

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: Brandon Alternative School	District Name: Hillsborough
Principal: Nancy Lind	Superintendent: MaryEllen Elia
SAC Chair: Yanlys Palacios	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	Nancy Lind	BS English Ed; MA Counselor Ed; ME Ed. Leadership	8	17	Points/Did not make AYP
Assistant Principal	Belinda Cohen	BA Elementary Ed.; MS Ed. Leadership	8	13	Points/Did not make AYP
Assistant Principal	John W. Rose	MS Ed. Leadership	1	1	Points/Did not make AYP

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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	Betty Jackson	1	6	10	Points/Did not make AYP

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. New Teacher Orientation during pre-planning	Principal	August 2012	
2. Peer Teacher Support	Assistant Principal	On-going	
3. PLC support	All Staff	On-going	
4. MAP/TIF	Supervisor of Data Analysis	July (annually)	

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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

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
21	0%	28%	52%	19%	66.6%		33.3%	0%	28%

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

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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 students requiring additional remediation through quality teachers, professional development, content resource teachers, and mentors.
Title I, Part C- Migrant N/A
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. In addition, the funds are utilized in Salary Differential Programs at Renaissance Schools.
Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and ELLs.
Title X- Homeless The district receives funds to provide resources, i.e., social workers, tutoring, for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide reading coaches and Extended Learning Program opportunities.
Violence Prevention Programs Brandon Success Academy offers a Student Support Services program with practitioners that are specialized in providing health, psychological, and social services to our student population. Further, students also benefit from available crisis intervention counseling.
Nutrition Programs Brandon Success Academy's Food Services Program offers a variety of healthy meal choices for breakfast and lunch for all students through the National School

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Breakfast and Lunch Program. Breakfast is free to every student and approximately 89% of our approved student applicants receive free or reduced lunches.
Housing Programs NA
Head Start NA
Adult Education GED services are offered to overage students who have proven to be unsuccessful in our academy and alternative education programs.
Career and Technical Education Career and technical support is specific to each school site in which funds can be utilized in specific programs, within Title I guidelines and regulations.
Job Training Job training is specific to each school site in which funds can be utilized in specific programs, within Title I guidelines and regulations.
Other The Drug Abuse Comprehensive Coordinating Office (DACCO) offers a multi-tiered approach to addressing the growing problem of underage drinking and other substance use and abuse which crosses all demographic and socio-economic groups in our community. Functioning at a prevention level within the school system, DACCO counselors assess at-risk students to determine their needs, goal-setting, and group and individual counseling requirements. Group sessions consist of an evidence-based curriculum that includes drug education and life skills development.

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

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS Leadership Team.</p> <p>Assistant Principal – John Rose</p> <p>Guidance Counselor – Emily Golden</p> <p>School Psychologist – Jermaine Johnson</p> <p>Social Worker – Domilco Heredia</p> <p>Academic Coach (Reading,) –Betty Jackson</p> <p>ESE Specialist –Barbara Miller</p>

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Classroom teachers

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 achieve adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc.). The team uses the Collaborative Culture Problem Solving Model and ALL decisions are guided by the review and analysis of student data.

The MTSS Leadership Team will meet monthly and use the problem solving process to:

Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)

Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:

- Extended Learning Programs during school
- Intensive Reading and Math classes
- Create, manage and update the school resource map

Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis

Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals

Review and interpret student data (academic, behavior and attendance) at the school and grade levels

Organize and support systematic data collection as needed

Strengthen the Tier 1 (core curriculum) instruction through the:

- Implementation and support of PLCs
- Use of school-based *Reinforcement Instructional Calendars*, *Mini-Lessons* and *Mini-Assessments*
- Use of Mini Assessments (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)

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- Use of *Common Core Assessments* at the end of segments/chapters (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)
- Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction)
- Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences

At the end of each nine weeks, assist in the evaluation of teacher fidelity data and student achievement data collected during the nine weeks.

Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs.

Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) and F-CIM (Florida Continuous Improvement Model on specific tested benchmarks) and progress monitoring.

Coordinate/collaborate with other working committees

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

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 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:

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

The MTSS Leadership Team will communicate with and support the PLCs in implementing the proposed strategies by assigning MTSS Leadership Team members as consultants to the PLCs to facilitate planning and implementation. Once strategies are put in place, PLCs will periodically report on their efforts and student outcomes to the larger PSLT team through the subject area PSLT representatives.

