

Florida Department of Education



Shields Middle School

School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Beth Shields Middle School	District Name: Hillsborough County Public Schools	Sch
Principal: Anna Voida	Superintendent: Mary Ellen Elia	Prin
SAC Chair: Dave Carter	Date of School Board Approval:	SA

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

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

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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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Anna Voida	MA – Educational Leadership MA – Organizational Management BA – Exceptional Child Education ESOL Endorsed	9	9	Shields 11-12: D Shields 10-11: C 64% AYP Shields 09-10: C 77% AYP Shields 08/09: C 72% AYP Shields 07/08: C 74% AYP
Assistant Principal	Marilyn Cook	Ed.S – Educational Leadership MA – Elementary Education Reading Endorsed ESOL Endorsed	4	5	Shields 11-12: D Shields 10-11: C 64% AYP Shields 09-10: C 77% AYP Randall 08/09: A 95% AYP
Assistant Principal	Paul Faber	MA-Educational Leadership PE K-8 PE 6-12 Social Science 5-9	1	6.5	Eisenhower 11-12: A

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)
Science	Mohamed Kabani	Podiatry MD Biology 6-12 Health K-12 Middle Grades Integrated	1	1	Mann 11-12: B
Reading	Charlene Butterworth	ESOL Endorsed	2	2	Shields 11-12: D

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Writing	Sharon Jensen	M.Ed BA English Certified ESOL Endorsed	9	3	Shields: 11-12 D Shields 10-11: C 64% AYP
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Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
Teacher Interview Day	General Directors	June 2012	
Recruitment Fairs	Supervisor of Teacher Recruitment	Ongoing	
Performance Pay	General Director of Federal Programs	July 2012	
School Orientation	Principal	August 2012	
Monthly Meetings	Assistant Principal	June 2013	
Mentoring	Principal	June 2013	
Welcome Gathering	Principal	August 2013	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
6	Math Competency, ESOL, Science Competency, Subject area leaders and coaches providing supports.

Staff Demographics

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

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*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
97	4%	27%	50%	12%	22%	91.75%	12%	1%	76%

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
Jessica McNemar	Gregory Heinz	District Assigned	Coaching, observing & meeting
Jessica McNemar	Mariah Dolan	District Assigned	Coaching, observing & meeting
Jessica McNemar	Brittney Seabury	District Assigned	Coaching, observing & meeting
Jessica McNemar	John Campbell	District Assigned	Coaching, observing & meeting
Jessica McNemar	Allie McCarty	District Assigned	Coaching, observing & meeting

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.

<p>Title I, Part A Services are provided to ensure students who need additional remediation are provided support through after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.</p>
<p>Title I, Part C- Migrant The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students’ needs are being met.</p>

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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 the Salary Differential Program 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 English Language Learners.
Title X- Homeless	The district receives funds to provide resources (social workers and tutoring) for students 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 summer school, reading coaches, and extended learning opportunity programs
Violence Prevention Programs	Anti-Bullying Program in place. Positive Behavior System in place.
Nutrition Programs	The Student Nutrition Manager provides incentives for the students to choose healthy foods during school meals. Food collection through the Migrant and School Social Workers to assist families within our school community.
Housing Programs	N/A
Head Start	N/A
Adult Education	N/A
Career and Technical Education	
Job Training	
Other	

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

School-Based MTSS/RtI Team

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Identify the school-based MTSS Leadership Team includes:

- Principal –Anna Volda
- Assistant Principal for Curriculum – Marilyn Cook
- Assistant Principal for Administration – Paul Faber
- Administrative Resource Teacher – Ginette Hoze
- Guidance Counselor – Gail Burnham
- School Psychologist – Robert Pepe
- Social Worker – Kristine Brummund
- Academic Coaches: Reading – Charlene Butterworth, Writing – Sharon Jensen & Science – Mohamed Kabani
- ESE Specialist: Charlene Hawkins
- Grade Level Team Leaders: 6th grade –Cynthia Seamans, 7th grade – Brittney Seabury, 8th grade – Dawn Simon, PE – Jamie Miller, Electives – Jacqueline Hancock
- Subject Area Leaders: Social Studies: Liana Daigle, Science – Mohamed Kabani, Math – Polly Tekampe, Language Arts – Sharon Jensen
- SAC Chair: David Carter
- ELP Coordinator – Marilyn Cook
- ELL Representative – Kara Larson
- Migrant Representative- Philip Rivera

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

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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 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 databased decisions to guide instruction. The MTSS 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 is considered the main leadership team in our school. The MTSS will meet weekly and use the problem solving process to:

- Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:
 - Tutoring during the day in small group pull-outs in reading, math and science
 - Extended Learning Programs during and after school
 - Saturday Academies
 - Intensive Reading and Math classes
 - Create, manage and update the school resource map
 - Enrichment & Remediation during all classes on early release days
- 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 MTSS)
 - 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 MTSS & RTI TEAMS)
 - Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction)
 - Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences
- At the end of each nine weeks, assist in the evaluation of teacher fidelity data and student achievement data collected during the nine weeks.
- Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) and F-CIM (Florida Continuous Improvement Model on specific tested benchmarks) and progress monitoring.
- Coordinate/collaborate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).
- Use intervention planning forms to communicate initiatives between the MTSS team & PLCs.

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

- The Chair of SAC is also a member of the MTSS team.
- The MTSS and SAC were involved in the School Improvement Plan development that was initiated prior to the end of the 2011-2012 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 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 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 as needed.
- The MTSS will communicate with and support the PLCs in implementing the proposed strategies by assigning MTSS 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 MTSS team through the subject area MTSS members.
- The MTSS and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
 - review and analyze screening and collateral data
 - develop and test hypotheses about why student/school problems are occurring (changeable barriers)
 - develop and target interventions based on confirmed hypotheses
 - establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment
 - develop progress monitoring goals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichments)
 - review goal statements to ensure they are ambitious, time-bound and meaningful (e.g., SMART goals)
 - assess the fidelity of instruction/intervention implementation and other PS/RtI processes

MTSS Implementation

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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	MTSS, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series Data Wall	MTSS, PLCs, individual teachers
Program Generated Assessments	Software	Individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL, MTSS Representative
Common Assessments* (<i>see below</i>) of chapter/segments tests using adopted curriculum resources	Subject Area Generated Database	SALS, individual teachers, MTSS
Nine Week Exams	Subject Area Generated Excel Database	SALS, individual teachers, MTSS
Semester Exams	Subject Area Generated Excel Database	SALS, individual teachers, MTSS
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) * (see below) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database in Excel	MTSS / ELP Facilitator
FAIR OPM	School Generated Database in Excel	MTSS/ Reading Coach
Ongoing assessments within Intensive Courses	Database provided by course materials (for courses that have one), School Generated Database in Excel	MTSS /PLC/Individual Teachers
Other Curriculum Based Measurement** (see below)	School Generated Database in Excel	MTSS/PLCs
Shields Leadership Program (academic and behavioral support for at risk students)	School Generated Database in Excel	MTSS/PLCs

