

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

June 2012
Rule 6A-1.099811

Hillsborough Revised July 17, 2012



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School Improvement Plan - Uploading to the Florida DOE Website

When you are finished with your SIP (or each time you progress monitor and make updates), follow the steps listed below to upload/re-upload your SIP to the Florida DOE website

Steps

- Go to: <http://flbsi.org/>

Screen #1

- On the left hand side, click on “Submit or View School Improvement Plan”.

Screen #2

- Select Type of Plan – School Improvement Plan.
- Select School District – Find the District in the drop down menu and click on Hillsborough.
- Select School – Find your school in the drop down menu and click on your school.
- Password – Type 29 followed by your four digit site number. Example for Greco Middle – 291781.
- Click on “Click Here to Log In.”

Screen #3

- Click on “Upload my 2012-2012 School Year Plan (Word, PDF)”.


Screen #4

- Find the box at the **top** of the page that says “**2012-2012 SIP Upload**”. In the box:
 - Click on “Browse” to go to your computer’s files. Click on your SIP Word document.
 - Click on “Upload file.”

Repeat the same process each time you make changes to your SIP Word document and re-submit to the FDOE website

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Hillsborough Revised July 17, 2012  **Hillsborough County**
PUBLIC SCHOOLS
Excellence in Education

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Young Middle Magnet School Creative Science Centre	District Name: Hillsborough
Principal: Nadine Johnson	Superintendent: Ms. MaryEllen Elia
SAC Chair: Sylvia McRae	Date of School Board Approval:

Student Achievement Data:

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

Adequate Yearly Progress (AYP) Trend Data (Use this data to complete Sections 5A-5D of the reading and mathematics goals and Section 3A-3D of the writing goals.)

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

Highly Qualified Administrators

List your school’s highly qualified administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Nadine Johnson	BS Business Teacher Education, MS Educational Leadership	1	15	2012-12/Bartels/A- AYP not met 2010-11/Bartels/A- AYP not met 2009-10/Bartels/A- AYP not met
Assistant Principal	Andrew Olson	BS-Accounting MA – Ed. Leadership	4	4	2012-2012/Young/C- not met 2010-11/Young/C- AYP not met 2009-10/Young/B- AYP not met

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	Sonja Burgess	BA Business and Office Education, MS Educational Leadership	1	9	2012-12/Progress Village/A- AYP not met 2010-11/ Progress Village/A- AY not met 2009-10/ Progress Village/A- AYP not met

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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Reading	Lisa Whitley	BS: Psychology MS: Exceptional Student Education MG Integrated Curriculum ESE K-12 Reading, ESOL Endorsement	2	2	2012-12/Young/C 2010-11/Adams/A 2009-10/Adams/A

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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)
New Teacher Orientation with administration	Principal, Assistant Principals, Key staff members	August 2012	
Teacher/Mentor Partner	Principal, Assistant Principals, Peer Support	Ongoing	
Magnet teacher recruitment and interview panel	Principal, Magnet office personnel	Ongoing	
Performance Pay	General Director of Federal Programs	June 2012	
PLC/staff development	Administration/SAL/team leader	Ongoing	

Non-Highly Qualified Instructors

	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Mary Abraham	Chemistry, MG Math	6 th Grade Science, Gifted, Research	Complete Gifted Endorsement
Stephanie Austin	Elem Ed, ESE, MGIC	EBD Reading/Lang Arts, Social Studies	Take subject area exams
Jeremy Burnett	Athletic Coaching, ESE	Reading	Complete Reading Endorsement
Rachel Lipson	Elem Ed	6 th Grade Reading, Lang. Arts, Social Studies	Complete Reading Endorsement
Kelly Oerter	English	Language Arts	Complete ESOL Endorsement
Kristina Ruiz	English, ESE, Social Science	Language Arts	Complete ESOL Endorsement
Micheal Salamone	ESE, Social Science	Science, VE Science	Take Science subject area exam
Amy Wooldridge	ESE	EBD Math, Science, Social Personal	Take subject area exam

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Ruiz, Kristina	English (6-12), ESE, Social Science, Pre-Kindergarten	English	Complete ESOL course requirements
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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
45	8.8% (4)	35.5% (16)	51.1 % (23)	4.4% (2)	31.1% (14)	82.2% (37)	8.8% (4)	2.2% (1)	15.5% (7)

Teacher Mentoring Program

Please describe the district and 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
Lisa Tobul	Stephanie Austin	ESE Specialist	Co-teaching methods/best practices IEP development
Krysta Porteus	Mary Abraham	District mentor teacher	Teacher Induction Program
Karen-Vanessa Brown	Monica Chant	District mentor teacher	Teacher Induction Program
Laverne Forbes	Katherine Gilson	New ESE teacher	Co-teaching methods/best practices IEP development
Lisa Tobul/Karen-Vanessa Brown	Michael Salamone	District mentor teacher	Teacher Induction Program, Co-teaching methods/best practices IEP development
Lisa Tobul	Amy Wooldridge	District mentor teacher	Teacher Induction Program, Co-teaching methods/best practices

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			IEP development
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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A Services are provided to ensure students who need additional remediation are provided support through after school and summer programs, quality teachers through professional development, resource teachers, and mentors.
Title I, Part C- Migrant School has a few if any migrant students. The district provides services and support to students and parent if needed.
Title I, Part D The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice
Title II The district receives funds for staff development to increase student achievement through teacher training
Title III ELL para-professional works with ELL students on site. Support is provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners.
Title X- Homeless The district receives funds to provide resources (social worker and tutoring) for students Identified as homeless under the McKinney-Vento Act to eliminate barriers for free and appropriate education.
Supplemental Academic Instruction (SAI) Supplemental Educational Services provide tutoring for qualifying students throughout the school year on site or at private tutoring services.
Violence Prevention Programs N/A
Nutrition Programs The district provides free breakfast for all students. Free and/or reduced lunches are provided for qualifying families

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Housing Programs N/A
Head Start N/A
Adult Education N/A
Career and Technical Education N/A
Job Training N/A
Other N/A

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

School-Based MTSS/ Team
<p>A. Identify the school-based MTSS Leadership Team. Principal</p> <ul style="list-style-type: none"> A. Assistant Principal for Curriculum B. Assistant Principal for Administration C. School Psychologist D. Guidance Counselors E. Reading Coach F. Lead Teacher G. ESE Specialist H. Student Intervention Specialist I. School Advisory Council Chair
<p>Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The purpose of the MTSS Leadership Team in our school is to provide high-quality instruction/intervention matched to student needs using learning rate over time and level of performance to make important educational decisions. The MTSS Leadership Team’s priorities are to assist with improving the core curriculum at Young Middle Magnet School, as well as identify both high performing students and at-risk students in order to provide appropriate enrichment and intervention to improve long-term student outcomes. The team uses a problem-solving model and bases decision-making on data.</p>

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Our MTSS team will be called the Core MTSS Team and will serve as the main leadership team of the school. The MTSS Leadership Team will meet at least monthly to:

- Oversee a multi-tiered model of service delivery across several areas of performance such as, Academics, Behavior, and Attendance (e.g., Core/Tier 1, Tier 2, and Tier 3).
- Data review meetings will be held twice a month
- Discuss, inventory, and update curriculum needs and available intervention resources.
- Assist with the organization of and implementation of universal screenings and other school-wide data collection systems.