The MTSS Leadership Team and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:

- o review and analyze screening and collateral data
- o develop and test hypotheses about why student/school problems are occurring (changeable barriers)
- o develop and target interventions based on confirmed hypotheses
- o establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment
- o develop progress monitoring goals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade,

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and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichments)

- review goal statements to ensure they are ambitious, time-bound and meaningful (e.g., SMART goals)
- assess the fidelity of instruction/intervention implementation and other PS/MTSS processes

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

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released test	School Generated Excel Database	Reading Coach, LA SAL, Math SAL, Science SAL, APC
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
Program Generated Assessments	Software	Individual teachers
FAIR	Progress Monitoring and Reporting Network	Reading Coach/ Reading PLC Facilitator

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	Data Wall	
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Common Assessments* (<i>see below</i>) of chapter/segments tests using adopted curriculum resources	Subject Area Generated Database	SALS, individual teachers, PSLT
Nine Week Exams	Subject Area Generated Excel Database	SALS, individual teachers, PSLT
Semester Exams	Subject Area Generated Excel Database	SALS, individual teachers, PSLT
Mini-Assessments on specific tested Benchmarks	Subject Area Generated Excel Database	Individual teachers

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

Determine if the lesson plans and teaching strategies used to teach the core curriculum were effective or need to be modified.

Determine which skills need to be taught with alternative strategies.

Determine which skills need to be re-taught within the core curriculum and which skills need to be moved to the Reinforcement Instructional Calendar.

Determine which students need Differentiated Instruction within the classroom and which students might need Supplemental Services.

Supplemental/Intensive Instruction (Tiers 2 and 3)

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

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

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

assess the same skills over time

have multiple equivalent forms

are sensitive to small amounts of growth over time.

Describe the plan to train staff on MTSS.

Staff will receive overview training over the course of several faculty meetings during the 2011-13 school year. 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. The MTSS Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The MTSS Leadership Team will work to align the efforts of other school teams that may be addressing

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similar identified issues.

As the District's Problem Solving Team develops resources and staff development trainings on PS/MTSS, 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 inservices. Our school will invite our area RtI Facilitator to visit quarterly to review our progress in implementation of PS/MTSS and provide on-site coaching and support to our MTSS Leadership Team/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/MTSS as they become available. All teachers will complete the state perceptions of PS/MTSS Skills Survey midyear and at the end of the year to determine their development of skills and knowledge related to PS/MTSS implementation.

Describe plan to support MTSS.

The teachers' PLC meetings are in place to make sure the MTSS team is meeting and talking about students that need interventions. There is also an intervention sheet, student services referral form, and a wish-to-see form.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT). Principal, Assistant Principal, Reading Coach, Reading, Language Arts, Mathematics, and ESE Instructors along with Paraprofessionals

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The RLT meet prior to and after the scheduled work day and review the SIP, K-12 Plan, FCAT 2.0, FAIR, CCS, PLC(s), Professional Staff Development(whole faculty and small group), FCIM, and determine the academic priorities for the school year. The RLT generally meet twice per semester to check progress of plans and to make modifications and accommodations as deemed necessary for continued progress and success.

What will be the major initiatives of the LLT this year? The Reading Coach along with members of the team will share data with the faculty. The Reading Coach will have individual data chats with the core instructors. The Reading will share and demonstrate to faculty how to conduct meaningful data chats with students. The source is FCAT 2.0, FAIR, Achievement Series. Content Area exams and formative test, and power point presentations, digging data sessions, data chats, and data analysis will be presented throughout the school year. The Positive Behavior System and the Olweus Bullying Prevention Programs are presently in progress and will continue throughout the 2011-2012 school year.

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.

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***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.

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

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

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

All teachers will have classroom opportunities focusing on the implementation of content-based literacy strategies are mandated by the K-12 Comprehensive Reading Plan at each site. The reading coach is responsible for scheduling and facilitating pre-observation, during observation, and post-observation activities and discussion. This year the focus will be on Skills Tutor lessons and objectives based on pre/post test data.

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

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

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

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

***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?

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).			1.1.	1.1.	1.1.	1.1.	1.1.- FAIR
Reading Goal #1: The percentage of students scoring at or above grade level on the formative assessment will make an increase of 3%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers	<u>Common Core Reading Strategy Across all Content Areas</u> Reading comprehension improves when students are engaged in grappling with complex text. Teachers need to understand how to select/identify complex text, shift the amount of informational text used in the content curricula, and share complex texts with all students. All content area teachers are responsible for implementation	<u>Who</u> -Principal -AP -READING Coach -Subject Area Leaders -PLC facilitators of like grades and/or like courses <u>How</u> -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs - PLC Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -Administration and coach rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.	<u>1.1. Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students’ progress towards their PLC and/or individual SMART Goal. <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 Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	During the Grading Period - Common assessments (pre, post, mid, section, end of unit, intervention checks),achievement series(formativ)