*Students receiving pullout 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 MTSS 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 received overview training over the course of several faculty meetings during the 2011-2012 school year. MTSS 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 will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The MTSS will work to align the efforts of other school teams that may be addressing similar identified issues.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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<p>Identify the school-based Literacy Leadership Team (LLT). The Reading Leadership Team serves as the school’s literacy Professional Learning Community. The team is comprised of:</p> <ul style="list-style-type: none">● Principal – Anna Volda● Assistant Principal – Marilyn Cook● Assistant Principal – Paul Faber● Reading Coach –Charlene Butterworth● Reading Teacher- Ashley Santos● Lang. Arts Teacher/ESE- David Parker● Electives- Greg Heinz● Media Spec- Janet Matthews● ELL- Kara Larson● Science- Philip Dietz● Lang. Arts Subject Area Leader- Sharon Jensen● Lang. Arts Subject Area Leader- John Campbell
<p>Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT is a subset of the MTSS. The team provides leadership for the implementation of the reading strategies on the SIP. The principal is the LLT chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven instruction support is provided to all teachers.</p> <p>The principal also ensures that the LLT monitors reading data, identifies school-wide and individual teachers’ reading-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the MTSS team’s support plan. Additionally the principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.</p>
<p>What will be the major initiatives of the LLT this year?</p> <ul style="list-style-type: none">● Implementation and evaluation of the SIP reading strategies across the content areas● Professional Development● Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas● Data analysis (on-going)● Implement K-12 Reading Plan

NCLB Public School Choice

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

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

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

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

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

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 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 creates a yearly action plan that outlines what Project CRISS professional development will be offered. A monthly written update allows the reading supervisor to monitor the progress of each coach's action plan.

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

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

The K-12 Comprehensive Reading Plan at each site mandates a Reading Leadership Team. 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 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 & 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 coach is responsible for assisting content teachers with the integration of differentiated instruction strategies into their content area classrooms. With content teachers, Reading coach 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		

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<p>1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</p>	<p>1.1. -PSLT discussed and identified barriers when determining this strategy.</p>	<p>1.1. Strategy Student achievement will improve when teachers meet in PLC groups and plan collaboratively to focus on student learning. Actions/Details -Information will be gathered during walkthroughs, coach/teacher conferences, student samples student data and PLCs - With on site based and district trainings teachers will gain knowledge building their skills on PLCs, curriculum, student engagement, and providing academic rigor as evident by classroom walkthroughs, PLC logs, coach/teacher conferences and student samples -At the end of a unit of instruction, teachers give a curriculum based common assessment and bring results to the PLC meeting. In PLC's teachers and coach will analyze the data. -In PLCs, teachers</p>	<p>1.1. Who -Principal -AP -Reading Coach -On The Ground Coach How PLC logs Coach/Teacher Conference Logs Data Walkthrough Logs</p>	<p>1.1. 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.</p>	<p>1.1. PLC logs Student Samples Data</p>		
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		use the data to make decisions about how to help struggling students who are not progressing as well as the needs of the students who have mastered the skill.					
<u>Reading Goal #1:</u> In grades 6-8, the percentage of FCAT 2.0 students scoring proficient in reading level 3-5 will increase from 32% to 37%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	32%	37%					
		See Reading Goal and 2.1 and 3.1	See Reading Goal and 2.1 and 3.1	See Reading Goal and 2.1 and 3.1	See Reading Goal and 2.1 and 3.1		
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	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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<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.</p>	<p>2.1. --PSLT discussed and identified barriers when determining this strategy.</p>	<p>2.1. Student achievement will improve when students are able to read complex text using the close reading strategy and provide evidence for answers to text based questions in the content area and reading. Students engage in read, re-read, participate in higher order activities, engaging in text based writing and discussion</p>	<p>2.1. Principal AP Reading Coach On The Ground Coach PLC Logs Coach/Teacher Conference Logs Data Walkthrough Logs</p>	<p>2.1. T 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.</p>	<p>2.1. PLC logs Student Samples Data</p>		
<p><u>Reading Goal #2:</u> In grades 6-8, the percentage of FCAT 2.0 students scoring Achievement Levels 4 or 5 in reading will increase from 11% to 16%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>11%</p>	<p>16%</p>					
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>3. FCAT 2.0: Points for students making Learning Gains in reading.</p>	<p>3.1. -PSLT discussed and identified barriers when determining this strategy</p>	<p>3.1. Student Achievement through frequent checks for understanding prior, during and after lessons, providing students with frequent feedback in preparation for the summative assessment.</p>	<p>3.1. Principal AP Reading Coach On The Ground Coach PLC Logs Coach/Teacher Conference Logs Data Walkthrough Logs</p>	<p>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.</p>	<p>3.1. PLC Logs Student Samples Data</p>		
<p><u>Reading Goal #3:</u> In grades 6-8, the percentage of FCAT 2.0 points for student making learning gains in reading will increase from 50% to 53%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>50%</p>	<p>53%</p>					
		<p>See Reading Goal 1.1 and 2.1</p>	<p>See Reading Goal 1.1 and 2.1</p>	<p>See Reading Goal 1.1 and 2.1</p>	<p>See Reading Goal 1.1 and 2.1</p>	<p>See Reading Goal 1.1 and 2.1</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</p>	<p>4.1. See Reading Goal 1.1, 2.1 and 3.1</p>	<p>4.1. See Reading Goal 1.1, 2.1 and 3.1</p>	<p>4.1. See Reading Goal 1.1, 2.1 and 3.1</p>	<p>4.1. See Reading Goal 1.1, 2.1 and 3.1</p>	<p>4.1. See Reading Goal 1.1, 2.1 and 3.1</p>		
<p><u>Reading Goal #4:</u> In grades 6-8, the percentage of FCAT 2.0 points for student in lowest 25% making learning gains in reading will increase from 51% to 54%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>51%</p>	<p>54%</p>					
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	<p>2011-2012</p>	<p>2012-2013</p>	<p>2013-2014</p>	<p>2014-2015</p>	<p>2015-2016</p>	<p>2016-2017</p>	

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<p>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year, school will reduce their achievement gap by 50%.</p>							
	<p>5A.1. See Reading Goal 1.1, 2.1 and 3.1</p>	<p>5A.1. See Reading Goal 1.1, 2.1 and 3.1</p>	<p>5A.1. See Reading Goal 1.1, 2.1 and 3.1</p>	<p>5A.1. See Reading Goal 1.1, 2.1 and 3.1</p>	<p>5A.1. See Reading Goal 1.1, 2.1 and 3.1</p>		
<p><u>Reading Goal #5A:</u> In grades 6-8, the following student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading will decrease by 10%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White: 53% Black: 36% Hispanic: 26% Asian: N/A American Indian: N/A</p>	<p>White: 58% Black: 42% Hispanic: 33% Asian: N/A American Indian: N/A</p>					

