualified teachers utilize FCIM strategies to reach the lowest 25% of all students. Reading Strategies taught in all content areas.	4.1. Strategy Across all Content Areas Student achievement improves through teachers' collaboration with the academic coach in all content areas. <u>Actions/Details</u> One on One data chats with teachers. -Reading coach rotates through all subjects' PLCs to: --Facilitate lesson planning that embeds rigorous tasks --Facilitate and develop writing, selection of higher-order, text-dependent questions/activities with COSTAS. Leadership Team and Coach Review log and work	4.1. <u>Who</u> Administration <u>How-</u> -Review of coach's log -Review of coach's log of support to targeted teachers. -Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning sessions)	4.1. -Tracking of coach's participation in PLCs. -Tracking of coach's interactions with teachers (planning, co-teaching, modeling, de-briefing, professional development, and walk throughs) -Administrator-Instructional Coach meetings to review log and discuss action plan.
<u>Reading Goal #4:</u> Points earned from students in Lowest 25% making learning gains on the 2013 FCAT Reading will increase from 62 points to 65 points.	<u>2012 Current Level of Performance:*</u> 62	<u>2013 Expected Level of Performance:*</u> 65					

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					accomplished and develop a detailed plan of action for the next time period.		
		4.2.	4.2 <u>Strategy</u> Students' reading comprehension improves through receiving ELP supplemental instruction on targeted skills that are not at the mastery level. <u>Action Steps</u> -Classroom teachers communicate with the ELP teachers regarding specific skills that students have not mastered. -ELP teachers identify lessons for students that target specific skills that are not at the mastery level. -Students attend ELP sessions. -Progress monitoring data collected by the ELP teacher on a weekly or biweekly basis and communicated back to the regular classroom teacher. -When the students have mastered the specific skill, they are exited from the ELP program.	4.2. Administration (APC) How- APC meet and data chats biweekly with teachers one on one.	4.2. <u>Who</u> Administration <u>How-</u> -Administration leadership weekly meetings data is discussed and plan developed.	4.2. -Administrator- meetings to review log and discuss action plan.	
		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	

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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		61	66	71	76	80	
<u>Reading Goal #5:</u> In grade 6-8, 61 % of standard curriculum students scored a 3 or higher on FCAT 2.0 2012 reading assessment. Goal is to increase 61 % to 80 %.							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.		5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1. <u>Strategy:</u> Promote Independent reading by providing DIVERSE literature school-wide. Implementation of a variety of programs targeted to improve student achievement such as Voyagers, Academy of Reading, and FCIM. Provide Content area teachers with monthly reading strategies. <u>Action Steps:</u> Teacher collaboration to ensure exemplary implementation of Voyagers, AOR, and FCIM within all classrooms Saturday sessions where highly qualified teachers utilize FCIM strategies to reach the lowest 25% of all students Family Reading Night	5A.1. Reading Coach and teachers <u>How</u> Walkthroughs and individualized teacher conferences	5A.1. <u>Who</u> Administration <u>How-</u> -Review of coach's log -Review of coach's log of support to targeted teachers. -Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning sessions)	5A.1. -Tracking of coach's participation in PLCs. -Tracking of coach's interactions with teachers (planning, co-teaching, modeling, de-briefing, professional development, and walk throughs) -Administrator-Instructional Coach meetings to review log and discuss action plan.	
<u>Reading Goal #5A:</u> In 2011-2012, 73% of the White students met their goal and in 2012-2013, our goal is for 76% of White students to be proficient. In 2011-2012, 43% of the black students met their goal and in 2012-2013, our goal is for 48% of black students to be proficient. In 2011-2012, 55% of the hispanic students met their goal and in 2012-2013, our goal is for 59% of hispanic students to be proficient.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Inadequate computer lab time for proper implementation of AOR FCIM continues to require a time commitment that many teachers simply cannot fully commit to on a weekly basis. Teacher knowledge of the implementation of FCIM with fidelity.				
	White:73 Black:43 Hispanic:55 Asian:na American Indian:na	White:76 Black:48 Hispanic:59 Asian:na American Indian:na					
			5A.2.	5A.2	5A.2	5A.2	5A.2
			5A.3.	5A.3.	5A.3.	5A.3.	5A.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
5B. Economically Disadvantaged students not making satisfactory progress in reading.			5B.1. Inadequate computer lab time for proper implementation of AOR FCIM continues to require a time commitment that many teachers simply cannot fully commit to on a weekly basis. Teacher knowledge of the implementation of FCIM with fidelity.	5B.1. Strategy: Implementation of a variety of programs targeted to improve student achievement such as Voyagers, Academy of Reading, and FCIM. Promote Independent reading by providing DIVERSE literature school-wide. <u>Action Steps:</u> Teacher collaboration to ensure exemplary implementation of Voyagers, AOR, and FCIM within all classrooms. Saturday sessions where highly qualified teachers utilize FCIM strategies to reach the lowest 25% of all students. Family Reading Night.	5B.1. Who Reading Coach and teachers How Walkthroughs and individualized teacher conferences	5B.1. Who Administration How- -Review of coach's log -Review of coach's log of support to targeted teachers. -Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning sessions)	5B.1. -Tracking of coach's participation in PLCs. -Tracking of coach's interactions with teachers (planning, co-teaching, modeling, de-briefing, professional development, and walk throughs) -Administrator-Instructional Coach meetings to review log and discuss action plan.
<u>Reading Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of ED students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 51% to 56%.	51	56					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	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:			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
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. Inadequate computer lab time for proper implementation of AOR FCIM continues to require a time commitment that many teachers simply cannot fully commit to on a weekly basis. Teacher knowledge of the	5C.1. Strategy: Implementation of a variety of programs targeted to improve student achievement such as Voyagers, Academy of Reading, and FCIM. Promote Independent reading by providing DIVERSE	5C.1. Who Reading Coach and teachers How Walkthroughs and individualized teacher conferences	5C1. Who Administration How- -Review of coach's log -Review of coach's log of support to targeted teachers. -Administrative walk-throughs	5C.1. -Tracking of coach's participation in PLCs. -Tracking of coach's interactions with teachers (planning, co-teaching, modeling, de-briefing, professional development, and walk throughs)
<u>Reading Goal #5C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box. The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will	29	36					