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		<p>1.2. Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers</p>	<p>1.2. Common Core Reading Strategy Across all Content Areas Common Core Questions of all types and levels are necessary to scaffold students' understanding of complex text. Teachers need to understand and use higher-order, text-dependent questions at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). Student reading comprehension improves when students are required to provide evidence to support their answers to text-dependent questions. Scaffolding of students' grappling with complex text through well-crafted text-dependent question assists students in discovering and achieving deeper understanding of the author's meaning. All content area teachers are responsible for implementation.</p>	<p><u>1.2. Who</u> -Principal -AP -Reading Coach -Resource Teachers -Subject Area Leaders <u>How</u> -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -Elective PLC Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.</p>	<p>1.2. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal <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 shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.2. FAIR <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit, intervention checks),achievement series(formativ)</p>
		<p>1.3. Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers</p>	<p>1.3. Common Core Reading Strategy Across all Content Areas Teachers need to understand how to design and deliver a close reading lesson. Student reading comprehension improves when students are engaged in close reading instruction using complex text.</p>	<p><u>1.3. Who</u> -Principal -AP -Reading Coach -Resource Teachers -Subject Area Leaders <u>How</u> -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -Elective PLC Logs</p>	<p>1.3. <u>Who</u> -Principal -AP -Reading Coach -Resource Teachers -Subject Area Leaders <u>How</u> -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -Elective PLC Logs -PLCS turn their logs into</p>	<p>1.3. <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit, intervention checks),achievement series(formativ) FAIR</p>

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			Specific close reading strategies include: 1) multiple readings of a passage 2) asking higher-order, text-dependent questions, 3) writing in response to reading and 4) engaging in text-based class discussion. All content area teachers are responsible for implementation.	-PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.	administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.	
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
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.		2.1.	2.1. Common Core Reading Strategy Across all Content Areas Teachers need to understand how to design and deliver a close reading lesson. Student reading comprehension improves when students are engaged in close reading instruction using complex text. Specific close reading strategies include: 1) multiple readings of a passage 2) asking higher-order, text-dependent questions, 3) writing in response to reading and 4) engaging in text-based class discussion. All content area teachers are responsible for	2.1.	2.1.	2.1.
Reading Goal #2: The percentage of students scoring below grade level will decrease on the 2013 Formative Assessments .	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Same as goals 1 and 3			

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				implementation.			
			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
3. FCAT 2.0: Points for students making Learning Gains in reading.			3.1.	3.1.	3.1.	3.1.	3.1.
Reading Goal #3:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	PLCs struggle with how to structure curriculum conversations and data analysis to deepen their learning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit" log.	3.1. Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? Actions/Details -Grade level/like-course PLCs use a Plan-Do-Check-Act "Unit of Instruction" log to guide their discussion and way of work.	3.1. teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 5. What is it we expect them to learn? 6. How will we respond if they have learned it? 7. How will we respond if they don't learn? 8. How will we respond if they already know it?	3.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, SAL, and/or leadership team.	3.1. Common assessments (pre, post, mid, section, end of unit, intervention checks),achievement series(formativ) FAIR
Enter narrative for the goal in this box. Points earned from students making learning gains on the 2013 Formative Reading will increase by at least 3%							