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5B. Economically Disadvantaged students not making satisfactory progress in reading.	5B.1. See Reading Goal 1.1, 2.1 and 3.1	5B.1. See Reading Goal 1.1, 2.1 and 3.1	5B.1. See Reading Goal 1.1, 2.1 and 3.1	5B.1. See Reading Goal 1.1, 2.1 and 3.1	5B.1. See Reading Goal 1.1, 2.1 and 3.1		
<u>Reading Goal #5B:</u> In grades 6-8, Economically Disadvantaged students not making satisfactory progress in reading will decrease by 10%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	29%	36%					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	<p>5C.1. See Reading Goal 1.1, 2.1 and 3.1</p>	<p>5C.1. See Reading Goal 1.1, 2.1 and 3.1</p>	<p>5C.1. See Reading Goal 1.1, 2.1 and 3.1</p>	<p>5C.1. See Reading Goal 1.1, 2.1 and 3.1</p>	<p>5C.1. See Reading Goal 1.1, 2.1 and 3.1</p>		
<p>Reading Goal 5C: In grades 6-8, 86% ELL All Curriculum students will score a Level 3 or above on the 2011 FCAT Reading Test or the percentage of non-proficient students will decrease by 10%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>11%</p>	<p>20%</p>					
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5D.1. See Reading Goal 1.1, 2.1 and 3.1</p>	<p>5D.1. See Reading Goal 1.1, 2.1 and 3.1</p>	<p>5D.1. See Reading Goal 1.1, 2.1 and 3.1</p>	<p>5D.1. See Reading Goal 1.1, 2.1 and 3.1</p>	<p>5D.1. See Reading Goal 1.1, 2.1 and 3.1</p>		
<p><u>Reading Goal #5D:</u> In grades 6-8, 86% SWD All Curriculum students will score a Level 3 or above on the 2011 FCAT Reading Test or the percentage of non-proficient students will decrease by 10%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>17%</p>	<p>25%</p>					

Reading Professional Development

<p>Professional Development (PD) aligned with Strategies through</p>						
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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
Costas Level Questions	Grades 6-8	-Demonstration Classrooms (by AVID, Reading Coach and other targeted teachers) -AVID Library AVIDonline.org SDHC AVID World -Subject Area Leaders and/or course-specific Facilitators	-All teachers school-wide -PLCs <i>(This PD also covers a similar strategy in math and science.)</i>	-Demonstration classroom:- Ongoing -PLCs: Ongoing	Administrators conduct targeted classroom walk-throughs to monitor DI implementation	Principal and Administrative Team
Vocabulary Acquisition Strategies	Grades 6-8	Reading Coach LA SAL and course-specific PLC Facilitators	-All teachers school wide -PLCs	-PLC course specific meetings scheduled every two weeks -PD on half day in December -Demonstration classrooms scheduled October 2010-May 2011	Administrative walk-throughs to observe vocabulary acquisition strategies	Principal and Administrative Team
Cognitive Academic Language Learning Approach (CALLA)	Core Content Teachers 6-8	ERT/DRT	ERTs in PLC meetings <i>(This PD also covers a similar strategy in math and science.)</i>	-PLCs: Ongoing	Administrative walk-throughs to observe vocabulary acquisition strategies	Principal and Administrative Team
Data Collection and Analysis	Grades 8-8	Principal APC Reading Coach SALs	All teachers school wide <i>(This PD also covers a similar strategy in math and science.)</i>	-Rolling faculty meetings (2) in September	LEAD & RTI TEAMS review of data	LEAD & RTI TEAMS

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

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

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<p>1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).</p>	<p>1.1. -PSLT discussed and identified barriers when determining this strategy</p>	<p>1.1. 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 from units of instruction, teachers focus on the following four questions:</p> <ol style="list-style-type: none"> 1. What is it we expect from them to learn? 2. How will we know if they have learned it? 3. How will we respond when they don't learn? 4. How will we respond when they already know it? 	<p>1.1. Principal APC Math Coach SAL On The Ground Coach PLC Logs Data</p>	<p>1.1. 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.</p>	<p>1.1. Common Assessments</p>		
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<p><u>Mathematics Goal #1:</u> In grades 6-8, the percentage of Standard Curriculum students scoring proficient in mathematics (Level 3-5) will increase from 40% to 43%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>40%</p>	<p>45%</p>					
		<p>1.2.-PSLT discussed and identified barriers when determining this strategy</p>	<p>1.2. Student Achievement improves through teachers' collaboration with the Math Coach in all academic areas.</p>	<p>1.2 Principal APC Math Coach SAL</p>	<p>1.2. 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</p>	<p>1.2. PLC logs Students' Samples</p>	
		<p>1.3.-PSLT discussed and identified barriers when determining this strategy</p>	<p>1.3. Student Achievement improves when students are engaged in frequent checks for understanding (during lesson, end of lesson, after the lesson) that provide timely feedback in order to ensure learning prior to the summative assessment (end of unit/big idea.) Teachers plan for frequent checks for understanding throughout the lessons that 1) align with essential learning's/outcomes 2) allow for differentiation, 3) focus on gap analysis 4) lead to precise teaching.</p>	<p>1.3. Principal APC Math Coach SAL</p>	<p>1.3. 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</p>	<p>1.3. Students' Samples Data</p>	

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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		
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.	2.1 See Math Goal 1.1, 1.2 and 1.3	2.1 See Math Goal 1.1, 1.2 and 1.3	2.1 See Math Goal 1.1, 1.2 and 1.3	2.1 See Math Goal 1.1, 1.2 and 1.3	2.1 See Math Goal 1.1, 1.2 and 1.3		
Mathematics Goal #2: In grades 6-8, the percentage of Standard Curriculum students scoring Achievement Levels 4 or 5 in Math will increase from 14% to 17%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	14%	20%					
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 See Math Goal 1.1, 1.2 and 1.3	3.1 See Math Goal 1.1, 1.2 and 1.3	3.1 See Math Goal 1.1, 1.2 and 1.3	3.1 See Math Goal 1.1, 1.2 and 1.3	3.1 See Math Goal 1.1, 1.2 and 1.3		

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<p><u>Mathematics Goal #3:</u> In grades 6-8, the percentage of All Curriculum students making learning gains in Math will increase from 57% to 60%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	57%	60%					
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
<p>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.</p>	<p>4.1 See Math Goal 1.1, 1.2 and 1.3</p>	<p>4.1 S See Math Goal 1.1, 1.2 and 1.3</p>	<p>4.1 See Math Goal 1.1, 1.2 and 1.3</p>	<p>4.1 See Math Goal 1.1, 1.2 and 1.3</p>	<p>4.1 See Math Goal 1.1, 1.2 and 1.3</p>		
<p><u>Mathematics Goal #4:</u> In grades 6-8, the percentage of All Curriculum students in lowest 25% making learning gains in Math will increase from 55% to 58%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	55%	58%					

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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	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year, school will reduce their achievement gap by 50%.							
<u>Math Goal #5:</u>							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics	5A.1 See Math Goal 1.1, 1.2 and 1.3	5A.1 See Math Goal 1.1, 1.2 and 1.3	5A.1 See Math Goal 1.1, 1.2 and 1.3	5A.1 See Math Goal 1.1, 1.2 and 1.3	5A.1 See Math Goal 1.1, 1.2 and 1.3		
<u>Reading Goal #5A:</u> In grades 6-8, the following All Curriculum student subgroups not making satisfactory progress in Math will decrease by 10%.	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					