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

- The School Advisory Council (SAC) Chair is a member of the MTSS Leadership Team.
- The MTSS Leadership Team, faculty, and SAC were all involved in the development of the School Improvement Plan.
- The School Improvement Plan outlines the responsibilities of the MTSS Leadership Team.

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. The MTSS Team will use FCAT, FAIR, CELLA data to determine student needs for at the Tier 1 level of intervention. A school-wide, monthly, assessment calendar will be implemented to monitor student needs at the Tier 1 and Tier 2 levels of support. The Tier 3/Child Study Team will assist with the development of more frequent data collection systems for students with Tier 3 needs. The Data manager will summarize data to be posted for all stakeholders to view.

Describe the plan to train staff on MTSS.

- Professional Development related to MTSS will occur during faculty meeting times as needed throughout the school year.
- Trainings will include MTSS theory and the reasons for this systems change, the role of the Core MTSS Team, the resources available at Young Middle Magnet School, the role of PLCs in MTSS, and how MTSS will look at Young Middle Magnet School.
- Data-sharing will occur periodically throughout the school year to illustrate the MTSS process.
- Professional development opportunities and relevant literature will be shared with staff.

As the District's Problem-Solving Team develops resources and staff development courses on MTSS, these tools and staff development

Describe plan to support MTSS.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
<p>Identify the school-based Literacy Leadership Team (LLT). The literacy leaderships team is called the Reading Leadership Team. It consists of the following members: Principal, AP for curriculum, Reading Coach, reading teachers, lead teacher, and other content area teachers.</p>
<p>Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The MTSS Team meets on the last Monday of the month and is chaired by the principal and reading coach. The reading coach and principal provide extensive MTSS 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.</p> <p>The principal and APC also ensure that the Reading Leadership Team 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 MTSS Team. The principal ensures that time is provided for the Reading Leadership Team to collaborate and share information with all site stakeholders including teachers, staff members, parents and students.</p>
<p>What will be the major initiatives of the LLT this year?</p> <ul style="list-style-type: none"> • Implementation and evaluation of the SIP reading strategies across the content areas • Professional Development • Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas • Data analysis (on-going) • Implement K-12 Reading Plan • Reading Boot camp • Read Twenty-five • DEAR

NCLB Public School Choice

- **Notification of School in Need of Improvement (SINI) Status**
Upload a copy of the Notification of SINI Status to Parents in the designated upload link on the “Upload” page.
- **Public School Choice with Transportation (CWT) Notification**

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

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

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

****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.

NA

****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.

Teacher’s Individual Professional Development Plans (IPDP) will focus on reading strategies to increase rigor and relevance in their content areas. Content Area PLCs will collaborate on reading in the content area strategies to implement into their instructional map.

The reading coach will provide for staff development for CRISS training and content specific CRISS follow up training throughout the school year at rolling and/or after-school workshops . Site based workshops and demonstration classrooms opportunities on the implementation of content based literacy strategies such as the Socratic method, literature circles, vocabulary development, higher order questioning, and reading for rigor and relevance.

The Reading Leadership Team along with the administration and MTSS team will review FAIR data to develop, implement and monitor reading plan of action to teach, re-teach, and enrich all student to increase student reading gains.

Evidence of reading strategies being implemented will be documented by teacher lesson plans and use of the data room, classroom observation, and PLC logs . The administration will monitor MTSS participation in school-wide reading activities by student and teachers for their effectiveness of reading program.

****High Schools Only***

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Note: Required for High School- Sec. 1008.37(4), F.S., Sec. 1003.413(g)(j) F.S.

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

NA

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?

NA

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.

NA

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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


READING GOALS

1. Students achieving proficiency (FCAT Level 3 or above) in reading

Reading Goal #1

	2012 Current Level of Performance:*	2013 Expected Level of Performance:*
In grades 6-8, the percentage of Standard Curriculum students scoring a level 3 or higher on the 2012 FCAT Reading will increase from 44 % to 50%	243 (44%)	277 (50%)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>1.1 Some teachers may feel uncomfortable implementing reading interventions</p> <p>1.2. Some teachers may be unsure how to incorporate reading strategies into their curricula.</p> <p>1.3 Data from mini-assessments will have to be uploaded by each teachers. Some teachers may have difficulty utilizing the format</p> <p>See 1.3.</p> <p>June 2012 Rule 6A-1.099811</p> <p>Hillsborough Revised</p>	<p style="text-align: center;">Strategy Summary 1</p> <p><u>60 minutes of intervention will be implemented for students below grade level in reading</u></p> <p><u>Action Step 1.1</u> Reading Coach, Language Arts SAL, and Social Studies SAL will set up calendar for targeted strategies</p> <p><u>Action step 1.2</u> <i>Reading Coach, Language Arts SAL, and Social Studies SAL will organize materials for teachers to use during intervention periods</i></p> <p><u>Action step 1.3</u> <i>Reading Coach will provide trainings and modeling opportunities for reading strategies and assessing fluency</i></p> <p><u>Action step 1.4</u> <i>Teachers will gather data regularly by assessing student fluency</i> <i>Teachers will gather data regularly by assessing student fluency.</i></p> <p style="text-align: center;">Strategy Summary 2</p> <p><i>Higher Order Thinking Strategies will be implemented in reading, language arts, and social studies classes.</i> <i>SEE ACTION STEP 1.- 1.5</i></p> <p style="text-align: center;">Strategy Summary 3</p> <p><i>PLCs will discuss formal and informal data and how to use to drive instruction . SEE ACTION STEP 1.1-1.5</i></p> <p style="text-align: center;">Strategy Summary 4</p> <p><i>All teachers will be trained in selecting and identifying complex text..</i></p> <p><i>(See Action Step 4.1-4.3)</i></p> 	<p>1.1.</p> <p>1.1. Teacher Fidelity Check: Progress monitoring using fluency assessment</p> <p><u>Who</u>-Administration, the teachers and the Reading Coach.</p> <p><u>How</u>-Through rolling in-service sign in sheets, administrative pop-ins, student samples, and weekly submission of lesson plans.</p>	<p>1.1.</p> <p>The teachers and Reading Coach will look at FAIR data to determine which strands or skills students are struggling with or understanding.</p>	<p>1.1.</p> <p><u>2-3x Per Year</u></p> <p>FAIR data and other school-wide reading assessments</p>
<p>See 1.3</p>	<p><u>Action step 1.5</u></p> <p>1.5 Teachers will gather data regularly by assessing student fluency</p>	<p>1.2. <u>Who</u> Administration, the Reading Coach, Language Arts SAL.</p>	<p>1.2.</p> <p>Through PLCs, mini-assessment data will be used to determine the effectiveness of each FCIM cycle.</p>	<p>1.2.</p> <p><u>2-3x Per Year</u></p> <p>FAIR.</p> <p><u>During Nine Weeks</u></p>

