

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

Proposed for 2011-2012

2011 - 2012 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Carwise Middle School	District Name: Pinellas County Schools
Principal: Garrison T. Linder	Superintendent: John A. Stewart
SAC Chair: Kassandra Callahan	Date of School Board Approval: October 11, 2011

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.)
- [Adequate Yearly Progress \(AYP\) Trend Data](#) (Use this data to complete Sections 5A-5D of the reading and mathematics goals and Section 3A-3D of the writing goals.)
- [Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	GARRISON LINDER	M.S. of Education in Admin. and Supervision from Stetson University.	18	24	Grade: A; Rdg > Level 3: 84; Math > Level 3: 82; Rdg Annual Learning Gains: 65; Math Annual Learning Gains: 73 Rdg (L25) Annual Learning Gains: 67; Math (L25) Annual Learning Gains: 69; Writing > Level 3.5: 95 ; Science > Level 3: 65
Assistant Principal	NANCY VERIGAN	M.S. in EDLS from Nova University.	5	13	Grade: A; Rdg > Level 3: 84; Math > Level 3: 82; Rdg Annual Learning Gains: 65; Math Annual Learning Gains: 73 Rdg (L25) Annual Learning Gains: 67; Math (L25) Annual Learning Gains: 69; Writing > Level 3.5: 95 ; Science > Level 3: 65
Assistant Principal	JUDITH ALLEN	M.S. in EDLS from USF.	7	7	Grade: A; Rdg > Level 3: 84; Math > Level 3: 82; Rdg Annual Learning Gains: 65; Math Annual Learning Gains: 73 Rdg (L25) Annual Learning Gains: 67; Math (L25) Annual Learning Gains: 69; Writing > Level 3.5: 95 ; Science > Level 3: 65

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Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Reading	Terre Holland	BA English Education MEd Curriculum & Instruction	2	6	Grade A/FCAT 84% proficient in reading; 65% made learning gains in reading; 67% of L25 made learning gains in reading AYP-No

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	Project Completion Date	Not Applicable (If not, please explain why)
Recruit: Transition to Teaching, Collects/Reviews data to determine high-need academic areas;	Principal	Ongoing	
Retain: Implementation of recognition programs. (i.e. "Teacher of the Week" parking, Kudo Awards, breakfast, lunch, FCAT cake, birthday cards, etc.)	Principal	Ongoing	

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Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified

Name	Certification	Teaching Assignment	Professional Development /Support to become Highly Qualified
Bronwyn Main	Masters in Library Science	LIS/L.A.	DWT, Mentor, L.A. PLCs, Middle Grades Integrated Test
Aimee Crosby	VE K-12, MG Integrated, ESOL	Alg I Co-teach, Intensive Math Co-teach	Middle Grades Math Test

Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

*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
74	3% (2)	32% (24)	45% (33)	58% (43)	31% (23)	97% (72)	9% (7)	4% (3)	11% (8)

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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
Jackie Wheaton (lead mentor)	MaryAnn Wedde	Jackie mentored faculty last year. Jackie is certified in Language Arts	Sharing classroom management tips and materials, observations, weekly meetings
Brett Bryant	Kalyn Sikorski and Bronwyn Main	Brett is the Math Department Chair, coaches the boys basketball	Helping Kalyn with the volleyball team, observations, meeting weekly. Getting Bronwyn up to speed with technology at Carwise
Pam Fergusson	Johannah Anderson	Pam Fergusson is the Science Dept. Chair	Meeting weekly, sharing of resources and equipment.

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A Does not apply to our school.
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training

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Response to Instruction/Intervention (RtI)

The purpose of the School Based Leadership Team is to apply the 4 Steps of the Problem Solving model at the Tier 1 and Tier 2 levels. Activities would include: determine school-wide areas in need of improvement (Problem ID), identify and validate hypotheses (Problem Analysis), develop an action plan (Intervention Design), and monitor student outcomes (Response to Intervention).

School-Based RtI Team

Identify the school-based RtI Leadership Team

Principal- Garrison Linder; Assistant Principals- Nancy Verigan and Judy Allen; Guidance Counselors- Jennifer Carlson (SBLT facilitator), Margaret Laird and Dawn Simmons; School Psychologist- Sharon Headley; School Social Worker- Susan Dye; General Education- Jason Obara and Jesse Schroeder; Department Heads- Brandi Alahouzos, Melinda Archer, Brett Bryant, Pam Fergusson, Christine Vehar and Lori Waters

Describe how the school-based RtI Leadership Team Functions (e.g., Meeting process and roles/functions) How does it work with other school teams to organize/coordinate RtI efforts?