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	White: 57% Black: 38% Hispanic: 36% Asian: American Indian:	White: 61% Black: 44% Hispanic: 42% Asian: American Indian:					
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. See Math Goal 1.1, 1.2 and 1.3	5B.1. See Math Goal 1.1, 1.2 and 1.3	5B.1. See Math Goal 1.1, 1.2 and 1.3	5B.1. See Math Goal 1.1, 1.2 and 1.3	5B.1. See Math Goal 1.1, 1.2 and 1.3		
<u>Mathematics Goal #5B:</u> In grades 6-8, Economically Disadvantaged All Curriculum students not making satisfactory progress in Math will decrease by 10%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	38%	44%					

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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		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1. See Math Goal 1.1, 1.2 and 1.3	5C.1. See Math Goal 1.1, 1.2 and 1.3	5C.1. See Math Goal 1.1, 1.2 and 1.3	5C.1. See Math Goal 1.1, 1.2 and 1.3	5C.1. See Math Goal 1.1, 1.2 and 1.3		
Mathematics Goal #5C: In grades 6-8, 86% ELL All Curriculum students will score a Level 3 or above on the 2011 FCAT Math Test or the percentage of non-proficient students will decrease by 10%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	19%	27%					
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1 See Math Goal 1.1, 1.2 and 1.3	5D.1 See Math Goal 1.1, 1.2 and 1.3	5D.1 See Math Goal 1.1, 1.2 and 1.3	5D.1 See Math Goal 1.1, 1.2 and 1.3	5D.1 See Math Goal 1.1, 1.2 and 1.3		
Mathematics Goal #5D: In grades 6-8, SWD All Curriculum students not making satisfactory progress in Math will decrease by 10%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	19%	27%					

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						
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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		
Alg1. Students scoring proficient in Algebra (Levels 3-5).	1.1 See Math Goal 1.1, 1.2 and 1.3	1.1 See Math Goal 1.1, 1.2 and 1.3	1.1 See Math Goal 1.1, 1.2 and 1.3	1.1 See Math Goal 1.1, 1.2 and 1.3	1.1 See Math Goal 1.1, 1.2 and 1.3		
<u>Algebra Goal #1:</u> In grades 6-8, the percentage of Standard Curriculum students scoring proficient in Algebra (Level 3-5) will increase from 73% to 76%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	73%	76%					
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		
Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.	2.1 See Math Goal 1.1, 1.2 and 1.3	2.1 See Math Goal 1.1, 1.2 and 1.3	2.1 See Math Goal 1.1, 1.2 and 1.3	2.1 See Math Goal 1.1, 1.2 and 1.3	2.2 See Math Goal 1.1, 1.2 and 1.3		

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<p><u>Algebra Goal #2:</u> In grades 6-8, the percentage of Standard Curriculum students scoring Achievement Levels 4 or 5 in Algebra will increase from 18% to 21%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>18%</p>	<p>21%</p>					

End of Algebra EOC Goals

Mathematics Professional Development

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

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Instructional Materials and Technology for NGSSS	Grades 6-8	Math SAL	Math Teachers	-Professional Study Day -Monthly Department meetings	Administrators conduct targeted walk-throughs	Administration Team
Analyzing first semester exams	Grades 6-8	Math SAL APC	Math Teachers - PLCs	After the administration of the test	PLC logs	APC
Hands-On Activities	Grades 6-8	Math SAL	Math Teachers - PLCs	Course specific PLC meetings – on-going	Administrators conduct targeted walk-throughs to monitor Hands-On Activity implementation	Administration Team
Data Disaggregation	Grades 6-8	Math SAL APC	Math Teachers – PLCs	Ongoing training	Practice Reflection Logs	Administration Team

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		

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<p>1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.</p>	<p>1.1. PSLT discussed and identified barriers when determining this strategy</p>	<p>1.1. 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:</p> <ol style="list-style-type: none"> 1. What is it we expect from them to learn? 2. How will we know if they have learned it? 3. How will we respond when they don't learn? 4. How will we respond when they already 	<p>1.1. Site based Science Coach SAL PLC logs Common assessments (pre/post, mid and end of unit) Copies of 5E Lesson Plans Student Performance Data</p>	<p>1.1. 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</p>	<p>1.1. Achievement Series Common Assessment Data Easy Grade Pro Teacher Assigned Grades</p>		
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		know it?					
<u>Science Goal #1:</u> In grades 6-8, the percentage of Standard Curriculum students scoring proficient Level 3-5 in science will increase from 23% to 26%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	23%	29%					

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		<p>1.2. PSLT discussed and identified barriers when determining this strategy</p>	<p>1.2. Student Achievement improves through teachers' collaboration with the academic coach. The academic coach rotates through all grade level PLCs to: *Facilitate lesson planning that embeds rigorous tasks *Facilitate the development/writing/ selection of higher-order, text-dependent questions/activities, with an emphasis at on Webb's Depth of Knowledge question hierarchy as aligned with the Item Specifications of FCAT 2.0 *Facilitate the identification/selection/ development of rigorous science common assessments *Facilitate core curriculum assessment data analysis *Facilitate the planning for interventions and the intentional grouping of students Using walk-through data, the science coach and DRT identifies teachers for support in co-planning, modeling, co-teaching, observing and debriefing. The science coach and DRT train each grade</p>	<p>1.2. Science Coach DRT Teachers PLC/Coaching Logs Walk-through data Collaborative Planning Log</p>	<p>1.2. 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</p>	<p>1.2. Individual Data Chats using students past and/or present data</p>	
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			<p>level on how to facilitate their own PLC using structured protocols.</p> <p>Throughout the school year, the academic coach/administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional development, both individually and as a department.</p> <p>Coach/SAL will support teachers through co-planning and conferencing</p> <p>Coach/SAL will support teachers through modeling and co-teaching as needed</p>				
		<p>1.3 PSLT discussed and identified barriers when determining this strategy</p>	<p>1.3 Students reading comprehension improves when students are engaged in grappling with complex text and required to provide evidence to support their answers to text-dependent questions. Scaffolding of students' grappling with complex text through well-crafted text-dependent questions assists students in discovering and achieving a deeper understanding of the text and, in turn, the science content.</p>	<p>1.3 Science Coach SAL Reading Literacy Coach PDS Record Sign-in sheet from site-based PD Professional Development Reflection Log Copies of 5E Lessons Lesson Observation/Walk-through monitoring tool</p>	<p>1.3 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</p>	<p>1.3 Individual Student Data Chats using students' past and/or present data</p>	

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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		
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.	2.1. See Science Goal 1.1, 1.2 and 1.3	2.1 See Science Goal 1.1, 1.2 and 1.3	2.1. See Science Goal 1.1, 1.2 and 1.3	2.1. See Science Goal 1.1, 1.2 and 1.3	2.1. See Science Goal 1.1, 1.2 and 1.3		
<u>Science Goal #2:</u> In grades 6-8, the percentage of Standard Curriculum students scoring Achievement Levels 4 or 5 will increase from 2% to 5%.	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	2%	5%					