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increase from 29% to 36%.			implementation of FCIM with fidelity.	literature school-wide. <u>Action Steps:</u> Teacher collaboration to ensure exemplary implementation of Voyagers, AOR, and FCIM within all classrooms. Saturday sessions where highly qualified teachers utilize FCIM strategies to reach the lowest 25% of all students. Family Reading Night.		of coaches working with teachers (either in classrooms, PLCs or planning sessions)	-Administrator-Instructional Coach meetings to review log and discuss action plan.
			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	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
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.							
<u>Reading Goal #5D:</u>							
N/A							
	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3	5D.3	5D.3	5D.3	5D.3

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity
Please note that each Strategy does not require a professional development or PLC activity.

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PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	6-8	-Subject Area Leaders -Course specific PLC Facilitators -Reading Coach	All teachers Faculty Professional Development and on-going PLCs	-On-going -Demonstration classrooms	Classroom walk-throughs Optional peer teacher observations	Administration Team Instructional Coaches Subject Area Leaders
Strategic reading workshops	6-8	Subject Area Leaders -Course specific PLC Facilitators -Reading Coach	All teachers Faculty Professional Development and on-going PLCs	-On-going -Demonstration classrooms	Classroom walk-throughs Optional peer teacher observations	Administration Team Instructional Coaches Subject Area Leaders

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)).

Middle 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
1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).			1.1.	1.1.	1.1.	1.1.	1.1.
Mathematics Goal #1: For the 2011-2012 school year 61% of students scored within the Level 3-5 on Math FCAT, while 64% of these students will score the Level 3-5 on Math FCAT for 2012-13.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Not all students are DUKE TIP students or possess home computers. Computer lab space is limited. Many students do not desire to spend additional time focused upon the areas where they most struggle. Tutors aren't available to support and help students.	Strategy: By utilizing district and school-wide programs (DUKE TIP, Springboard, AVID, and FCAT Explorer) students will identify their strengths and weaknesses in standardized testing and focus their practice on areas of improvement. Action Steps: Teachers will utilize Springboard strategies, Cornell notes, and or higher-order thinking questions within their lessons. AVID Students will understand and strive to meet future college entrance requisites. Qualified students will participate in the Duke TIP Program.	Who Math Teachers AVID Coordinator Guidance Counselors How Evidence of strategy implementation during classroom walkthroughs Intermittent viewing of on-line reports for on-line programs	Teacher Level PLC/Department Level will review unit assessments and chart the increase in the number of students reaching at least 85% mastery on units of instruction.	2x per year District Baseline and Mid-Year Testing Semester Exams <u>During the Grading Period</u> Unit test Teacher made and directed assessments for FCIM
	61%	64%					
			1.2.	1.2.			
			1.3.	1.3.			