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					of work. Discussions are summarized on log. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans.		
			3.2. Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented. -Teachers are at varying levels of using Differentiated Instruction strategies. -Teachers tend to give all students the same lesson, handouts, etc.	3.2. Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 9. What is it we expect them to learn? 10. How will we if they have learned it? 11. How will we respond if they don't learn? 12. How will we respond if they already know it? <u>Actions/Details</u> -Grade level/like-course PLCs use a Plan-Do-Check-Act "Unit of Instruction" log to guide their discussion and way of work.	3.2. Strategy/Task Student achievement improves when teachers use on-going student data to differentiate instruction. <u>Actions/Details</u> Within PLCs Before Instruction and During Instruction of New Content -Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons. In the classroom -During the lessons, students are involved in flexible grouping techniques PLCs After Instruction -Teachers reflect and discuss the outcome of their DI lessons. -Teachers use student data to identify successful DI techniques for future implementation.	3.2. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, SAL, and/or leadership team	3.2. Common assessments (pre, post, mid, section, end of unit, intervention checks),achievement series(formative) FAIR
			3.3.	3.3.	3.3.	3.3.	3.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.			4.1. Scheduling time for the principal/APC to meet with the academic coach on a regular basis. -Teachers willingness to accept support from the coach.	4.1. Strategy Across all Content Areas Strategy/Task Student achievement improves through teachers' collaboration with the academic coach in all content areas. Actions/Details -The Reading Coach and administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. -The academic coach rotates through all subjects' PLCs to: --Facilitate lesson planning that embeds rigorous tasks --Facilitate development, writing, selection of higher-order, text-dependent questions/activities, with an emphasis on Webb's Depth of Knowledge question hierarchy --Facilitate the identification, selection, development of rigorous core curriculum common assessments --Facilitate core curriculum assessment data analysis	4.1. Strategy Across all Content Areas Strategy/Task Student achievement improves through teachers' collaboration with the academic coach in all content areas. Actions/Details Academic Coach -The academic coach and administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. -The academic coach rotates through all subjects' PLCs to: --Facilitate lesson planning that embeds rigorous tasks --Facilitate development, writing, selection of higher-order, text-dependent questions/activities, with an emphasis on Webb's Depth of Knowledge question hierarchy --Facilitate the identification, selection, development of rigorous core curriculum common assessments --Facilitate core curriculum assessment data analysis	4.1. Administrative/Reading Coach walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning sessions	4.1. Common assessments (pre, post, mid, section, end of unit, intervention checks),achievement series(formativ)
Reading Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 Formative Reading will increase by 3%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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		4.2. The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis. -Not always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELP. -Minimal communication between regular and ELP teachers.	4.2. Students' reading comprehension improves through receiving ELP supplemental instruction on targeted skills that are not at the mastery level. Action Steps -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	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. Action Steps -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	4.2. FAIR Common assessments (pre, post, mid, section, end of unit, intervention checks),achievement series(formativ)
		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>Reading Goal #5:</u>						
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.	5A.1.	5A.1.	5A.1.
<u>Reading Goal #5A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
Enter narrative for the goal in this box.						

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	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					
			5A.2.	5A.2	5A.2	5A.2	5A.2
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			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.	5B.1.	5B.1.	5B.1.	5B.1.
<u>Reading Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.							
			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.	5C.1.	5C.1.	5C.1.	5C.1.

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<u>Reading Goal #5C:</u> Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
<u>Reading Goal #5D:</u> Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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.						
PD Content /Topic	Grade	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for

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and/or PLC Focus	Level/Subject	and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		Monitoring
CRISS and follow up	6-11	Reading Coach	all	11/2012-5/2013	Observations, student grades, work product	Reading Coach, Administrators
CCS	6-11	SAL/ELA, Reading Coach	all	11/2012-5/2013	Observations, student grades, work product	

End of Reading Goals

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Elementary or Middle School Mathematics Goals

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

Elementary School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
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: Enter narrative for the goal in this box. N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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 mathematics.			2.1.	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2: Enter narrative for the goal in this box. N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
3. FCAT 2.0: Points for students making learning gains in mathematics.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: Enter narrative for the goal in this box. N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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: Enter narrative for the goal in this box. N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.	4.3.

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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																		
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																	
<p>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p> <p>Math Goal #5: N/A</p>																									
<p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics</p> <p>Mathematics Goal #5A:</p> <table border="1"> <thead> <tr> <th></th> <th>2012 Current Level of Performance:*</th> <th>2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>White:</td> <td>32%</td> <td>35%</td> </tr> <tr> <td>Black:</td> <td>21%</td> <td>21%</td> </tr> <tr> <td>Hispanic:</td> <td>16%</td> <td>16%</td> </tr> <tr> <td>Asian:</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>American Indian:</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table> <p>2012-2013 school year, students will increase math skills from a 34% to a 37% based on formative assessment for a duration of one semester.</p>				2012 Current Level of Performance:*	2013 Expected Level of Performance:*	White:	32%	35%	Black:	21%	21%	Hispanic:	16%	16%	Asian:	0%	0%	American Indian:	0%	0%	<p>5A.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>5A.1. Students not receiving academic support outside of math classroom instruction. *Lack pre-requisite skills</p>	<p>5A.1. Strategy Tier 2/3 - Students' math skills will improve through providing a supplemental math class (Intensive Math) and Extended Learning Program (ELP).</p> <p><u>Action Steps</u> 1. Identify students in lowest quartile and/or Level 1 through SILK Reports. 2. Schedule students into appropriate Intensive Math course for Middle and High School. 3. Utilize Skills Tutor, FASTT Math, and other online tutorials within these classes as well as manipulative, real-life math</p>	<p>5A.1. <u>Who</u> * Principal * Assistant Principals * Math Teachers</p> <p><u>How</u> * Skills Tutor Series <u>First Nine Week Check</u> District Level Formative Assessment <u>Second Nine Week Check</u> Semester Exams <u>Third Nine Week Check</u> Teacher Made Achievement Series</p>	<p>5A.1. Math Teachers and APC reviews data provided by SILK, District-level baseline and mid-year assessments.</p> <p><u>First Nine Week Check</u> Review and assess students performance for demonstration of knowledge and reteach low performance skills.</p> <p><u>Second Nine Week Check</u> Evaluate the mastery of low performance skills.</p> <p><u>Third Nine Week Check</u> Check for mastery and</p>
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*																							
White:	32%	35%																							
Black:	21%	21%																							
Hispanic:	16%	16%																							
Asian:	0%	0%																							
American Indian:	0%	0%																							