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity							
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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 probe ware	Grades 6-8	Science District Resource Teacher Science SAL	Science teachers – whole department	Rolling in-service in the spring	Administrators conduct targeted walk-throughs to monitor Technology and Hands-On Activity implementation	Administration Team
Inquiry and the 5E Lesson Plan Model	Grades 6-8	Science District Resource Teacher Science SAL	Science teachers - PLCs	-PLC meetings weekly -rolling in-service in the fall	Administrators conduct targeted walk-throughs to monitor inquiry model.	Administration Team

End of Science Goals

<p>WRITING GOALS</p>	<p>Problem-Solving Process to Increase Student Achievement</p>						
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored? Nine Week Check What is the level of strategy implementation? What do you plan to do with the data?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy effectiveness? What do you plan to do with the data?</p>	<p>Student Evaluation Tool</p>		

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<p>1. Students achieving progress (FCAT Level 3.0 and above in writing) <u>Writing Goal #1:</u></p>	<p>1.1 PSLT discussed and identified barriers when determining this strategy</p>	<p>1.1 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:</p> <ol style="list-style-type: none"> 1. What is it we expect from them to learn? 2. How will we know if they have learned it? 3. How will we respond when they don't learn? 4. How will we respond when they already know it? 	<p>1.1 Principal/APC Writing Resource Teacher On The Ground Coach Teacher Progress Monitoring Tools PLC Logs Data</p>	<p>1.1 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</p>	<p>1.1 PLC Logs Students' Samples</p>	
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In grades 6-8, the percentage of All Curriculum (AC) students scoring a Level 3 or higher on the 2013 FCAT Writing will increase from 77% to 80%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	77%	80%					
			1.2 PSLT discussed and identified barriers when determining this strategy	1.2 Student achievement improves through teacher's collaboration with the writing resource teacher in all content areas.	1.2 Principal/APC Writing Resource Teacher On The Ground Coach Teacher Progress Monitoring Tools PLC Logs Data	1.2 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	Student progress Monitoring Tools PLC Logs Students' Samples

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			1.3 PSLT discussed and identified barriers when determining this strategy	1.3 Student's ability to write proficiently will improve due to an emphasis on teachers conferencing with students about their writing	1.3 Principal/APC Writing Resource Teacher On The Ground Coach Teacher Progress Monitoring Tools PLC Logs Data	1.3 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	1.3 Student progress Monitoring Tools PLC Logs Students' Samples
			1.4 PSLT discussed and identified barriers when determining this strategy	1.4 Students' understanding of, interpretation of, and response to instruction will increase due to participation in engaging academic lessons and rigor.	1.4 Principal/APC Writing Resource Teacher On The Ground Coach Teacher Progress Monitoring Tools PLC Logs Data	1.4 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	1.4 Student progress Monitoring Tools PLC Logs Students' Samples
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? Nine Week Check What is the level of strategy implementation? What do you plan to do with the data?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy effectiveness? What do you plan to do with the data?	Student Evaluation Tool		
2. Students achieving above proficiency (FCAT Level 4.0 – 6.0 in writing) <u>Writing Goal #2:</u>	2.1 See Writing Goals 1.1, 1.2, 1.3 and 1.4	2.1 See Writing Goals 1.1, 1.2, 1.3 and 1.4	2.1 See Writing Goals 1.1, 1.2, 1.3 and 1.4	2.1 See Writing Goals 1.1, 1.2, 1.3 and 1.4	2.1 See Writing Goals 1.1, 1.2, 1.3 and 1.4		

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In grades 6-8, the percentage of All Curriculum students scoring a Level 4 or higher on the 2013 FCAT Writing will increase from 32% to 35%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	32%	35%					
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? Nine Week Check What is the level of strategy implementation? What do you plan to do with the data?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy effectiveness? What do you plan to do with the data?	Student Evaluation Tool		
3A. Student subgroups not making in writing <u>Writing Goal #3A:</u>	Writing Goal #3A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	3A.1. See Writing Goals 1.1, 1.2, 1.3 and 1.4	3A.1. See Writing Goals 1.1, 1.2, 1.3 and 1.4	3A.1. See Writing Goals 1.1, 1.2, 1.3 and 1.4	3A.1. See Writing Goals 1.1, 1.2, 1.3 and 1.4	3A.1. See Writing Goals 1.1, 1.2, 1.3 and 1.4	
All groups scored 90% or higher. Therefore, goals do not have to be written for these groups	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White: Black: Hispanic: N/A% Asian: N/A American Indian: N/A						

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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? Nine Week Check What is the level of strategy implementation? What do you plan to do with the data?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy effectiveness? What do you plan to do with the data?	Student Evaluation Tool		
3B. Student subgroups not making progress in writing Writing Goal #3B:	Writing Goal #3B: Economically Disadvantaged	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.	
The Economically Disadvantaged All Curriculum subgroup scored a 90% or higher.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
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? Nine Week Check What is the level of strategy implementation? What do you plan to do with the data?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy effectiveness? What do you plan to do with the data?	Student Evaluation Tool		
3C. Student subgroups not making in writing Writing Goal #3C:	Writing Goal #3C: English Language Learners (ELL)	3C.1. See Writing Goals 1.1, 1.2, 1.3 and 1.4	3C.1. See Writing Goals 1.1, 1.2, 1.3 and 1.4	3C.1. See Writing Goals 1.1, 1.2, 1.3 and 1.4	3C.1. See Writing Goals 1.1, 1.2, 1.3 and 1.4	3C.1. See Writing Goals 1.1, 1.2, 1.3 and 1.4	

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The ELLs All Curriculum subgroup scored 94% at a Level 3 or above.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	94%						
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? Nine Week Check What is the level of strategy implementation? What do you plan to do with the data?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy effectiveness? What do you plan to do with the data?	Student Evaluation Tool		
3D. Student subgroups not making progress in writing Writing Goal #3D:	Writing Goal #3D: Students with Disabilities (SWD)	3D.1. See Writing Goals 1.1, 1.2, 1.3 and 1.4	3D.1. See Writing Goals 1.1, 1.2, 1.3 and 1.4	3D.1. See Writing Goals 1.1, 1.2, 1.3 and 1.4	3D.1. See Writing Goals 1.1, 1.2, 1.3 and 1.4	3D.1. See Writing Goals 1.1, 1.2, 1.3 and 1.4	
The SWD subgroup scored above 90% & since this is above 90% a goal doesn't have to be written	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	90%						

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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
Holistic Scoring Training	6-8	District Trainers Academic Coach Writing Resource Teacher	Language Arts Teachers LA PLCs	Through Spring 2013	PLC logs turned into administration.	Principal APC Academic Coach Writing Resource
Conferencing While Writing Training	6-8	Academic Coach Writing Resource Teacher	Language Arts Teachers	On-going reflection at PLCs	Academic Coach or Writing Resource walk-throughs and PLC logs.	Principal APC Academic Coach Writing Resource
SpringBoard Embedded Assessment Scoring	6-8	Academic Coach Writing Resource Teacher	Language Arts Teachers	On-going reflection at PLCs	Academic Coach or Writing Resource walk-throughs and PLC logs. Student Samples	Principal APC Academic Coach Writing Resource