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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?			
<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.</p> <p><u>Mathematics Goal #2:</u></p> <p>For the 2011-2012 school year 29% of students scored Level 4 or 5 on the FCAT, while 32% of students will score Level 4 or 5 on the 2013 FCAT 2.0 Mathematics Test.</p>	<p>2012 Current Level of Performance:*</p> <p>29%</p>	<p>2013 Expected Level of Performance:*</p> <p>32%</p>	<p>2.1.</p> <p>Teachers must locate this information. Teachers must meet and review the data. Finite curricular time.</p>	<p>2.1.</p> <p><u>Strategy:</u> This strategy will allow students to practice standard-based information which is not covered within their courses by completing mini-lessons and mini-assessments.</p> <p><u>Action Steps:</u> PLCs will use data to guide instruction to determine skills and strands requiring remediation. Math teachers will provide district constructed mini-lessons and mini-assessments. Math teacher will provide differentiation to increase success.</p>	<p>2.1.</p> <p><u>Who</u> Math Teachers AVID Coordinator Guidance Counselors</p> <p><u>How</u> Evidence of strategy implementation during classroom walkthroughs Intermittent viewing of on-line reports for on-line programs.</p>	<p>2.1.</p> <p><u>Teacher Level</u> <u>PLC/Department Level</u></p> <p>will review unit assessments and chart the increase in the number of students reaching at least 85% mastery on units of instruction.</p>	<p>2.1.</p> <p><u>2x per year</u> District Baseline and Mid-Year Testing Semester Exams <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)</p>	
				2.2.	2.2.	2.2.	2.2.	2.2.
				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:			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>3. FCAT 2.0: Points for students making learning gains in mathematics.</p> <p><u>Mathematics Goal #3:</u></p> <p>For the 2011-2012 school year 68 of students made learning gains, while for the 2012-2013 school year 71 of students will make learning gains.</p>	<p>2012 Current Level of Performance:*</p> <p>68</p>	<p>2013 Expected Level of Performance:*</p> <p>71</p>	<p>3.1.</p> <p>Teachers must locate this information. Teachers must meet and review the data. Finite curricular time.</p>	<p>3.1.</p> <p><u>Strategy:</u> Students will become familiar with their standardized Math test scores from the 2011-2012 school year and engage in “FCAT Chats” and comprehensive progress monitoring to improve Math skills.</p> <p><u>Action Steps:</u> A Resource Teacher will create a student FCAT Information sheet where the students will compile data, such as scores, levels, strengths, and</p>	<p>3.1.</p> <p><u>Who</u> Teachers and students</p> <p><u>How</u> FCAT Monday Homeroom activities</p>	<p>3.1.</p> <p>Administration will walkthrough during homeroom for data chats.</p>	<p>3.1.</p> <p>Quarterly chats will be provided and updated on a FCAT Monday.</p>	

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				weaknesses. Students and teachers will analyze the data which will allow the students to set SMART goals.			
			3.2.	3.2.	3.2.	3.2.	3.2.
			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:			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
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.			4.1.	4.1.	4.1.	4.1.	4.1.
Mathematics Goal #4: Points earned from students in Lowest 25% making learning gains on the 2013 FCAT Math will increase from 61 points to 64 points.	<u>2012 Current Level of Performance:*</u> 61	<u>2013 Expected Level of Performance:*</u> 64	Teachers must locate this information. Teachers must meet and review the data. Finite curricular time.	4.1. <u>Strategy:</u> Students will become familiar with their standardized Math test scores from the 2011-2012 school year and engage in "FCAT Chats" and comprehensive progress monitoring to improve Math skills. Intensive Math Class. <u>Action Steps:</u> A Resource Teacher will create a student FCAT Information sheet where the students will compile data, such as scores, levels, strengths, and weaknesses. Students and teachers will analyze the data which will allow the students to set SMART goals. Provide Tutors Math Tutors (NJHS, SAC, PTSA)	4.1. <u>Who</u> Teachers and students <u>How</u> FCAT Monday Homeroom activities	4.1. Administration will walkthrough during homeroom for data chats.	4.1. Quarterly chats will be provided and updated.
			4.2.	4.2.	4.2.	4.2.	4.2.