- Facilitator generates agenda and leads team discussions
- Data Manager(s)/Data Coach(es) assist team in accessing and interpreting (aggregating/disaggregating) the data by analyzing and reviewing universal screening data regarding academics and behavior.
- Leadership Team (department heads) share all the information discussed at their department meetings as well as various PLCs and faculty meetings.
- Technology Specialist brokers technology necessary to manage and display data
- Recorder/Note Taker documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access
- Time Keeper helps team begin on time and ensures adherence to agreed upon agenda

Describe the role of the school-based RtI 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 SBLT will be responsible for managing and coordinating these efforts between all school teams as well as reviewing and revising the School Improvement Plan.

RtI Implementation

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

The school based RtI Leadership Team meets bi-monthly from 8:45 a.m. to 10:00 a.m. to determine how to develop and maintain an effective problem solving system. The team also collaborates with other schools to share best practices at district meetings, etc. Baseline data used: FCAT, PMRN, disciplinary actions, Portal and EDS. Mid-year data used: FAIR, DAR, disciplinary infractions and common area assessments. End of year data used: FAIR, FCAT, disciplinary infractions, final grades, Portal, End of Course exams

Describe the plan to train staff on RtI.

Professional development will be provided during a faculty meeting at the beginning of the school with additional training sessions held throughout the year (various Wednesday afternoons and various faculty meetings.) In addition, the department heads, which are part of the RtI Leadership team, will communicate and assist with training the staff through department meetings. The RtI team will also evaluate additional staff professional development during the bi-monthly RtI Leadership team meetings.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Judy Allen/Assistant Principal, Nancy Verigan/Assistant Principal, Terre Holland/Literacy Coach, JoAnn Niles, Colleen Ryburn, Rose DeNaro, Cindy Bowen, Tracie Russo, Christine Vehar, Jacob Merkel, Jesse Schroeder, Rick Gillmore, Toyann Quirk, Christy Walsh

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

The school-based LLT is working with the Pinellas Literacy Leadership Project to improve literacy across content areas. The team, which includes content-area teachers as well as assistant principals and the literacy coach, meets monthly to discuss and plan school-wide instructional literacy initiatives. They will collaboratively develop goals and plan for school-wide implementation.

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

All teachers will consistently incorporate reading and writing strategies across content areas to enhance literacy and higher level thinking. Teachers will assist students in making connections between content area text and their life experiences.

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NCLB Public School Choice

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

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

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

Does not pertain to our school.

***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.

- The school Literacy Leadership Team is established to grow the use of literacy strategies in all disciplines. The Team is composed of a cross section of the faculty that act as liaisons to help grow department wide literacy strategies in all classrooms
- The school has a Student Literacy Team that assists in the development and implementation of classroom literacy strategies.
- Teacher evaluations include a provision for teaching reading strategies to students. The teacher summative evaluation, in most cases, uses reading data as a portion of teacher performance.

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*High Schools Only

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

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

Does not pertain to our school.

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?

Does not pertain to our school.

Postsecondary Transition

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

Does not pertain to our school.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

READING GOALS		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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
1. Students achieving proficiency (FCAT Level 3) in reading		Core reading instruction does not consistently provide enough opportunities for students to apply reading strategies.	•Develop action plans to build assessment literacy and provide professional development for school-wide instructional routines and literacy strategies.	Reading and Content Area Teachers, Administrators, LLT, Literacy Coach PLC's.	During Reading PLCs, teachers will review, discuss, and compare data from FCIM quizzes, FCAT Explorer sessions and Reading curriculum assessments for Level 3 students to monitor progress. Content area PLCs will review/discuss FCIM results and effectiveness of reading strategies. LLT will incorporate reading strategies aligned with school literacy goals.	FCIM focus assessments of weekly mini lessons, Reading Counts quiz data, FCAT Explorer data. PLC minutes LLT minutes, artifacts				
<u>Reading Goal #1:</u>										
Students achieving proficiency of Level 3 on 2012 FCAT Reading will increase to 82%. African American students achieving proficiency of Level 3 on 2012 FCAT Reading will increase from 53% to 58%.	<table border="1"> <thead> <tr> <th><u>2011 Current Level of Performance*</u></th> <th><u>2012 Expected Level of Performance*</u></th> </tr> </thead> <tbody> <tr> <td>80% (977)</td> <td>82% (1,001)</td> </tr> </tbody> </table>						<u>2011 Current Level of Performance*</u>	<u>2012 Expected Level of Performance*</u>	80% (977)	82% (1,001)
<u>2011 Current Level of Performance*</u>	<u>2012 Expected Level of Performance*</u>									
80% (977)	82% (1,001)									