Writing Budget

Include ELP, school allocation from District, Internal funds, Title I, PTSA funds, Grants, ELL funds, Technology funds, etc, additional units/dollars from District.			
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Evidence-based Program(s)/Materials(s)	Description of Resources	Funding Source	Available Amount
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Wordly Wise	Title 1	Title 1	\$3,000
Supplemental Instructional Services	Teacher units & supplies	ELP	\$12,000
Saturday Sessions	Teacher units & supplies	ARRA	\$5,000
Grand Total: \$20,000			

End of Writing Goals

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End of Writing Goals

Attendance Goal(s)

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

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<p>1. Attendance</p>	<p>1.1. PSLT discussed and identified barriers when determining this strategy</p>	<p>1.1. The school will establish an attendance committee comprised of Administrators, guidance counselors, teachers and other relevant personnel to review the school's 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 attendance problems and implement and monitor interventions to be documented on the attendance intervention form (SB 90710)</p>	<p>1.1. Attendance committee will keep a log and notes that will be reviewed by the Principal on a monthly basis and shared with faculty.</p>	<p>1.1. Attendance committee will monitor the attendance data from the targeted group of students.</p>	<p>1.1. Instructional Planning Tool Attendance/Tardy data Ed Connect</p>		
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<p>Attendance Goal #1: The attendance rate will increase from 92.39% in 2011-2012 to 95.2% in 2012-2013.</p> <p>-The number of students who have 10 or more unexcused absences throughout the school year will decrease from 314 in 2011-2012 to 282 in 2012-2013.</p> <p>-The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease from 19 in 2011-2012 to 17 in 2012-2013.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>92.39%</p>	<p>94%</p>					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					
	<p>314</p>	<p>284</p>					
	<p><u>2012 Current Number of Students with Excessive Tardies (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u></p>					
	<p>19</p>	<p>17</p>					

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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
Attendance Plan	Administrators	AP	At Administrator staff meting	August/September	Review plan and student data every 20 days	AP
EdLine	6-8	AP	As needed	On-going	Random check of EdLine postings	AP

End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
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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		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>1. Suspension</p>	<p>1.1 PSLT discussed and identified barriers when determining this strategy</p>	<p>1.1 <u>Tier 1</u> -Positive Behavior Support (PBS) will be implemented to address school-wide expectations and rules, set these through staff survey, discipline data, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations. -Providing teachers with resources for continued teaching and reinforcement of school expectations and rules. -Leadership team conducts walkthroughs using a PBS walk-through form (generated by the district RtI facilitators). -The data is shared with faculty at a monthly meeting, tracking the overall improvement of the faculty. -Where needed, administration</p>	<p>1.1 -PSLT Behavior Committee -Leadership Team -Administration</p>	<p>1.1 PSLT /Behavior Committee will review data on Office Discipline Referrals ODRs and out of school suspensions, ATOSS data monthly</p>	<p>1.1 UNTIE , EASI ODR and suspension data cross-referenced with mainframe discipline data</p>		
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		conducts individual teacher walk-through data chats.					
<p><u>Suspension Goal #1:</u> The total number of In-School Suspensions will decrease from 554 in 2011-2012 to 498 in 2012- 2013.</p> <p>-The total number of students receiving In-School Suspension will decrease from 321 in 2011-2012 to 289 in 2012-2013.</p> <p>-The total number of Out-of-Suspensions (including ATOSS) will decrease from 424 in 2011-2012 to 382 in 2012-2013.</p> <p>-The total number of students receiving Out-of-School Suspension will decrease from 248 in 2011-2012 to 223 in 2012- 2013.</p>							
	554	498					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	321	289					

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	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	424	382					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	248	224					
		1.2	1.2	1.2	1.2	1.2	
		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

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Positive Behavior Support (PBS)	6-8	District/ USF Trainer	School Wide	Early Release Dates Training Daily implementation of the PBS by teachers with the LEAD & RTI TEAMS meeting bi-weekly to discuss performance.	Monthly Data Review with information communicated through Lead Team members. LEAD & RTI TEAMS will review the attendance and behavior data on a weekly basis, providing mentoring to students, and establishing ongoing contact with parents.	Principal and Assistant Principal

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		
1. Dropout Prevention <u>Dropout Prevention Goal #1:</u> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	1.1.	1.1.	1.1.	1.1.	1.1.		

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The dropout rate will decrease from 4% in 2011-2012 to 3% in 2012-2013. The graduation rate will increase from 90% in 2011-2012 to 91% in 2012-2013.	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
		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	
1. Parent Involvement Parent Involvement Goal #1:	1.1 PSLT discussed and identified barriers when determining this strategy	1.1 See Uploaded PIP	1.1 See Uploaded PIP	1.1 See Uploaded PIP	1.1 See Uploaded PIP	

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<p>Based on the <i>School Climate and Perception Survey for Parents</i>, the percentage of parents who strongly agree with the indicators under Communication will increase from 50% in 2012 to 61% in 2013.</p>	<p><u>2012 Current level of Parent Involvement:*</u></p>	<p><u>2013 Expected level of Parent Involvement:*</u></p>					
<p>Parent Involvement Goal(s)</p>	<p>Problem-solving Process to Parent Involvement</p>						
<p>Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		
<p>2. Parent Involvement <u>Parent Involvement Goal #2:</u></p>	<p>1.1 See Uploaded PIP</p>	<p>1.1 See Uploaded PIP</p>	<p>1.1 See Uploaded PIP</p>	<p>1.1 See Uploaded PIP</p>	<p>1.1 See Uploaded PIP</p>		

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Based on the <i>School Climate and Perception Survey for Parents</i> , the percentage of parents who strongly agree with the indicators under Student Learning will increase from 65% in 2012 to 80% in 2013.	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					

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

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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. PSLT discussed and identified barriers when determining this strategy	1.1 Middle School students will engage in the equivalent of one class period per day of physical education for one semester of each year in grades 6 through 8	1.1 APC Guidance	1.1 Checking student schedules	1.1		

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Health and Fitness Goal #1: Increase the number of 8 th grade students scoring in the “Healthy Fitness Zone (HFZ)” by 10% on the PACER test for assessing aerobic capacity & cardiovascular.	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	59%	62%					

Content Area: Physical Education	School: Beth Shields Middle School	Review dates: 9/30/12, 1/12/13,
Group Responsible: (ex: Leadership, Grade Level, Subject Area, or Department, etc.) PE (Jamie Miller-TL)		

SIP Goal 1	Increase the number of 8 th grade students scoring in the “Healthy Fitness Zone (HFZ)” by 10% on the PACER test for assessing aerobic capacity and cardiovascular health.
SIP Goal 2	
SIP Goal 3	
SIP Goal 4	
SIP Goal 5	

Grading Period Student Progress Monitoring

Student Evaluation Data	Tool(s)	Date/Window Administered	Data Summary:
1st Grading Period	PACER Fitnessgram Assessment-Used with the Fitnessgram CD and HFZ charts.	End of the First Grading Period	Grade Level/Content/Course Evidence: Pre-test evidence: 6 th grade % of students passing the PACER Fitnessgram test: 56% 7 th grade % of students passing the PACER Fitnessgram test 52% 8 th grade % of students passing the PACER Fitnessgram test 48%