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					activities, games and puzzles.		comprehension of mathematics concepts.
			5A.2. Teacher support for remediation and enrichment activities through differentiation instruction *Teacher support for the strategy *Student will complete Skills Tutor program or Research class for re-teach or enrichment sessions. *Re-teach sessions will be assessed with post-assessment to demonstrate mastery. *PLCs record their work in logs.	5A.2. Strategy Tier 2/3 - Students' math skills will improve through the implementation of a Skills Tutor program and Research class for re-teaching and enrichment. <u>Action Steps</u> 1. Weekly meetings to discuss and implementation differentiated instructional strategies. 2. Incorporate hands-on instruction through use of manipulative and foldable.	5A.2. <u>Who</u> * Reading Coach * Assistant Principal * Subject Area Leader * Principal <u>How</u> *PLC logs turned in to administration * Staff Development on differentiation instruction <u>First Nine Week Check</u> District Level Formative Assessment <u>Second Nine Week Check</u> Semester Exams <u>Third Nine Week Check</u> Teacher Made Achievement Series	5A.2. <u>First Nine Week Check</u> Review and assess students performance for demonstration of knowledge and reteach low performance skills. <u>Second Nine Week Check</u> Evaluate the mastery of low performance skills. <u>Third Nine Week Check</u> Check for mastery and comprehension of mathematics concepts	5A.2. Skills Tutor every semester <u>2-3x Per Year</u> *District Baseline and Mid-year Testing <u>During Nine Weeks</u> * Chapter Tests *Benchmark assessments
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			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.
<u>Mathematics Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	SEE 5A.1	SEE 5A.1	SEE 5A.1	SEE 5A.1	SEE 5A.1

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In grades 6-12, 68% Economically Disadvantaged All Curriculum students will score at least 50% or above on formative assessment or the percentage of non-proficient students will decrease by 10%.							
			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
			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: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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.	5D.1.	5D.1.	5D.1.	5D.1.
Mathematics Goal #5D: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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			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)).

Algebra EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Alg1. Students scoring proficient in Algebra (Levels 3-5).			1.1.	1.1.	1.1.	1.1.	1.1.
Algebra Goal #1: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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

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Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.		2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
			2.2.	2.2.	2.2.	2.2.
			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
How to teach reading through math	Math	TBD	All math teachers	Early Release	PLC meeting	SAL
How to teach math to students with behavioral issues	Math	TBD	All math teachers	Early Release	PLC meeting	SAL
How to incorporate technology and math	Math	TBD	All math teachers	Early Release	PLC meeting	SAL

End of Mathematics Goals

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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 everyone is comfortable identifying 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 or the 5E model such as engaging the students, explore time, accountable talk, higher order questioning, etc. -Not all PLC meetings include regular discussion of student data and/or the implementation of the inquiry model.	1.1. Strategy Tier 1 – 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 increase the number of <u>inquiry based instruction using the 5E model</u> (such as student engagement, explore time, accountable talk and higher order questioning) per unit of instruction. <u>Action Steps</u> 1. Teachers will attend District Science training and share information with their PLCs. 2. As a Professional Development activity in their PLCs, teachers spend time sharing.	1.1 .	1.1 Science PLCs will review unit assessments for student mastery of instruction. PLC's will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	1.1. District-level baseline and mid-year tests - Mini Assessments - Unit assessments
Science Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.							
			1.2.	1.2.	1.2.	1.2.	1.2.