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		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		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 2016-2017
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.						
<u>Math Goal #5:</u>						
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics		5A.1. White: Black: Hispanic: Asian: American Indian: Weak Study Skills and learning strategies.	5A.1. <u>Strategy:</u> Students will improve Mathematical proficiency through placement in mandatory Intensive Reading classes. <u>Action Steps:</u> Students in the bottom quartile will be targeted for remediation. They will then be placed in Intensive Math classes. On-line tutorial practice opportunities will provided to improve skills and provide motivation. Inschool and After school tutorial available (NJHS, SAC, PTSA)	5A.1. <u>Who</u> Math Teachers AVID Coordinator Guidance Counselors <u>How</u> Evidence of strategy implementation during classroom walkthroughs Intermittent viewing of on-line reports for on-line programs.	5A.1. <u>Teacher Level</u> <u>PLC/Department Level</u> will review unit assessments and chart the increase in the number of students reaching at least 85% mastery on units of instruction.	5A.1. <u>2x per year</u> District Baseline and Mid-Year Testing Semester Exams <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)
<u>Mathematics Goal #5A:</u> The percentage of White students scoring satisfactory on the 2013 FCAT/FAA will increase from 73 to 77%. The percentage of Black students scoring satisfactory on the 2013 FCAT/FAA will increase from 45 to 51 %.	<u>2012 Current Level of Performance:*</u> White:73 Black:45 Hispanic: Y Asian: na American Indian: na	<u>2013 Expected Level of Performance:*</u> White:77 Black:51 Hispanic: Y Asian: na American Indian: na				
			5A.2.	5A.2.	5A.2.	5A.2.
			5A.3.	5A.3.	5A.3.	5A.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
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
Mathematics Goal #5B: The percentage of Economically Disadvantage students scoring satisfactory on the 2013 FCAT/FAA will increase from 54 to 58%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Weak Study Skills and learning strategies.	Strategy: Students will improve Mathematical proficiency through placement in mandatory Intensive Reading classes. Action Steps: Students in the bottom quartile will be targeted for remediation. They will then be placed in Intensive Math classes. On-line tutorial practice opportunities will provided to improve skills and provide motivation. Inschool and After school tutorial available (NJHS, SAC, PTSA)	Who Math Teachers AVID Coordinator Guidance Counselors How Evidence of strategy implementation during classroom walkthroughs Intermittent viewing of on-line reports for on-line programs.	Teacher Level <u>PLC/Department Level</u> will review unit assessments and chart the increase in the number of students reaching at least 85% mastery on units of instruction.	2x per year District Baseline and Mid-Year Testing Semester Exams <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)
	54	58					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	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:			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
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: The percentage of ELL students scoring satisfactory on the 2013 FCAT/FAA will increase from 47 to 52%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Weak Study Skills and learning strategies. Limited help or support at home.	Strategy: Students will improve Mathematical proficiency through placement in mandatory Intensive Reading classes. Action Steps: Students in the bottom quartile will be targeted for remediation. They will then be placed in Intensive Math classes. On-line tutorial practice opportunities will provided to improve skills and provide	Who Math Teachers AVID Coordinator Guidance Counselors ESOL TEACHER How Evidence of strategy implementation during classroom walkthroughs Intermittent viewing of on-line reports for on-line programs.	Teacher Level <u>PLC/Department Level</u> will review unit assessments and chart the increase in the number of students reaching at least 85% mastery on units of instruction.	2x per year District Baseline and Mid-Year Testing Semester Exams <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)
	47	52					

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				motivation. Inschool and After school tutorial available (NJHS, SAC, PTSA)			
			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	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
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. Weak Study Skills and learning strategies.	5D.1. Strategy: Students will improve Mathematical proficiency through placement in mandatory Intensive Reading classes. IEP REVIEWED AND MAINTAINED Action Steps: Students in the bottom quartile will be targeted for remediation. They will then be placed in Intensive Math classes. On-line tutorial practice opportunities will provided to improve skills and provide motivation. Inschool and After school tutorial available (NJHS, SAC, PTSA)	5D.1. Who Math Teachers AVID Coordinator Guidance Counselors ESE SPECIALIST ESE COTEACHER How Evidence of strategy implementation during classroom walkthroughs Intermittent viewing of on-line reports for on-line programs.	5D.1. Teacher Level PLC/Department Level will review unit assessments and chart the increase in the number of students reaching at least 85% mastery on units of instruction.	5D.1. 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)
Mathematics Goal #5D: The percentage of students with Disabilities scoring satisfactory on the 2013 FCAT/FAA will increase from 35 to 41 %.	<u>2012 Current Level of Performance:*</u> 35	<u>2013 Expected Level of Performance:*</u> 41					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	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)).