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2nd Grading Period	PACER Fitnessgram Assessment-Used with the Fitnessgram CD and HFZ charts.	End of the Second Grading Period	Grade Level/Content/Course Evidence: 6 th grade % of students passing the PACER Fitnessgram test: 59% (Increase) 7 th grade % of students passing the PACER Fitnessgram test 56% (Increase) 8 th grade % of students passing the PACER Fitnessgram test 48% (Remained the same)
3rd Grading Period	PACER Fitnessgram Assessment-Used with the Fitnessgram CD and HFZ charts.	End of the Third Grading Period	Grade Level/Content/Course Evidence: 6 th grade % of students passing the PACER Fitnessgram test: 66% (Increase) 7 th grade % of students passing the PACER Fitnessgram test 54% (Decrease) 8 th grade % of students passing the PACER Fitnessgram test 52% (Increase)
4th Grading Period	PACER Fitnessgram Assessment-Used with the Fitnessgram CD and HFZ charts.	End of the Fourth Grading Period	Grade Level/Content/Course Evidence:
FCAT or Final Assessment Data	Same as 4th Quarter		

School Improvement Goal/Strategy Analysis

Strategy	Timeline	Person Responsible	Progress Monitoring (During the Grading Period)	Barriers/Root Cause Analysis	Next Steps/Response to Data
<i>Strategy Summary 1- Testing Reinforcement/ Extension</i>					
Action Step 1.1 Teaching the fitness assessment.	Quarter 1	ALL PE teachers	Teacher Fidelity Check: All PE teachers introduced their students to the PACER fitnessgram assessment.	Absences on the day the PACER was administered.	Students who missed the PACER made it up during another PE timeframe. However, it is not the same because fewer students are running and they feel like everyone can see them. This leads to lower number of laps.
Action Step 1.2- Building endurance for the assessment.	Quarter 1/ 2	Miller-Makes calendar All PE teachers have students participate in the runs.	Teacher Fidelity Check: A running schedule was made for the students. The running intervals started with the 400 Run. Students built up to the mile run. Then the runs decreased. These runs are completed on Mondays. Tuesday-Friday students get to learn the sport units. High schools students are expected to finish a mile in 12 minutes. This also helps build students for the next level.	Other school functions: Tutoring, speech, field trips. Migrant population comes in about October. Therefore, missing a whole quarters worth of training.	6 th and 7 th grade both increased PACER scores from Q1 to Q2. We need to focus on making gains with 8 th grade because they remained the same.

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Action Step 1.3- Fitness Games	Quarter 1/ 2	All PE teachers	Teacher Fidelity Check: Using fitness games like “Sharks-n-Minnows” to resemble the actual PACER test.	Students who are not prepared for class miss these games because it is unsafe for them to play. Then they miss cardio training for their heart and lungs.	
Action Step 1.4	Quarter 3	All PE teachers	Teacher Fidelity Check: The running schedule will focus on shorter distances. The students will run an extra PACER training to build the quickness needed to complete laps over 30. The students will be introduced to the 100-meter dash and 200-meter dash.	We need 8 th grade to increase another 6% in the PACER.	During PLC, coming up with an award all students would find worthy enough to try harder in the final Pacer test.
Action Step 1.4			Teacher Fidelity Check:		
Action Step 1.5			Teacher Fidelity Check:		

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

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Train interval activities and dates	8 th grade-PE	Miller	Coach Cherry, Coach Cantrell, Coach Miller	Come up on the calendar dates and a schedule for running interval training. Wednesday(s) meet during homeroom time to schedule the intervals. This type of meeting will happen once a quarter. Then a calendar will be created with intervals.	Talk about our own feedback: Did our students complete the training interval under the time given? Did any students refuse to participate? How can we improve?	PE COACHES who teach 8 th grade.
Set minimum laps for the different genders to complete during the mini Pacer pacing.	8 th Grade	Miller	Coach Cherry, Coach Cantrell, Coach Miller Coach Shafer and Coach Shank will provide ideas to the meeting.	November 2012, January 2013, April 2013	Evaluate how many students did complete the laps without stopping compared to who did not.	PE COACHES who teach 8 th grade.
Gender Separation PACER assessment	8 th Grade	Miller	All PE coaches	The week of fitness assessments. Coaches work out rotation to test only the boys in the gym then the next day test only the girls. Coaches will share students this day.	Coaches come back to meet and discuss how they felt the students did without the other gender watching them. Did the girls participate with more effort than they normally would while boys are around?	PE coaches who teach all grades because all grades will be separate to assess.

Continuous Improvement Goal(s)

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

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<p>1. Continuous Improvement Goal <u>Continuous Improvement Goal #1:</u></p>	<p>1.1 PSLT discussed and identified barriers when determining this strategy</p>	<p>1.1 The leadership team will become trained on the use of the PLC “Unit of Instruction” log that follows the Plan-Do-Check-Act model. Subject Area Leader and/or PLC facilitators will guide their PLCs through the Plan-Do-Check-Act model for units of instruction. The work will be recorded on PLC logs that are reviewed by the Leadership Team.</p>	<p><u>1.1</u> Principal Leadership Team Subject Area Leaders PLC facilitators</p>	<p>1.1 The Leadership Team will aggregate the data and share outcomes of the school-wide results with their PLCs. The data will provide direction for future PLC training.</p>	<p>1.1 PLC Survey materials</p>		
<p>The percentage of teachers who strongly agree with the indicator “teachers meet on a regular basis to discuss their student’s learning, share best practices, problem solve and develop lessons/assessments that improve student performance (under Teaching and Learning)” will increase from 60% in 2012 to 75% in 2013.</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
	<p>60%</p>	<p>75%</p>					

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		1.2	<u>1.2</u>	1.2	1.2	1.2.	
		1.3	<u>1.3</u>	1.3	1.3	1.3	

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
PLCs	6-8	Teachers who have received District training	School-Wide	Preplanning-July 17 Faculty meetings in September and October	Administration walk-throughs of PLC meetings	Administration SALs
Faculty study will be conducted during the first semester using the book, <i>"The Collaborative Teacher."</i>	6-8	Principal	SALs Team Leaders LEAD & RTI TEAMS Team	LEAD & RTI TEAMS meetings – first semester	Administration walk-throughs of PLC meetings	Administration

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. See Reading Goals 1.2, 1.2 and 1.3	A.1. See Reading Goals 1.2, 1.2 and 1.3	A.1. See Reading Goals 1.2, 1.2 and 1.3	A.1. See Reading Goals 1.2, 1.2 and 1.3	A.1. See Reading Goals 1.2, 1.2 and 1.3		
Reading Goal A: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 2%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	88%	90%					

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<p>B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</p>	<p>B.1. See Reading Goals 1.2, 1.2 and 1.3</p>	<p>B.1. See Reading Goals 1.2, 1.2 and 1.3</p>	<p>B.1. See Reading Goals 1.2, 1.2 and 1.3</p>	<p>B.1. See Reading Goals 1.2, 1.2 and 1.3</p>	<p>B.1. See Reading Goals 1.2, 1.2 and 1.3</p>		
<p><u>Reading Goal B:</u> The percentage of students making Learning Gains on the 2013 FAA will maintain or increase by 2%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>10%</p>	<p>12%</p>					