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		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		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. Science Goal #2: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	2.1. Teachers are at varying skill levels with Costas (higher order questioning techniques). - PLC meetings do not focus on higher order questioning strategies for upcoming lessons. - Administrators are at varying skill levels with identification of HOTS/Costas level questioning.	2.1. Strategy Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students' Science skills will improve through participation in Costas Level Questioning As a result, there will be increased use of higher level questions versus lower level questions for both teachers and students. <u>Action Steps.</u> . Teachers implement the targeted higher order questioning strategies in their instruction.	2.1 -Administration Team Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -Classroom walk-throughs observing this strategy	2.1. PLCs examine student work PLC'S will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	2.1. District Baseline and Mid-Year Testing -Student work -Chapter tests
			2.2.	2.2.	2.2	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

Science 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
Scientific Method	6-8	C. Sandoval	All	Early Release Days- 4 times a month	Observations, student grades, work product	Administrators, SAL

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. The number of students eligible that affect our rating changes drastically between 2 nd and 3 rd FTE period.	1.1. TIER 1 – This strategy will help strengthen the core curriculum. Students’ writing skills will improve through participation in and demonstration of best practices for teaching writing. Best practices include: <u>Using instructional pacing calendars, Differentiated Instruction, and effective, holistic scoring methods.</u>	1.1. Principal APC LA SAL LA Team - Classroom walk-throughs and direct observation of this strategy. -Evidence of strategy in teachers’ lesson plans seen during Administrative walk-throughs. LA Team will conduct a curriculum-wide writing assessment to include a measure of every student. LA Team will conduct a curriculum-wide writing assessment to include a measure of every student. LA Team will conduct a curriculum-wide writing assessment to include a measure of every student.	1.1. Teams will identify trends (deficiencies and growth) in student writing performance and collaborate to modify the instructional calendar to provide Differentiated Instruction as appropriate. LA Team – Review of monthly formative writing assessments to determine number and percent of students scoring above proficiency as determined by the assessment rubric. Team will chart the increase in the number of students reaching a 4.0 or above on the monthly writing prompt. LA SAL will share data with the Problem Solving Leadership Team. Re-teaching strategies will be reviewed and implemented for high absentee students and those whose writing levels require improvement. Re-teaching strategies will be reviewed and implemented for high absentee students and those whose writing levels require improvement. Re-teaching strategies will be reviewed and implemented for high absentee students and those whose writing levels require improvement.	1.1. Student monthly demand writes, student daily quick writes, Conferencing notes, data chats, and various discretionary writes as deemed appropriate by each instructional staff.
Writing/LA Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
On the Writing Formative Assessment, less than 1% of eighth grade students scored a 2.0 or higher.	4%	7%	Many students transition back to traditional school at the end of the first semester. The high absenteeism rate limits quality instructional time with low-performing students and does not offer sufficient time to master writing goals. Students’ high family social behavior issues and low motivation for academics and rigor is an anticipated barrier				
4% of eighth grade students will increase overall writing scores from a 2.0 to a 3.0 or higher on the Summative Writing Assessment by focusing on the Steps of the Writing Process, elaboration, supporting details, word choice, tone, diction, syntax, and grammar.							
5% of all 6-8 grade level students will increase overall writing scores on the Summative Writing Assessment.							

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				list of essential teaching points.			
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Steps of writing process	6-8	K. Brooks	All	Early Release Days- 4 times a month	Observations, student grades, work product	Administrators, SAL

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. Transportation.	1.1. The school will establish an Attendance committee comprised of Administrators, guidance counselors, teachers and other relevant personal to review the schools Attendance plan and discuss school wide interventions to address needs relevant to current attendance data. The attendance committee will also maintain a database of students with significant attendances problems and implement and monitor interventions to be documented on the attendance intervention form (SB 90710). The attendance committee meets every two weeks.	1.1. Guidance counselor or other identified staff	1.1. Attendance committed will monitor the attendance data from the targeted group students.	1.1.
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
For the 2012-2013 school year, attendance rate will increase from 65 % to 70% .	70	85					
	<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>					
	20	15					
	<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>					
	20	15					
			1.2. Many students have exceeded 10 days before assigned to the Alternative school.	1.2. When a student reaches 6-10 days of unexcused absences, guidance counselor or other identified staff contact the parents via the phone and records documentation on the Attendance Intervention form (SB 90717)	1.2. Guidance counselor or other identified staff .	1.2. Compare date from DOE to prior year data.	1.2. Dropout Data from DOE
			1.3. Transportation	1.3. School will report to the Department of Safety and Motor Vehicles the names, dates,	1.3.	1.3.	1.3.

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			birth, sex, and social security of minors who accumulate 15 unexcused absences in a period of ninety calendar days.			
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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
Point Sheets/Positive Behavior Support (PBS)	6-12	Principal	School wide	Treatment Team 2x a week	Bi-weekly	Principal/assistance principal, guidance counselor, social worker.