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Algebra EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
Alg1. Students scoring proficient in Algebra (Levels 3-5).			1.1.	1.1.	1.1.	1.1.	1.1.
Algebra Goal #1: For the 2011-2012 school year 80% of students scored within Level 3-5 , while for the 2012-2013 school year 83 % will score Level 3 or higher on the EOC Algebra exam.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Weak Study Skills and learning strategies. Ineffective re-teaching strategies. Time restraints.	Strategy: This strategy will allow students to practice standard-based information which is not covered within their courses by completing mini-lessons and mini-assessments. Action Steps: PLCs will use data to guide instruction to determine skills and strands requiring remediation. Math teachers will provide district constructed mini-lessons and mini-assessments.	Who Math Teachers AVID Coordinator How Evidence of strategy implementation during classroom walkthroughs Intermittent viewing of on-line reports for on-line programs.	Teacher Level <u>PLC/Department Level</u> will review unit assessments and chart the increase in the number of students reaching at least 85% mastery on units of instruction.	2x per year District Baseline and Mid-Year Testing Semester Exams <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)
	80%	83%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2: For the 2011-2012 school year 32% of students scored within Level 4-5 , while for the 2012-2013 school year 35 % will score Level 4 or higher on	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Weak Study Skills and learning strategies. Ineffective re-teaching strategies. Time restraints and commitments.	Strategy: This strategy will allow students to practice standard-based information which is not covered within their courses by completing mini-lessons and mini-assessments. Action Steps: PLCs will use data to guide instruction to determine skills	Who Math Teachers AVID Coordinator Guidance Counselors How Evidence of strategy implementation during classroom walkthroughs Intermittent viewing of on-line reports for on-line programs.	Teacher Level <u>PLC/Department Level</u> will review unit assessments and chart the increase in the number of students reaching at least 85% mastery on units of instruction.	2x per year District Baseline and Mid-Year Testing Semester Exams <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)
	32%	35%					

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the EOC Algebra exam.				and strands requiring remediation. Math teachers will provide district constructed mini-lessons and mini-assessments.			
			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

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	6-8	-Math SAL/Coach	Math Departmental and course-specific PLCs	PLC Meetings every two weeks	Administrators conduct targeted classroom walk-throughs to monitor DI implementation	Administration Team
Analyzing first semester exams	6-8	-Math SAL/Coach	Math Departmental and course-specific PLCs	After the administration of the test	PLC logs	APC
ELL Strategies	6-8	English Language Learner Resource Teacher (ERT)	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team

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
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.			1.1. Not all teachers know how to identify misconceptions and depth of student knowledge of science concepts.	1.1 Strategy Students' science skills will improve through participation in the 5E instructional model . Action Steps -Teachers will attend District Science training and share 5E Instructional Model information with their PLCs. -PLCs write SMART goals based for units of instruction. -As a Professional Development activity in their PLCs, teachers spend time collaboratively building 5E Instructional Model for upcoming lessons. -PLC teachers instruct students using the 5E Instructional Model. -At the end of the unit, teachers give a common assessment identified from the core curriculum material. -Teachers bring assessment data back to the PLCs. -Based on the data, teachers discuss effectiveness of the 5E Lesson Plans to drive future instruction.	1.1 Who Principal AP Reading Leadership Team Science SAL How Monitored Administration, SAL walk-throughs -PLC logs turned into administration. -Administration provides feedback.	1.1 Science PLC Reading Leadership Team PLCs will track achievement on the benchmark attached to the Close Reading passage comparing baseline achievement level to 80% mastery using the proximal evaluation tool.	3x-per year District level baseline, mid-year, and pre-EOC administration Semester Exams <u>During the Grading Period</u> -mini-assessments -unit assessments
Science Goal #1: The percentage of students scoring (FCAT Level 3 or above) in Science will increase from 44% to 47% on the 2013 FCAT 2.0 Science Test.	2012 Current Level of Performance: * 44%	2013 Expected Level of Performance: * 47%					

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			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.			2.1. Not all teachers know how to identify misconceptions and depth of student knowledge of science concepts. -Not all teachers are able to attend available science trainings on dates available by the district. -Not all teachers are knowledgeable of the strategies of inquiry-based instruction, such as engaging the students, exploring time, accountable talk, higher-order questioning, etc.	2.1. <u>Strategy:</u> The purpose of this strategy is to strengthen the core curriculum. Students will develop problem-solving and creative thinking skills while constructing new knowledge. To achieve this goal, science teachers will utilize the 5 E Lesson Plan (Engage, Explore, Explain, Elaborate, Evaluate the concept) within all science classrooms. <u>Action Steps:</u> 1. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling (Engage, Explore, Explain, Elaborate, Evaluate the concept) strategies. 2. Actively incorporate higher-level questioning in all inquiry activities while continuing to emphasize the scientific method, thus raising all cluster scores.	2.1 <u>Who</u> Principal AP Reading Leadership Team Science SAL <u>How Monitored</u> Administration, Coach, SAL walk-throughs -PLC logs turned into administration. -Administration provides feedback.	2.1 Science PLC Resource meetings Reading Leadership Team PLCs will track achievement on the benchmark attached to the Close Reading passage comparing baseline achievement level to 80% mastery using the proximal evaluation tool.	3x-per year District level baseline, mid-year, and pre-EOC administration Semester Exams <u>During the Grading Period</u> -mini-assessments -unit assessments
<u>Science Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
8% of students achieved FCAT Levels 4 or 5 as measured by the 2010-2011 FCAT Science 2.0 Test, while 12% of students will achieve FCAT Levels 4 or 5 as measured by the 2013 FCAT 2.0 Science Test.	8%	12%					