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2. Students achieving above proficiency (FCAT Levels 4 or 5) in reading				
<u>Reading Goal #2:</u>				
In grades 6-8, the percentage of Standard Curriculum students scoring a level 4 or higher on the 2012 FCAT Reading will increase from 18 % to 24 %		2012 Current Level of Performance:*	2013 Expected Level of Performance:*	
		18% (99)	24% (132)	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2.1 Some teachers may feel uncomfortable implementing reading interventions	Strategy Summary 2 <i>Higher Order Thinking Strategies will be implemented in reading, language arts, and social studies classes</i> (See Action Steps 2.1)	2.1. 2.1. Teacher Fidelity Check: Pop In data to determine if Higher Order Thinking Questions and strategies are being utilized	2.1. See 1.2	2.1. See 1.2
2.2 Some teachers may be unsure how to incorporate reading strategies into their curricula.	Strategy Summary 3 <i>PLCs will discuss formal and informal data and how to use to drive instruction</i> (See Action steps 3.1-3.5)			
2.3 Data from mini-assessments will have to be uploaded by each teacher. Some teachers may have difficulty utilizing the format	Strategy Summary 4 <i>All teachers will be trained in selecting and identifying complex text</i> (See Action steps. 4.1-4.5)			
2.4 Teachers lack trainings (Kagan, CRISS, AVID)				
				2.2.
				2.3

3. Percentage of students making Learning Gains in reading

Reading Goal #3

In grades 6-8 All Curriculum students making learning gains on the 2012 FCAT SSS Reading Test will increase from 64% to 70%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*
	(64)354	70% (387)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3.1. See barriers 1.2- 1.5	<p style="text-align: center;">Strategy Summary 3</p> <p><i>PLCs will discuss formal and informal data and how to use to drive instruction (See Action Step 3.1) Coach and SALs will discuss various data sources to use to determine student understanding</i></p> <p><i>Strategy Summary 1 60 minutes of intervention will be implemented for students below grade level in reading (See Action Steps 1.1- 1.5)</i></p> <p style="text-align: center;">Strategy Summary 2</p> <p><i>Higher Order Thinking Strategies will be implemented in reading, language arts, and social studies classes . (See Action Steps 2.1)</i></p> <p style="text-align: center;">Strategy Summary 3</p> <p><i>PLCs will discuss formal and informal data and how to use to drive instruction (See Action Step 3.1) Coach and SALs will discuss various data sources to use to determine student understanding</i></p> <p style="text-align: center;">Strategy Summary 4</p> <p><i>All teachers will be trained in selecting and identifying complex text.(See Action Steps4.1-4.5)</i></p>	3.1. See 1.2	3.1. See 1.2	3.1. See 1.2
3.2. See 1.3 June 2012 Rule 6A-1.099811	3.2. Action Step 3.2 Reading Coach will work with teachers using Instructional Planning Tool to locate and use data	3.2. See 1.2	3.2. See 1.2	3.2 See 1.2 17
3.3. Hillsborough Revised	 Action Step 3.3 July 17, 2012 Teachers will use a variety of strategies to formally and informally assess student understanding	3.3.	3.3.	3.3.
	Action Step 3.4 Data will be presented and discussed at PLCs to help determine next steps in curriculums			

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5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading

Reading Goal #5A:*****

Reading Goal #5A:Ethnicity (White, Black, Hispanic, Asian, American Indian)

<p>In grades 6-8, 79% of the following All Curriculum <i>student subgroups</i> will score a Level 3 or higher on the 2013 FCAT Reading or the percentage of non-proficient students will decrease by 11%_</p>	2012 Current Level of Performance:*	2013Expected Level of Performance:*
	White: <u>71</u> Black: <u>33%</u> Hispanic: <u>57</u> *** Asian: <u>67%</u> American Indian:N/A	White: <u>75%</u> Black: <u>40%</u> Hispanic <u>61%</u> Asian: <u>72%</u> American Indian:N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5A.1. See Anticipated barriers 1.2-1.5	5A.1. See strategies 1.2	5A.1. See 1.2	5A.1. See 1.2	5A.1. See 1.2
5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
5A.3.	5A.3.	5A.3.	5A.3.	5A.3.

5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading

Reading Goal #5B: **Reading Goal #5B: Economically Disadvantaged**

<p>In grades 6-8, the Economically Disadvantaged Population's proficiency on the 2012 FCAT SSS Reading will increase from 47% to 53% (Safe Harbor Target 53%)</p>	2012 Current Level of Performance:*	2012 Expected Level of Performance:*
	47% (260)	53% (293)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B.1. See 1.2	5B.1. See 1.2	5B.1. See 1.2	5B.1. See 1.2	5B.1. See 1.2
June 2012 Rule 6A-1.099811 See 3.2	5B.2. See 3.2	5B.2. See 3.2	5B.2. See 3.2	5B.2. See 3.2
5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading

Reading Goal #5C: **Reading Goal #5C: English Language Learners (ELL)**

NA	2012 Current Level of Performance:*	2012 Expected Level of Performance:*

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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
CRISS	6-8	Reading Coach	Teachers who have not had CRISS training or who need a refresher	October – March	Administration classroom walkthroughs to observe CRISS strategies	Principal, Administration team
CRISS Content Follow up workshops	6-8	Reading coach Subject Area Leader	School-wide for all teachers during PLC meetings	On-going	Administration classroom walkthroughs to observe content specific CRISS strategies	Principal, Administration team
Differentiated Instruction Curriculum Development with Need Based Training	6-8	Lead Teacher Subject Area Leader	School wide for all teaches during Rolling –in service	On-going	Administration classroom walkthroughs to observe content specific strategies	