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.	1.1.	1.1.	1.1. Administration collects data via E.A.S.I. Bi-weekly discussions during faculty meetings.	1.1. Education Connection, E.A.S.I., PBS Data.
Suspension Goal #1:	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>	Inappropriate Student Behavior.	Positive Behavior Support (PBS) will be implemented to address school-wide expectations and rules, and provided training to staff in methods fro teaching and reinforcing the school-wide rules and expectations.	Student point sheet PBS tickets Periodically examine the data—look for patterns.		
	35	17					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	100	50					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	992	500					

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	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	265	100					
			1.2. Prior suspension to Brandon Alternative	1.2. Target students who have more than 10 days suspension at Brandon Alternative there will be implementing “The Boys or Girls club” program to target student who are at risk	1.2. Boys and Gils club	1.2. Monthly meetings	1.2. Student Behavior Referral data
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Point Sheets/Positive Behavior Support (PBS) Tickets	6-12	Principal	School wide	Treatment Team 2x a week	Bi-weekly	Principal/assistance principal, guidance counselor, social worker.

End of Suspension Goals

Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool

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1. Dropout Prevention		1.1.	1.1.	1.1.	1.1.	1.1.
Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>						
Enter narrative for the goal in this box.	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*				
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention 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 Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool

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1. Parent Involvement			1.1. Students do not bring items home to parents. -Lack of internet access -Phone numbers are not current -Parents do not have time to go through the information	1.1. We will increase our usage of Edline, Parent Link, and Brandon Alternative Home Page. <u>Action Steps-</u> Nonstandard Waiver in place for teachers to upload grades on Edline every two weeks. -Institute a Flyer day so all handouts are distributed on these days and then a Parent Link call goes home that evening. -Activity Calendar sent home in September with all the Parent Nights listed. -Edline and Brandon Alternative home page updated regularly	1.1. Administration and Leadership Team	1.1. Sign-in sheets collected for Parent Nights Administration will review monitor the changes in the website. Leadership team member will pull Edline accounts for inactive codes	1.1. Parent Link logs Student interactive responses through Edline from home Database of teachers uploading grades as schedule
Parent Involvement Goal #1:							
The percentage of parents who strongly agree with the indicators under Communication will increase from 29.1% to 40% in 2012	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
	29.1	40					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. Parent Involvement			2.1. Parents who cannot attend parent workshops at night -Parents do not understand how students are placed in their classes	2.1. Incorporate into the monthly newsletter articles pertaining to parent tips, resources for education, etc., -Develop a slide show presentation and attach it to the website so parents can view it from home	2.1. Leadership Team APs	2.1. Collect signature page from the printed version for monthly grade level incentive Survey on Edline to determine how many parents viewed the presentation and follow with a quiz on the material	2.1. Track monthly HR participation Quiz results from parents
Parent Involvement Goal #2:							
The percentage of parents who strongly agree with the indicators under Student Learning will increase from 28.5% to 40% in 2012	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
	28	40	2.1.	2.1.	2.1.	2.1.	2.1.
			2.1.	2.1.	2.1.	2.1.	2.1.

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Parent Involvement 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
CCSS	6-11 Content Areas	SAL/Rd Coach	School-wide	Quarterly/Faculty meetings/Early Release	Student work products, lesson plans, assessments, PLC logs	Admin, SALs, Reading Coach
CRISS follow-up	6-11 Content Areas	Reading Coach	School-wide			
CHAMPS	6-11	Woodrow Samuels	School-wide	Ongoing 2012-2013	Classroom walk through and observations	Administration

End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

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

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. Limited material, equipment, and space. Need to measure one mile distance, and 84' area for pacer test.	1.1. Pre-test on knowledge of personal fitness(written). BMI @ the beginning and end of course	1.1. Teacher and students will monitor fidelity i.e. fitness charts and portfolio	1.1. Presidential fitness gram chart will be used to determine the effectiveness of strategies	1.1. Summative evaluation test. Post personal fitness test
Health and Fitness Goal #1:	2012 Current Level :*	2013 Expected Level :*					
60% (54) of students will make a 3% increase in their performance on the four components of the fitness gram: 1.Pacer Test 2.One mile run 3.Curl ups 4.Push ups	36% (19)	60% (54)					

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		1.2. Participant motivation	1.2. Pre test of personal fitness level	1.2. Periodic fitness test	1.2. Written test	1.2. Semester Exam
		1.3. Climate and in climate weather	1.3. Post test of personal fitness level	1.3.	1.3. Informal evaluations	1.3. Student fitness levels

Health and Fitness 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
Classroom management	6 th thru 11 th	School administrator	Physical Education Classes High School and Middle School	Once each month throughout semester	Classroom visitation/observation	Peer Evaluator
Content knowledge						
Instructional delivery and communication						

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.	1.1.	1.1.	1.1.	1.1.
<u>Continuous Improvement Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
Enter narrative for the goal in this box.							