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				3. Learn reading strategies to utilize with all students.			
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Technology and Hands-On Activities	Grades 6-8	SAL	Science Departmental PLCs and course-specific PLCs	On-going in science PLCs 3 times per month	Administrators conduct targeted walk-throughs to monitor Hands-On Activity implementation.	Administration Team
Inquiry and the 5E Instructional Model	Grades 6-8	SAL	Science Departmental PLCs and course-specific PLCs	On-going in science PLCs 3 times per month	Administrators conduct targeted walk-throughs to monitor 5 E Instructional Model lessons.	Administration Team
Close Reading	Grades 6-8	Reading Coach Science SAL Reading Leadership Team	Science Departmental PLCs and course-specific PLCs	One PLC meeting per month	Reading Coach walk-throughs	Administration Team & Reading Coach

End of Science Goals

Writing/Language Arts Goals

Writing/Language Arts Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Students scoring at Achievement Level 3.0 or higher in writing.			1.1. New or 1 st year teacher. Teachers are untrained. New criteria and grading scale. Some staff members will not desire to take advantage of Professional Development opportunities. Time must be made for data analysis. All LA teachers must understand data disaggregation. All teachers must learn to make data driven instructional decisions	1.1. Students will develop strategies and skills to become sophisticated writers through continuous practice while maturing in their knowledge of Common Core writing expectations. <u>Action Steps:</u> Professional Development for all teachers. Collaboration among teachers to share techniques, strategies, and resources Use Best Practice strategies from L.A. icon, SpringBoard and other sources Reinforce grade level expectations for writing components including proper mechanics and conventions on all written assignments turned in for grading in all content and elective classes. Monthly timed writings to assess students. Monthly PLCs to assess data and determine strengths and need for remediation. Utilize common vocabulary for writing training. Pull-outs for students needing remediation. Writing workshops and conferences with students. Utilize ELP for reinforcement.	<u>1.1</u> Who Principal APC SAL <u>How Monitored</u> -PLC logs -Classroom walk-throughs Observation Form -Conferencing while writing walk-through tool (for coaches)	<u>1.1</u> Who SAL Teachers PRINCIPAL <u>How</u> PLC logs turned into administration. Administration provides feedback. - Evidence of Writing effectively...Barebones, LDC -Classroom walkthroughs observing writing process and conferencing	-Student monthly demand writes/formative assessments -Student daily drafts -Student revisions -Student portfolios
<u>Writing/LA Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring FCAT Level 3.0 or above will increase from 83% on the 2012 FCAT 2.0 Writing Assessment to 86% on the 2013 FCAT 2.0. Writing Assessment.	83%	86%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Holistic Scoring Training	6-8	LA SAL PLC facilitators	Language Arts Teachers PLC-grade level and vertical teams	On-going	PLC logs turned into administration	Principal APC SAL PLC Facilitators
Springboard Pacing	6-8	LA SAL PLC facilitators Academic Coach	Language Arts Teachers PLC-grade level and vertical teams	On-going	-Administration or Coach walk-throughs -PLC logs turned into administration	Principal APC SAL PLC Facilitators

End of Writing Goals

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Attendance Goal(s)

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Attendance			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 Administrative 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 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 The Administrative Team will also develop non-academic incentives for students who are struggling with attendance.	1.1. <u>Who</u> AP Guidance Counselors Social Worker <u>How</u> AP and/or Guidance Counselor will run Attendance/Tardy meetings every 20 days with appropriate reports AP and/or Guidance Counselor will maintain data base	1.1 Attendance committee will monitor the attendance data from the targeted group of students.	1.1 Instructional Planning Tool Attendance/Tardy data Ed Connect
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
The attendance rate will increase from 94.7% in 2011-2012 to 96% in 2012-2013	94.7%	96%					
The number of students with excessive absences will decrease from 93 in 2012 to 85 in 2013.	<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>					
	93	85					
The number of students with excessive tardies will decrease from 40 in 2011-2012 to 30 in 2012-2013.	<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>					
	40	30					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