End of Reading Goals

Mathematics Goals

Goal 1 – Elementary and Middle using FCAT Math Data

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1. Students achieving proficiency (Level 3 or above) in mathematics				
<u>Mathematics Goal #1:</u>				
In grades 6-8, the percentage of Standard Curriculum students scoring a level 3 or higher on the 2012 FCAT Math will increase from 57% to 62%.		<u>2012 Current Level of Performance:*</u> 315 (57%)	<u>2013 Expected Level of Performance:*</u>	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1.1. Lack of understanding of how to implement the Continuous Improvement Model (CIM) 1.2. Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students). 1.3. Teachers at varying levels of implementing higher order questions and promoting classroom discussions. 1.4 (see 1.3) 1.5 (see 1.3)	Strategy Summary 1- Continuous Improvement Model <u>Action Steps 1.1</u> <i>Teachers will use enrichment or remediation lessons to teach skills</i> <u>Action Step 1.2</u> Teachers will administer assessments to document student learning. <u>Action Step 1.3</u> 3. Teachers will use this data to decide which students need remediation and which students need enrichment <u>Action Step 1.4</u> Quarterly assessment data will be discussed during PLC's 1.5 Action step 1:5 Quarterly assessment data will be discussed during PLC's Based on this data, teachers will discuss strategies that were effective	1.1. <u>Who</u> -Principal -APC -Subject Area Leader <u>How</u> -PLC minutes turned into administration. Administration provides feedback. -Classroom walkthroughs observing this strategy. -Evidence of strategy in teachers' lesson plans	1.1. Mini-Assessment data reports will be recorded through FLORIDA ACHIEVES. PLC's will review unit assessments to chart student progress.	1.1. <u>2-3x Per Year</u> District Baseline and Mid-Year Testing Semester Exams <u>During Nine Weeks</u> -Unit Tests -Benchmark mini-assessments
1.6	<u>Action Step 1.6</u> As a professional development activity, teachers will plan with SAL	1.5	1.5	1.5
June 2012 1.7 Rule 6A-1.099811		1.6	1.6	1.6.

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1. Students achieving proficiency (Level 3 or above) in mathematics				
<u>Mathematics Goal #2</u>				
In grades 6-8, the percentage of Standard Curriculum students scoring a level 3 or higher on the 2012 FCAT Math will increase from 57% to 62%.		<u>2012 Current Level of Performance:*</u> 315 (57%)	<u>2013 Expected Level of Performance:*</u> 343 (62%)	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2.1. Lack of understanding of how to implement the Continuous Improvement Model (CIM) 2.2. Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students). 2.3 Teachers at varying levels of implementing higher order questions and promoting classroom discussions.	2.1. <i>Strategy Summary 2 – 60 minutes of intervention will be implemented for students at and below grade levels</i> <i>Action step 2.1</i> The math SAL will write quarterly assessments by grade to use a pre/post test <i>Action Step 2.2</i> <i>The math SAL and math department will set up calendar for targeted concepts</i> <i>Action Step 2.3</i> <i>The math SAL will organize materials for teachers to use during intervention periods.</i> <i>Action Step 2.4</i> <i>The math department will discuss data results in twice monthly PLC to guide curriculum delivery</i>	2.1. <u>Who</u> -Principal -APC -Subject Area Leader <u>How</u> -PLC minutes turned into administration. Administration provides feedback. -Classroom walkthroughs observing this strategy. -Evidence of strategy in teachers' lesson plans	2.1. Mini-Assessment data reports will be recorded through FLORIDA ACHIEVES. PLC's will review unit assessments to chart student progress.	2.1. <u>2-3x Per Year</u> District Baseline and Mid-Year Testing Semester Exams <u>During Nine Weeks</u> -Unit Tests -Benchmark mini-assessments
2.5	2.5 <i>Action Step 2.5</i> <i>The math SAL will (re) organize students by assessment achievement levels to target instruction on a quarterly basis</i>	2.5	2.5	2.5
2.6 June 2012 Rule 6A-1.099811	2.6	2.6	2.6	2.6

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3. Percentage of students making learning gains in mathematics (excluding 9th grade; learning gains will not be available for this grade)				
<u>Mathematics Goal #3</u>				
In grades 6-8, the percentage of All Curriculum students making learning gains on the 2012 FCAT Math will increase from 27% to 32 %__		<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	
		27 % (155)	32 % (177)	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3.1 <i>Teachers may not have experience with creating a data wall.</i>	<u>Strategy Summary 3</u> <i>Teachers will maintain a data wall and students goal folders</i> <u>Action Step 3.1</u>	3.1. <u>Who</u> Principal Administration Math SAL	3.1. See 1.1	3.1. See 1.1
3.2. <i>Teachers may not have experience instructing students how to write goals and track their assessment data.</i>	<i>Math SAL will work with teachers using Instructional Planning Tool to locate and use data</i> <u>Action Step 3.2</u> <i>Teachers will maintain a data wall to monitor common assessment data.</i> <u>Action Step 3.3</u> <i>3.3. Teachers will have the students make goal folders to track their assessment data using graphs.</i> <u>Action Step 3.4</u> <i>3.4 Students will write a goal for themselves each 9 weeks</i>	<u>How</u> Administration will see evidence of the data walls in the teacher's classrooms. Math SAL and Administration will see the time for data chats written in the teacher's lesson plans.		
3.5	<i>3.5. Teachers will have data chats with their students going over their assessment data and goals. These data chats will take place once per 9 weeks.</i>	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.

Goal 4 – Elementary and Middle using FCAT Math Data

NEW Goal 1-EOC – Middle and High using Algebra End-of-Course (EOC) Math Data*****

1. Students scoring in the Middle and Upper Thirds on the End-of-Course Algebra exam.				
Mathematics Goal #3				
The percentage of students scoring in the Middle and Upper thirds of the End-of-Course Algebra exam will increase from 80% to 90%			2012 Current Level of Performance:*	2012 Expected Level of Performance:*
			80%(443)	90% (498)
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
See 1.1.	See 1.1.	1.1. See 1.1.	1.1. See 1.1.	1.1. See 1.1.
1.2.	1.2.	1.2.	1.2.	1.2.
1.3.	1.3.	1.3.	1.3.	1.3.

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4. Percentage of students in Lowest 25% making learning gains in mathematics				
Mathematics Goal #4:				
In grades 6-8, the percentage of All curriculum students in the bottom quartile making learning gains on the 202 FCAT Math will increase from 61% to 75%.	2012 Current Level of Performance:*		2013 Expected Level of Performance:*	
	61% (334)		75% (415)	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
See 3.1.	See 3.1.	See 3.1.	See 3.1.	See 3.1.
4.2.	4.2.	4.2.	4.2.	4.2.
4.3.	4.3.	4.3.	4.3.	4.3.