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

<p>CELLA Goals</p>	<p>Problem-Solving Process to Increase Language Acquisition</p>					
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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. See Reading Goals 1.2, 1.2 and 1.3	1.1. See Reading Goals 1.2, 1.2 and 1.3	1.1. See Reading Goals 1.2, 1.2 and 1.3	1.1. See Reading Goals 1.2, 1.2 and 1.3	1.1. See Reading Goals 1.2, 1.2 and 1.3	
<u>CELLA Goal #C:</u> The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 60% to 62%.	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
	60%					
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	

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<p>D. Students scoring proficient in Reading.</p>	<p>2.1. See Reading Goals 1.2, 1.2 and 1.3</p>	<p>2.1. See Reading Goals 1.2, 1.2 and 1.3</p>	<p>2.1. See Reading Goals 1.2, 1.2 and 1.3</p>	<p>2.1. See Reading Goals 1.2, 1.2 and 1.3</p>	<p>2.1. See Reading Goals 1.2, 1.2 and 1.3</p>	
<p><u>CELLA Goal #D:</u> The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 14 to 16%.</p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					
	<p>14%</p>					
<p>Students write in English at grade level in a manner similar to non-ELL students.</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>	

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E. Students scoring proficient in Writing.	2.1. See Writing Goals 1.1, 1.2 and 1.3	2.1 See Writing Goals 1.1, 1.2 and 1.3	2.1. See Writing Goals 1.1, 1.2 and 1.3	2.1. See Writing Goals 1.1, 1.2 and 1.3	2.1. See Writing Goals 1.1, 1.2 and 1.3	
CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 25% to 27%.	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	25%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
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<p>F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).</p>	<p>F.1. See Math Goals 1.1, 1.2 and 1.3</p>	<p>F.1. See Math Goals 1.1, 1.2 and 1.3</p>	<p>F.1. See Math Goals 1.1, 1.2 and 1.3</p>	<p>F.1. See Math Goals 1.1, 1.2 and 1.3</p>	<p>F.1. See Math Goals 1.1, 1.2 and 1.3</p>		
<p>Mathematics Goal F: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 2%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>88%</p>	<p>90%</p>					
		<p>F.2.</p>	<p>F.2.</p>	<p>F.2.</p>	<p>F.2.</p>	<p>F.2.</p>	
		<p>F.3.</p>	<p>F.3.</p>	<p>F.3.</p>	<p>F.3.</p>	<p>F.3.</p>	

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G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	G.1. See Math Goals 1.1, 1.2 and 1.3	G.1. See Math Goals 1.1, 1.2 and 1.3	G.1. See Math Goals 1.1, 1.2 and 1.3	G.1. See Math Goals 1.1, 1.2 and 1.3	G.1. See Math Goals 1.1, 1.2 and 1.3		
	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	12%	14%					
						G.2.	
						G.3.	

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

Geometry EOC Goals	Problem-Solving Process to Increase Student						
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	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.							
<u>Geometry Goal H:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
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.							
<u>Geometry Goal I:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

NEW Science Florida Alternate Assessment Goal

<p>Elementary, Middle and High Science Goals</p>	<p>Problem-Solving Process to Increase Student Achievement</p>						
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		
<p>J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).</p>	<p>J.1. See Science Goals 1.1, 1.2 and 1.3</p>	<p>J.1. See Science Goals 1.1, 1.2 and 1.3</p>	<p>J.1 See Science Goals 1.1, 1.2 and 1.3</p>	<p>J.1. See Science Goals 1.1, 1.2 and 1.3</p>	<p>J.1. See Science Goals 1.1, 1.2 and 1.3</p>		

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<p>Science Goal J: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					

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)).

<p>Biology EOC Goals</p>	<p>Problem-Solving Process to Increase Student Achievement</p>						
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		
<p>K. Students scoring in the middle or upper third (proficient) in Biology.</p>							

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<u>Biology Goal K:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
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.							
<u>Biology Goal L:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

NEW Writing Florida Alternate Assessment Goal

Writing Goals	Problem-Solving Process to Increase Student						
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	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. See Writing Goals 1.1, 1.2 and 1.3	M.1. See Writing Goals 1.1, 1.2 and 1.3	M.1. See Writing Goals 1.1, 1.2 and 1.3	M.1. See Writing Goals 1.1, 1.2 and 1.3	M.1. See Writing Goals 1.1, 1.2 and 1.3		
<u>Writing Goal M:</u> The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 2%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

STEM Goal(s)	Problem-Solving Process to				

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	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: Implement/expand project/problem-based learning in math, science and CTE/STEM electives.	1.1 Need common planning time for math, science, ELA and other STEM teachers	1.1 -Explicit direction for STEM professional learning communities to be established. -Documentation of planning of units and outcomes of units in logs. -Increase effectiveness of lessons through lesson study and district metrics, etc.	1.1 PLC or grade level lead -Subject Area Leaders	1.1 Administrative/SAL walk-throughs	1.1 Logging number of project-based learning in math, science and CTE/STEM elective per nine week. Share data with teachers.
	1.2.	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

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End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<u>CTE Goal #1:</u> The school will increase the participation and activities in career exposure activities/events from 1 in 2011-2012 to 2 in 2012-2013.	1. Lack of participation	Implement special speakers to visit and share with students about CTE careers throughout the year and during the Great American Teach-In.	1.1. Guidance	1.1. Count participation hours	1.1. Great American Teach-In Sign in sheet and schedule
	1.2.	1.2. Implement guidance and/or APC High School presentations/visits (from feeder patterns and magnet) regarding CTE coursework options.	1.2. Guidance	1.2. Number of participants	1.2. Log of High School presentations regarding CTE course options.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Hillsborough 2012
 Rule 6A-1.099811
 Revised July, 2012

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

End of CTE Goal(s)

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

- Yes No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Positive environment, student achievement, sense of community	T shirts	\$633.10	
Positive environment, student achievement, sense of community, state & nation	Dues for Civil Air Patrol	\$450.00	
Parental involvement & attendance	Equipment for the morning show	\$392.70	

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Increase participation & parental involvement at the Parent Advisory Council Meeting	Providing entertainment, door prizes, & utensils for food	\$746.23	
Incentives for students to achieve their reading scores (ELCR)	Various student incentives (gift cards, food, awards, etc)	\$300.00	
Incentives for students to achieve their reading scores (ELCR)	Various student incentives (gift cards, food, awards, etc)	\$300.00	
Improving reading skills	Academy of Reading	\$700.00	
Students will participate in a school wide college door decorating contest. Using the internet or books, students will research a college & then use the information to decorate their homeroom door	Prizes for 30 students times 3 homerooms times 10	\$300.00	
Resources to include but not limited to would be DVDs, for the Media Center in order to improving reading skills & research skills for all types of learners & readers (matching grant was won by Mrs. Matthews)	Media Center	\$500	
Final Amount Spent			