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End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Suspension			1.1 There needs to be common school-wide expectations and rules for appropriate classroom behavior.	1.1 -Providing teachers with resources for continued teaching and reinforcement of school expectations and rules. -Leadership team conducts walkthroughs -The data is shared with faculty at a monthly meeting, tracking the overall improvement of the faculty. -Where needed, administration conducts individual teacher walk-through data chats.	1.1 <u>Who</u> -Leadership Team -Administration -guidance	1.1 Discipline Committee will review data on Office Discipline Referrals ODRs and out of school suspensions, ATOSS data monthly.	UNTIE , EASI ODR and suspension data cross-referenced with mainframe discipline data
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
The total number of in-school suspension will decrease from 301 in 2011-2012 to 250 in 2012-2013.	301	271					
The total number of students suspended In-School will decrease from 173 in 2011-2012 to 150 in 2012-2013.	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	173	156					
The number of Out of School Suspensions will decrease from 268 in 2011- 2012 to 230 in 2012-2013.	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	268	242					
Total number of students suspended Out of school will decrease from 124 in 2011-2012 to 100 in 2012- 2013.	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	124	112					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

**Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012**

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

End of Suspension Goals

Health and Fitness Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Health and Fitness Goal			1.1. Students will want to take other electives and get waivers. Interest is low.	1. Middle School students will engage in the equivalent of one class period per day of physical education for one semester of each year in grades 6 through 8.	1.APC Guidance HEART team	1.Checking student schedules Check exams and data	1.1. Semester exams PLC check Pacer test
Health and Fitness Goal #1:	2012 Current Level :*	2013 Expected Level :*					
Increase the number of students scoring in the “Healthy Fitness Zone” by 10% on the PACER test for assessing aerobic capacity and cardiovascular health.	48 (430)	58 (563)					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Health and Fitness Goals Professional Development

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

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

Continuous Improvement Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Continuous Improvement Goal			1.1. There isn't time to meet.	1.1. Build interest in SAC by advertising in newsletter and parent link calls.	1.1. Administration will attend meetings and PLCs.	1.1.Adminstration will review data. Adminstration will survey students.	1.1. Student surveys twice a year.
Decrease the number/percentage of teachers that agree the principal involves students in achieving school improvement goals.	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*	Students are underrepresented on SAC. Interest is low across the board.	Provide snacks and drinks. Invite and/or appoint students to participate. Principal will attend all meetings.	Sac chair will keep attendance and review SAC notes.		
	22% (13)	15% (9)					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Continuous Improvement Goals Professional Development

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

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.
<u>Reading Goal A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							
			A.2.	A.2.	A.2.	A.2.	A.2.
			A.3.	A.3.	A.3.	A.3.	A.3.
B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			B.1.	B.1.	B.1.	B.1.	B.1.
<u>Reading Goal B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							
			B.2.	B.2.	B.2.	B.2.	B.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
C. Students scoring proficient in Listening/Speaking. CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 35 % to 38 %.	2012 Current Percent of Students Proficient in Listening/Speaking: 35	1.1. Weak Study Skills and learning strategies. Limited help or support at home.	1.1. <u>Strategy:</u> Implementation of a variety of programs targeted to improve student achievement such as Voyagers, Academy of Reading, and FCIM. Promote Independent reading by providing DIVERSE literature school-wide. <u>Action Steps:</u> Teacher collaboration to ensure exemplary implementation of Voyagers, AOR, and FCIM within all classrooms. Saturday sessions where highly qualified teachers utilize FCIM strategies to reach the lowest 25% of all students. Family Reading Night.	1.1. Reading Coach and all SALs will check PLC logs. How: PLC's notes and data will be turned in and reviewed for progression.. -PLCs receive feedback on their logs from SAL and admin. -Administrators attend and share data at designated meetings.	1.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	1.1. <u>3x per year</u> FAIR AOR, SOLO reports <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
D. Students scoring proficient in Reading.			<u>Strategy:</u>			
CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 24% to 27%.	<u>2012 Current Percent of Students Proficient in Reading :</u> 24	Weak Study Skills and learning strategies. Limited help or support at home.	Implementation of a variety of programs targeted to improve student achievement such as Voyagers, Academy of Reading, and FCIM. Promote Independent reading by providing DIVERSE literature school-wide. <u>Action Steps:</u> Teacher collaboration to ensure exemplary implementation of Voyagers, AOR, and FCIM within all classrooms. Saturday sessions where highly qualified teachers utilize FCIM strategies to reach the lowest 25% of all students. Family Reading Night.	Reading Coach and all SALs will check PLC logs. How: PLC's notes and data will be turned in and reviewed for progression.. -PLCs receive feedback on their logs from SAL and admin. -Administrators attend and share data at designated meetings.	<u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	<u>3x per year</u> FAIR AOR, SOLO reports <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
E. Students scoring proficient in Writing.						
CELLA Goal #E: The percentage of students scoring proficient on the 2013	<u>2012 Current Percent of Students Proficient in Writing :</u> 18	2.1. New or 1 st year teacher. Teachers are untrained. New criteria and grading scale. Some staff members will not desire to take advantage of Professional Development opportunities.	2.1. Students will develop strategies and skills to become sophisticated writers through continuous practice while maturing in their knowledge of Common Core writing expectations.	<u>2.1 Who</u> Principal APC SAL <u>How Monitored</u> -PLC logs	<u>2.1 Who</u> SAL Teachers PRINCIPAL <u>How</u> PLC logs turned into	2.1 -Student monthly demand writes/formative assessments -Student daily drafts -Student revisions -Student portfolios