NEW Goal 2-EOC – Middle and High using Algebra End-of-Course (EOC) Math Data*****

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4. Students scoring in the Lower Third on the End-of-Course Algebra exam.				
Mathematics Goal #4:				
The percentage of students scoring in the lower third on the End-of-Course Algebra exam will decrease from 20% to 10%		2012 Current Level of Performance:*		2013 Expected Level of Performance:*
		20 (110)		10 (55)
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
See 3.1	See 3.1	See 3.1	See 3.1	See 3.1
4.2.	4.2.	4.2.	4.2.	4.2.
4.3.	4.3.	4.3.	4.3.	4.3.

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Goal 5 – Elementary and Middle using FCAT Math Data

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5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics

Mathematics Goal #5A: **Mathematics Goal #5A: Ethnicity** (White, Black, Hispanic, Asian, American Indian)

In grades 6-8, of the following All Curriculum student subgroups will score a level 3 or higher on the 2012 FCAT Math or the percentage of non-proficient students will decrease by 11% (Safe Harbor Targets: Black- 51%, Hispanic: 64%

<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>
White:82% Black:35% Hispanic:54% Asian: 76% American Indian:n/a	White: 81% Black: 42% Hispanic:63% Asian: 78% American Indian:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
See 1.1	See 1.1	See 1.1	See 1.1	See 1.1
5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
5A.3.	5A.3.	5A.3.	5A.3.	5A.3.

5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics

Mathematics Goal #5B: **Mathematics Goal #5B: Economically Disadvantaged**

In grades 6-8, 80% Economically Disadvantaged All Curriculum students will score a Level 3 or above on the 2012 FCAT Math or the percentage of non-proficient students will decrease by 10%. (Safe Harbor Target – 61&)

<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>
51% (282)	61% (337)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B.1. See 3.1	5B.1. See 3.1	5B.1. See 3.1	5B.1. See 3.1	5B.1. See 3.1
5B.2.	5B.2.	5B.2.	5B.2.	5B.2.

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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 Participant(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
Data Driven discussions	6-8	Math SAL	Math PLC	Twice a month	Classroom pop-ins to observe data walls Lesson plan observations	Principal, administrative team and subject area leader
Higher Order Skill	6-8	Math SAL	Math PLC	Twice a month	Classroom walkthroughs to observe vocabulary strategies Lesson plan	Principal, administrative team and subject area leader
Differentiated Instruction Curriculum Development with Need Based Training	6-8	Lead Teacher Math SAL		Rolling in-service		

Mathematics Budget (Insert rows as needed)

End of Mathematics Goals

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Science Goals

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

1. Students achieving proficiency (FCAT Level 3 or above) in science
Science Goal #1:

Students achieving a FCAT level 3 or above will increase from 47% to 53%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>
	47% (260)	53% (294)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1.1. 1. Some teachers may feel uncomfortable about giving up a planning period or time after school for a rolling in-service. 1.1. Some teachers may be unsure how to incorporate reading strategies into their curricula	1.1. <p align="center">Strategy summary</p> <p align="center"><i>50% of 8th grade students will score a level 3 or higher on the science FCAT</i></p> <p><u>Action Step 1.1</u></p> Higher Order thinking questions will be embedded in lesson plans	1.1. Who-Administration, the teachers and the Reading Coach. How-Through rolling in-service sign in sheets, administrative pop-ins, student samples, and weekly submission of lesson plans.	1.1. Science SAL and Administration will review lesson plans to look for evidence of implementation of reading strategies. Key staff members will offer rolling workshops during the school day and/or after school in following four (4) four areas, Higher Order Thinking, Cooperative learning Structures, Planning A Purpose and Reaching different Types of Learners	1.1. <u>2-3x Per Year</u> District level baseline and mid-year tests FCAT Predictor Tests <u>During Nine Weeks</u> Mini assessments Unit assessments
1.2.	Action Step 1.2 Inquiry based vocabulary strategies: begin with hands-on experience then introduce science vocabulary term	1.2.	1.2.	1.2.
1.3.	1.3.	1.3.	1.3.	1.3.

2. Students achieving above proficiency (FCAT Levels 4 or 5) in science
Science Goal #2:

Increase the number of students scoring a level 4 or 5 from 14% to 17%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>
	14% (77)	17% (94)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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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
Differentiated Instruction Curriculum Development with Need Based Training	6-8	Karen Vanessa Brown Jennifer Butler	All Science teachers	Early release days	Classroom walkthroughs	Karen Vanessa Brown

Science Budget (Insert rows as needed)

End of Science Goals

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Writing Goals

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

1. Students achieving AYP Proficiency (FCAT Level 3.0 or higher) in writing Writing Goal #1:				
			2012 Current Level of Performance:*	2013 Expected Level of Performance:*
In grade 8, the percentage of All Curriculum students scoring a Level 4 or higher on the 2012 FCAT Writing will increase from 94% to 97%.			(94) 520	(97)538
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1.1. NA	1.1. <u>Strategy:</u> <u>Action Steps:</u>	1.1. <u>Who</u> <u>How</u> <i>1st Grading Period Check</i> <i>2nd Grading Period Check</i> <i>3rd Grading Period Check</i>	1.1. <u>Teacher Level</u> <u>PLC/Department Level</u> <u>Leadership Team Level</u>	1.1. <u>2-3x Per Year</u> <u>During Grading Period</u>
1.2.	1.2.	1.2.	1.2.	1.2.
1.3.	1.3.	1.3.	1.3.	1.3.

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<p>2 Students achieving Adequate Yearly Progress (FCAT Level 4.0 or higher) in writing Writing Goal #2:</p>		
<p>In grade 8, the percentage of All Curriculum students scoring a Level 4 or higher on the 2012 FCAT Writing will increase from 94% to 97%.</p>	<p>2012 Current Level of Performance:*</p>	<p>2012 Expected Level of Performance:*</p>
	<p>94 % (520)</p>	<p>97%(537)</p>