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			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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.
Reading Goal A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
			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.
Reading Goal B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
			B.2.	B.2.	B.2.	B.2.	B.2.
			B.3.	B.3.	B.3.	B.3.	B.3.

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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.		1.1.	1.1.	1.1.	1.1.	1.1.
<u>CELLA Goal #C:</u>	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>	Students' lack of interest.	Students activities include but are not limited to : -pre-plan set of questions and create a format for interviews; -oral presentations -recall -recite	ESOL R.T. will monitor by visiting classrooms and by annual scores reviews.	The evaluation tool will be administered annually and scores will be compared to previous years.	CELLA
Sixty percent of ELL students will improve CELLA Listening/Speaking scores by, at least, 10%.	50%					
		1.2. Suspensions	1.2. Parent Involvement activities	1.2. ESOL R. T. will conduct Parent Leadership Council twice a year.	1.2. Comparing parents attendance to previous years	1.2. Attendance roster for PLC
		1.3. Absences	1.3. Interviewing students	1.3. ESOL R. T.	1.3. Students' grades	1.3. Classroom teachers' in- put
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.		2.1.	2.1.	2.1.	2.1.	2.1.
<u>CELLA Goal #D:</u>	<u>2012 Current Percent of Students Proficient in Reading :</u>	Students' lack of interest	Provide books and magazines to the students' interests with heritage dictionaries	ESOL R.T. will monitor by visiting students in classrooms and by annual scores reviews	The evaluation tool will be administered annually and scores will be compared to previous years'.	2.1. CELLA
Five percent of ELL students will improve CELLA Reading scores by, at least, 10%.	1%					
		2.2. Suspensions	2.2. Interviewing classroom teacher	2.2. ESOL R.T.	2.2. Comparing scores with previous years'.	2.2. FAIR

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		2.3 Absences	2.3 Visiting classrooms and assisting ELL's	2.3 ESOL R.T.	2.3 Comparing scores with previous years'.	2.3 FCAT
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.		2.1.	2.1. Students activities include but are not limited to: Writing essays of their own interests such as: Favorite vacation places, sports, country of origin, family, etc. Heritage dictionaries will be provided.	2.1. ESOL R.T. will monitor by visiting students classes and by annual scores reviews.	2.1. The evaluation tool will be administered annually and scores will be compared to previous years'.	2.1. CELLA
CELLA Goal #E:	2012 Current Percent of Students Proficient in Writing :					
Five percent of ELL students will improve CELLA Writing scores by, at least, 10%.	1%					
		2.2. Suspensions	2.2. Conferencing with classroom teachers	2.2. ESOL R.T.	2.2. Students' grades	2.2. Classroom teachers in-put
		2.3 Absences	2.3 Visiting classrooms and assisting ELL's	2.3 ESOL R.T.	2.3 Reviewing students' writings and comparing them throughout the school year	2.3 Writing samples

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.
Mathematics Goal F:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							

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		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:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
Enter narrative for the goal in this box.						
		G.2.	G.2.	G.2.	G.2.	G.2.
		G.3.	G.3.	G.3.	G.3.	G.3.

NEW Geometry End-of-Course Goals *(High School ONLY)

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
H. Students scoring in the middle or upper third (proficient) in Geometry.			1.1.	1.1.	1.1.	1.1.	1.1.
Geometry Goal H:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this							

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box.							
			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	
I. Students scoring in the upper third on Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal I: Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Geometry EOC Goals

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

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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: Enter narrative for the goal in this box.	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 Biology End-of-Course (EOC) Goals

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

Biology EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
K. Students scoring in the middle or upper third (proficient) in Biology.			J.1.	J.1.	J.1.	J.1.	J.1.
Biology Goal K: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			J.2.	J.2.	J.2.	J.2.	J.2.
			J.3.	J.3.	J.3.	J.3.	J.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
L. Students scoring in upper third in Biology.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology Goal L: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

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
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: Enter narrative for the goal in this box.	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.

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

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

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity 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 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:					
CTE Goal #1: Enter narrative for the goal in this box.	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

End of CTE Goal(s)

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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.

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
Final Amount Spent			