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Writing section of the CELLA will increase from 18 % to 21 %.		Time must be made for data analysis. All LA teachers must understand data disaggregation. All teachers must learn to make data driven instructional decisions	Action Steps: Professional Development for all teachers. Collaboration among teachers to share techniques, strategies, and resources Use Best Practice strategies from L.A. icon, SpringBoard and other sources Reinforce grade level expectations for writing components including proper mechanics and conventions on all written assignments turned in for grading in all content and elective classes. Monthly timed writings to assess students. Monthly PLCs to assess data and determine strengths and need for remediation. Utilize common vocabulary for writing training. Reinforce writing skills on FCAT Mondays. Pull-outs for students needing remediation. Writing workshops and conferences with students. Utilize ELP for reinforcement.	-Classroom walk-throughs Observation Form -Conferencing while writing walk-through tool (for coaches)	administration. Administration provides feedback. - Evidence of Writing effectively...Barebones, LDC -Classroom walkthroughs observing writing process and conferencing	
		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
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).	F.1.	F.1.	F.1.	F.1.	F.1.

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Mathematics Goal F: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			F.2.	F.2.	F.2.	F.2.	F.2.
			F.3.	F.3.	F.3.	F.3.	F.3.
G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			G.1.	G.1.	G.1.	G.1.	G.1.
Mathematics Goal G: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			G.2.	G.2.	G.2.	G.2.	G.2.
			G.3.	G.3.	G.3.	G.3.	G.3.

NEW Science Florida Alternate Assessment Goal

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
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).			J.1.	J.1.	J.1.	J.1.	J.1.
Science Goal J: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<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>					
			J.2.	J.2.	J.2.	J.2.	J.2.
			J.3.	J.3.	J.3.	J.3.	J.3.

NEW Writing Florida Alternate Assessment Goal

Writing Goals		Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool

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M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).			M.1.	M.1.	M.1.	M.1.	M.1.
Writing Goal M: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			M.2.	M.2.	M.2.	M.2.	M.2.
			M.3.	M.3.	M.3.	M.3.	M.3.

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
	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 the analysis of school data, identify and define areas in need of improvement:					
STEM Goal #1: Increase enrollment and success in advanced coursework in middle and high school mathematics and science courses.	Not enough students with test scores to enter Teachers won't have common planning time. Lack of support with homework or tutoring.	<ol style="list-style-type: none"> Teachers will attend district meetings and professional development opportunities. Teachers will provide tutorials in the morning, lunch and after school. Saturday school will be utilized for students to receive additional help. 	Math and Science SAL within PLC will monitor lesson plans and progress. Lead Teacher will provide opportunities to collaborate in monthly integration of arts meetings/PLC. AP for curriculum will monitor PLC information and notes.	SAL and Admin walk throughs Data will be shared with AP and Lead to develop further resources and tutoring to retain students. Admin will pull struggling students and conference with student and family.	1.1 Semester Exams Unit assessments Teacher made review Amd assessments
		1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity
Please note that each Strategy does not require a professional development or PLC activity.

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

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	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 the analysis of school data, identify and define areas in need of improvement:					
<u>CTE Goal #1:</u> Sustain/Increase the number of Career Technical Student Organization chapters from 2 in 2011-2012 to 3 in 2012-2013. Increase the student and participation/awareness on Career families and Family obligations from 10% in 2011-2012 to 20 % in 2012-2013.	1.1. Getting participates and students to participate School calendar is already full. Getting resources/books for family to use.	1.1. Families will participate in Family enrichment nights bimonthly. Students will join and participate in CTE organizations events and competitions.	1.1. CTE teachers Admin	1.1. Aggregate and analyze the data every quarter to develop next steps	1.1. Log of number of CTSO events Log of number of students who attend CTSO events
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

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

End of CTE Goal(s)

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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.

x 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
CTE Family Night	Books 7 Habits	100.00	
FCAT Reading family and parent events	Materials, snacks	300.00	
Awards and Incentives Schoolwide	awards	1500.00	
Teacher Trainings/conferences	Trainings and staff development opportunities	400.00	
Final Amount Spent			