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>2.1.</p> <ul style="list-style-type: none"> - Teachers lack skill and understanding regarding the FCAT Writing Assessment and Scoring Rubric. - Teachers new to Language Arts may not have FCAT Writing training - Teachers do not have confidence using holistic scoring methods - Teachers lack sufficient time to score student papers - Teachers lack common planning time to meet in PLCs to discuss common deficiencies in writing 	<p>2.1.</p> <p>The purpose of this strategy is to strengthen the core curriculum. Students' writing skills will improve through teacher collaboration on best practices and data-driven instruction.</p> <p><u>Action Steps</u></p> <ol style="list-style-type: none"> 1. Language arts PLC will use circulation a on to develop writing strategies and quarterly writing prompts for grades 6-8 2. Provide after-school and in-school student writing workshops 3. Writing Across the Curriculum (WAC): Students will practice the writing process daily across the curriculum. Writing will be dated and kept in portfolio to monitor growth 	<p>2.1.</p> <p><u>Who</u> Principal APC LA SAL</p> <p><u>How</u> - PLC logs turned into administration. Administration provides feedback. - Classroom walk-throughs observing evidence of student portfolios, embedded assessments, daily learning activity tied to instruction, use of formative assessments, and student engagement in reflection. - Evidence of strategy in teachers' lesson - SAL Walk-Through Observation Form.</p>	<p>2.1.</p> <p>Language Arts SAL and Administration will review writing prompt data to ensure all teachers are participating.</p>	<p>2.1.</p> <p><u>2-3x Per Year</u></p> <ul style="list-style-type: none"> - Percent of students making adequate progress toward proficiency goal on writing prompts <p><u>During Nine Weeks</u></p> <ul style="list-style-type: none"> - Monitor Student portfolios
2.2.	2.2.	2.2.	2.2.	2.2.
2.3.	2.3.	2.3.	2.3.	2.3.

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3A. Student subgroups not making Adequate Yearly Progress (AYP) in writing				
Writing Goal #3A: Writing Goal #3A: Ethnicity (White, Black, Hispanic, Asian, American Indian)				
All subgroups will be proficient in writing on the 2012 FCAT writes. 2012 level at 100%			<u>2012 Current Level of Performance:*</u>	
			<u>2013 Expected Level of Performance:*</u>	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A.1. See 2.1	3A.1. See 2.1	3A.1. See 2.1	3A.1. See 2.1	3A.1. See 2.1
3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
3A.3.	3A.3.	3A.3.	3A.3.	3A.3.

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3B. Student subgroups not making Adequate Yearly Progress (AYP) in writing
Writing Goal #3B: Economically Disadvantaged

All economically disadvantaged students will be proficient in writing on the 2012 FCAT writes	2012 Current Level of Performance:*	2013 Expected Level of Performance:*
	()	()

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B.1. See 2.1	3B.1. See 2.1	3B.1. See 2.1	3B.1. See 2.1	3B.1. See 2.1
3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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3C. Student subgroups not making Adequate Yearly Progress (AYP) in writing
Writing Goal #3C: Writing Goal #3C: English Language Learners (ELL)

NA	2012 Current Level of Performance:*	2012 Expected Level of Performance:*
	()	()

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C.1.	3C.1. <u>Strategy:</u> <u>Action Steps:</u>	3C.1. <u>Who</u> <u>How</u>	3C.1. <u>Teacher Level</u> <u>PLC/Department Level</u> <u>Leadership Team Level</u>	3C.1. <u>2-3x Per Year</u> <u>During Grading Period</u>
3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
3C.3.	3C.3.	3C.3.	3C.3.	3C.3.

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3D. Student subgroups not making Adequate Yearly Progress (AYP) in writing
Writing Goal #3D: Writing Goal #3D: Students with Disabilities (SWD)

NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*
	()	()

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D.1.	3D.1. <u>Strategy:</u> <u>Action Steps:</u>	3D.1. <u>Who</u> <u>How</u>	3D.1. <u>Who</u> <u>How</u>	3D.1. <u>2-3x Per Year</u> <u>During Grading Period</u>
3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
3D.3.	3D.3.	3D.3.	3D.3.	3D.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
Metacognitive Reflection	6-8	LA SAL	Language Arts PLC	Twice a month On-going reflection at PLC	Administrative walk through to monitor strategy.	Principal, administrative team

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FCAT Writing and Scoring.	6-8	LA SAL	Language Arts PLC	Twice a month	PLC logs turned in to administration	Principal, administrative team and LA subject area leader.
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Attendance Goal(s)

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

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ATTENDANCE GOAL(S)		Problem-solving Process to Increase Attendance																	
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool													
1. Attendance Attendance Goal #1:		1.1.	1.1.	1.1.	1.1	1.1													
<table border="1"> <tr> <td data-bbox="412 328 591 408">2012 Current Attendance Rate:*</td> <td data-bbox="591 328 781 408">2013 Expected Attendance Rate:*</td> </tr> <tr> <td data-bbox="412 408 591 456">525</td> <td data-bbox="591 408 781 456">554</td> </tr> <tr> <td data-bbox="412 456 591 616">2012 Current Number of Students with Excessive Unexcused Absences (10 or more)</td> <td data-bbox="591 456 781 616">2013 Expected Number of Students with Excessive Unexcused Absences (10 or more)</td> </tr> <tr> <td data-bbox="412 616 591 679">29</td> <td data-bbox="591 616 781 679">18</td> </tr> <tr> <td data-bbox="412 679 591 887">2012 Current Number of Students with Excessive Unexcused Tardies to School (10 or more)</td> <td data-bbox="591 679 781 887">2013 Expected Number of Students with Excessive Unexcused Tardies to School (10 or more)</td> </tr> <tr> <td data-bbox="412 887 591 954">50</td> <td data-bbox="591 887 781 954">35</td> </tr> </table>	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*	525	554	2012 Current Number of Students with Excessive Unexcused Absences (10 or more)	2013 Expected Number of Students with Excessive Unexcused Absences (10 or more)	29	18	2012 Current Number of Students with Excessive Unexcused Tardies to School (10 or more)	2013 Expected Number of Students with Excessive Unexcused Tardies to School (10 or more)	50	35			Students with 10 or more unexcused absences have serious medical or personal issues that are impacting attending school	After 5 unexcused absences during a semester, parent contact will be made by the Student Intervention specialist with reasons and interventions documented on data base of excessive absences and tardiness to be used to evaluate the effectiveness of attendance interventions and to identify student/family support beyond school initiatives	Principal Assistant principals, Student Intervention Specialist, Social Worker, and Guidance counselors will meet each quarter to review monitor absence/tardy data base report	Administrative team will monitor monthly attendance report.	District attendance Reports. Absence/tardy data base Attendance plan.
	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*																	
	525	554																	
	2012 Current Number of Students with Excessive Unexcused Absences (10 or more)	2013 Expected Number of Students with Excessive Unexcused Absences (10 or more)																	
	29	18																	
	2012 Current Number of Students with Excessive Unexcused Tardies to School (10 or more)	2013 Expected Number of Students with Excessive Unexcused Tardies to School (10 or more)																	
50	35																		
		Lack of time to monitor attendance																	
		Lack of staff to monitor attendance																	
	1.2.	1.2.	1.2.	1.2.	1.2.														
	1.3.	1.3.	1.3.	1.3.	1.3.														
<p>June 2012 Rule 6A-1.099811</p> <p>Hillsborough Revision</p>	1.4.	1.4.	1.4.	1.4.	1.4														
	Time for home visits	Funds for incentives	Teachers will post their attendance and tardiness to Ed-line on a regular basis, allowing parents to monitor student attendance/tardy	Administration and guidance dept. meet each month to review home visit report	Administrative team will monitor Monthly home visit reports														
	Not all teachers keep up to date absence and tardy to school records	SIS will coordinate school wide incentives for perfect attendance/grade level incentives for attendance	Teachers will post their attendance and tardiness to Ed-line on a regular basis, allowing parents to monitor student attendance/tardy	Administration will conduct random check of Ed-line postings.	Administrative team will monitor Monthly home visit reports Administrative team Assistant principals, Student Intervention monthly to each monitor tardy sign-in book and Ed-line posting.														
					District Attendance Reports Home visit report Attendance incentive roster District Attendance Reports Edline														

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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	Participant (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
Attendance Plan	faculty	AP	School leadership team meeting and faculty	August/October	Review plan and student data every 20 days	AP
Ed-Line	6-8 teachers	Tech resource	As needed	On-going	Random check of Ed-line postings	Administrative team

Attendance Budget (Insert rows as needed)

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

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

End of Attendance Goals

Suspension Goal(s)

Data Source - Access info through Education Portal

1. 2010-2012 Total Number of In-School Suspensions
 - a. Use the **Duplicated** Student Suspension data
2. 2010-2012 Total Number of Students Suspended In-School
 - a. Use the **Unduplicated** Student Suspension data
3. 2010-2012 Total Number of Out-of-School Suspensions
 - a. Use the **Duplicated** Student Suspension data
 - b. Add up the OSS and ATOSS figures to come up with a final total
4. 2010-2012 Total Number of Students Suspended Out-of-School
 - a. Use the **Unduplicated** Student Suspension data
 - b. Add up the OSS and ATOSS figures to come up with a final total

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

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SUSPENSION GOAL(S)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension Suspension Goal #1:			1.1. Not all teachers enforce common school-wide expectations and the discipline plan with consistency.	1.1. Tier 1: Administrative team will hold grade level assemblies with students to explain the school-wide expectations and discipline plan.	1.1. Administration will monitor student’s referrals and suspension	1.1. .1- PBS Classroom Behavior Forms	1.1. Team MTSS form
The total number of in-school suspensions will decrease from 225 in 2011-2012 to 184	<u>2012 Total Number of In school suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	225	184					
	<u>2012 Total Number of Students Suspended Out-of- School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	259	189					
			1.2.	1.2. Student Intervention Specialist will target students with excessive referrals in individual and group intervention sessions.	1.2.Administration will monitor student referrals and suspensions.	1.2. Administrative team will meet regularly to review suspension data.	1.2. Suspension report
			1.3.	1.3. Tier 2: Team PLC will review student behaviors and interventions and make referrals to the MTSS team.	1.3. Administration will review Team PLC minutes	1.3. MTSS team will meet monthly to discuss behavior and interventions.	1.3. Team referrals forms MTSS intervention

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
PBS Training	6-8	Administrator	All instructional staff	August- June	Monitoring referrals /contacts	Administration

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		MTSS Team				

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Positive Behavior Incentives	Snack machines, food, etc. for students	SAC Funds	\$1,512.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Suspension Goals

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Parent Involvement Goal(s)

****Note: Only required for Non-Title I Schools in Differentiated Accountability.**

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

PARENT INVOLVEMENT GOAL(S)		Problem-solving Process to Parent Involvement				
		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:						
1. Parent Involvement N/A <u>Parent Involvement Goal #1:</u> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		1.1.	1.1.	1.1.	1.1.	1.1.
<i>Enter narrative for the goal in this box.</i>	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*				
	<i>Enter numerical data for current level of parent involvement in this box.</i>	<i>Enter numerical data for expected level of parent involvement in this box.</i>				
			1.2.	1.2.	1.2.	1.2.
			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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Parent Involvement Budget**

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

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

End of Parent Involvement Goal(s)

Additional Goal(s)

Health and Fitness

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

Health and Fitness Goal		Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement: Increase the number of the 8 th grade Healthy Fitness zone from 15 % to 25%		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Evaluation Tool
1. Health and Fitness Goal Health and Fitness Goal #1:		1.1.	1.1.	1.1.	1.1.	1.1
Increase the number of students scoring in the “Healthy Fitness Zone” by 10% on the PACER for assessing aerobic capacity and cardiovascular health and the relevance of lifetime fitness and health.	2012 Current Level :*	Equipment needs	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 stressing the relationship of cardiovascular health and lifetime fitness	Principal APC Guidance Counselors How: School Master Schedule Student Schedules	Checking of student schedules	PEDAT test performance.
	2013 expected Level*	Facility space				
	15% (27)	Class size				
	25% (46)	1.2.	1.2.	1.2.	1.2.	1.2.
			Administration will review HEART team meeting notes. And teacher lesson plans		HEART team notes/agendas Student PDAT data	
		1.3.	1.3.	1.3.	1.3.	1.3.

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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	Participant (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
Lifetime Fitness	6-8 students/teachers	PE Coaches	School-wide	On-going	Workout logs	Physical Education Dept.

Health and Fitness Goal Budget

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

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Strategy	Description of Resources	Funding Source	Available Amount
			Grand Total:

Continuous Improvement

Note: If you wrote Parent Involvement goals above and they are also appropriate for Continuous Improvement, you may do a “copy and paste.”

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

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Continuous Improvement Goal			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Evaluation Tool
1. Continuous Improvement Goal Continuous Improvement Goal #1:			1.1.	1.1.	1.1.	1.1.	1.1.
The percentage of teachers who strongly agree that “the teachers I work with deliver lessons that consistently include higher order thinking skills” will increase from 75 %in 2012 to 90% in 2013	2012 Current Level :*	2013 Expected Level :*	Staff needing training on higher level questioning skills	Key staff members will offer rolling workshops during the school day and/or after school in following four (4) four areas, Higher Order Thinking, Cooperative learning Structures, Planning A Purpose and Reaching different Types of Learners I thinking strategies and AVID strategies and other best practices	Administration and key staff members will review attendance logs and teacher lesson plans weekly to provide feedback to teachers. Administration will review PLC log and provide feedback	Administration will monitor the use of higher order questioning and AVID strategies through classroom observations and lesson plans to provide feedback on next step in staff development	Attendance at workshops Classroom walkthrough
	33	40	Time to have staff training				
			PLC not always clear on focus				
			1.2.	1.2. PLC’s will review content curriculum and share content specific Higher Order Thinking activities and AVID strategies	1.2.Administrators and key staff members	1.2.	1.2.
			1.3.	1.3.Students will attend an enrichment 8 th period class to incorporate learning and strategies	1.3.Administrators and Key staff members	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	Participant (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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				meetings)		
Curriculum Development with Need Based Training	6-8	Key staff members SAL's	School-wide training	Monthly from September 2012 to May 2012.	Administration will monitor the use of higher order questioning and AVID strategies through classroom observations and lesson plans to provide feedback on next step in staff development	Administration and training facilitator

Continuous Improvement Goal Budget

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

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			Grand Total:

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
STEM Goal #1: Teachers will Implement/expand project/problem-based learning in math, science and CTE/STEM electives.	1.1. Need common planning time for math, science, ELL and other STEM teachers	1.1.Explicit direction for STEM professional learning communities to be established. -Documentation of planning of units and outcomes of units in logs. -Increase effectiveness of lessons through lesson study and district metrics,	1.1. PLC or grade level lead -Subject Area Leaders Administrative/SAL walk-throughs	1.1. Logging number of project-based learning in math, science and CTE/STEM elective per nine week. Share data with teachers.	1.1. Student participation and attendance in projects and competitions
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development –

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

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End of Additional Goal(s)

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

Comprehensive English Language Learning Assessment (CELLA) Goals

Editor Note: Data for this goal can be found on The Office of Assessment's SIP Evaluation and Development Report

Comprehensive English Language Learning Assessment (CELLA) Goals

Editor Note: Data for this goal can be found on The Office of Assessment's SIP Evaluation and Development Report

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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/satisfactory performance in Listening/Speaking. CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from <u>61</u> % to <u>63</u> %.	2012 Current Percent of Students Proficient in Listening/Speaking: 61%	1.1. Students lack of interest in the layout of the listening/speaking exam.	See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4	1.1. ELL Chair and ELL Aide/Paraprofessional – monitor FAIR scores and monitor ELL student’s academic performance in the classroom.	1.1. ELL Paraprofessional will work closely with students who are struggling in their academic courses.	1.1. Academic Grades
		1.2. Testing fatigue on the part of the student due to the large amount of testing ELL students have to complete.		1.2.	1.2. Work with Reading Coach to address FAIR data.	1.2. FAIR
		1.3.		1.3.	1.3.	1.3.
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/satisfactory performance in Reading.						

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D. Students scoring proficient/satisfactory performance in Reading.		2.1.	2.1.	2.1.	2.1.	2.1.	
CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from <u>46.3</u> % to <u>48</u> %.	2012 Current Percent of Students Proficient in Reading : 46.3%	Testing fatigue on the part of the student due to the large amount of testing ELL students have to complete.	See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4	ELL Chair and ELL Aide/Paraprofessional – monitor FAIR scores and monitor ELL student’s academic performance in the classroom.	ELL Paraprofessional will work closely with students who are struggling in their academic courses.	Academic Grades	
		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/satisfactory performance in Writing.		2.1.	2.1.	2.1.	2.1.	2.1.	
CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from <u>36.6</u> % to <u>39</u> %.	2012 Current Percent of Students Proficient in Writing : 36.6%	Language proficiency levels of ELL students.	See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4	ELL Chair and ELL Paraprofessional – Monitor monthly writing samples, monitor FAIR data for vocabulary.	ELL Paraprofessional will work closely with students who are struggling in their academic courses.	Academic Grades	
		2.2.		2.2.	2.2.	2.2.	2.2.
		2.3		2.3	2.3	2.3	2.3
June 2012 Rule 6A-1.099811 Hillsborough Revised July		Hillsborough County Students struggle with writing because they confuse social grammar with proper grammar.			Work with Reading Coach to address FAIR data.	FAIR	
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
		Lack of grade level vocabulary.			Work with Lang. Arts Subject Area Leader for writing.	Monthly Writing Prompts	

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

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
CTE Goal #1: Increase the student membership from <u>30</u> in 2011-2012 to <u>50</u> in 2012-2013.	1.1.	1.1. Increase student participation in CTSO competitions/events.	1.1. CTE Teachers	1.1. Collect and analyze the data every quarter to develop next steps	1.1. Log the number of CTSO events Log of number of students who attend CTSO events and reflection
	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 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
Establishing or growing a CTSO.	6-8	District	CTE Teachers	October, 2012-Schedule of events	Log of events and attendance	CTE Contact Teacher

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End of CTE Goal(s)

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Differentiated Accountability *(If applicable)*

School-level Differentiated Accountability (DA) Compliance

Differentiated Accountability School Checklist of Compliance Uploading to the Florida DOE website

Where do I get the DA Checklist?

- Go to the School Improvement Icon on IDEAS.
- Go to 2012-2012 SIP Start Up.
- Click on “DA Checklists.”
- Click on the form that corresponds to your DA status (Prevent I, Correct I, Prevent II, Correct II, or Intervene).
- Fill out the form.
- Save as a word document to your computer.

Where do I upload the DA Checklist?

- Go to: <http://flbsi.org/>

Screen #1

- On the left hand side, click on “Submit or View School Improvement Plan.”

Screen #2

- Select Type of Plan – School Improvement Plan.
- Select School District – Find the District in the drop down menu and click on Hillsborough.
- Select School – Find your school in the drop down menu and click on your school.
- Password – Type 29 followed by your four digit site number. Example for Greco Middle – 291781.
- Click on “Click Here to Log In.”

Screen #3

- Click on “Upload my 2012-2012 School Year Plan (Word, PDF).”

Screen #4

- Find the box at the **bottom** of the page that says “**2012-2012 Differentiated Accountability**”. In the box:
 - Click on “Browse” to go to your computer’s files.
 - Click on “Upload file.”

Check your DA status. By checking the box below, you are indicating that you have uploaded your DA Checklist to the FDOE website.

School Differentiated Accountability Status

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<input type="checkbox"/> Intervene	<input type="checkbox"/> Correct II	<input type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input type="checkbox"/> Prevent I	<input type="checkbox"/> N/A
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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes

No

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

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

All SAC funds must correlate back to specific SIP goals, strategies, action steps and/or professional development.

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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
School Improvement Coordinator	Instructional employee will support development, , implementation and monitoring of the School Improvement Process	400.00	
Attendance Goals 1.2 Suspension Goals-1.1	Positive Behavior Incentives Cotton Candy Machine, supplies (including food), gift cards (rewards) , to be used during Incentives. SIS , staff will assist and coordinate school wide incentives for perfect attendance/grade level incentives for attendance	900.00	
Reading,1.1-1.3, Math 1.1 Science 1.1 Goals	Incentives to assist with Enrichment Mondays, Science problem /words of the week, and SAT preparations goals supplies (including food), gift cards (rewards)	100.00	
Final Amount Spent			