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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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading			<ul style="list-style-type: none"> Curriculum and instruction does not engage students in authentic higher order, cognitively complex literacy tasks. 	<p>Teachers in Reading, Language Arts, Science, and Social Studies will incorporate more complex text and vocabulary into their lesson plans. Students will be assessed using higher order critical thinking questions to stimulate discussion and reflection.</p> <p>Teachers will incorporate CRISS Co-operative learning strategies.</p>	Reading and Content Area Teachers	Teachers will review data from more challenging assessments to see if proficient students are growing in area of comprehension using higher order thinking questions.	<ul style="list-style-type: none"> Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, District Common Assessments, EOCs, other classroom assessments)
<u>Reading Goal #2:</u>							
<p>Increase number of Level 4 and 5 students</p> <p>The students achieving above proficiency scoring Level 4 or 5 on the 2012 FCAT Reading will increase to 45%.</p> <p>The African American students achieving above proficiency scoring Level 4 or 5 on the 2012 FCAT Reading will increase from 24% to 27%.</p>	<p><u>2011 Current Level of Performance*</u></p>	<p><u>2012 Expected Level of Performance*</u></p>	Lack of motivation is causing slower growth in Reading achievement.	<ul style="list-style-type: none"> Develop action plans to build assessment literacy and provide professional development for school-wide instructional routines and literacy strategies. 	All Teachers	Teachers will share experiences using Harry Wong strategies during Reading PLCs and Best Practices PLCs.	<ul style="list-style-type: none"> Classroom Walkthrough Tools
	43% (545)	45% (570)					

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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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Percentage of students making Learning Gains in reading			Core instruction does not consistently focus on the building of background knowledge through reading strategies used before, during and after reading text.	•Develop action plans to build assessment literacy and provide professional development for school-wide instructional routines and literacy strategies.	Assistant Principal for specific grade level	•School administrators conduct classroom walkthroughs to collect data and validate strategy use.	•Classroom Walkthrough Tools
<u>Reading Goal #3:</u>							
<p>The number of students making learning gains on the 2012 FCAT Reading will increase from 65% to 67%.</p> <p>The number of African American students making learning gains on the 2012 FCAT Reading will increase from 55% to 60%.</p>	<u>2011 Current Level of Performance*</u>	<u>2012 Expected Level of Performance*</u>	Reading strategies that focus on vocabulary development are not included in explicit instruction on a consistent basis.	•Develop action plans to build assessment literacy and provide professional development for school-wide instructional routines and literacy strategies.	LLT, Literacy Coach	Teacher and Literacy Coach will review assessment data.	•Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, •District Common Assessments, EOCs, other classroom assessments)
	65% (816)	67% (841)					
				•Instruction is not adjusted based on assessment of students' literacy needs.	•Establish systems and processes to monitor, evaluate, and make adjustments to literacy improvement efforts.	Classroom Teachers	<p>FCIM assessment data will be monitored by classroom teachers and shared at PLCs and students will self-graph FCIM results to show progress.</p> <p>Gradual Release Model FAIR data for students with Levels 1 and 2 monitored through EDS</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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
4. Percentage of students in Lowest 25% making learning gains in reading		•Instruction is not adjusted based on assessment of students' literacy needs.	•Align daily lessons across the content areas to incorporate Common Core literacy standards.	Administration	•School administrators conduct classroom walkthroughs to collect data and validate strategy use.	Walk through data Lesson plans	
<u>Reading Goal #4:</u>							
<p>Students in the lowest 25 % making learning gains in reading will increase from 67% in 2011 to 69% on the 2012 FCAT Reading.</p> <p>African American students in the lowest 25 % making learning gains in reading will increase from 56% in 2011 to 61% on the 2012 FCAT Reading.</p>	<u>2011 Current Level of Performance*</u>	<u>2012 Expected Level of Performance*</u>	Core instruction does not consistently focus on need for self-image motivators.	Reading, Language Arts, Science and Social Studies teachers will use curriculum from Character Education department to build classroom culture and maintain a highly motivated learning environment.	Assistant Principal for Curriculum	PLCs will discuss effectiveness of motivational techniques used from Character Education curriculum.	•Student Work Other than Assessments
	67% (210)	69% (216)					
		Classroom arrangement does not promote collaborative learning.	Reading, Language Arts, Science and Social Studies teachers will change student seating to reflect motivational needs.	Classroom Teachers	Teachers will discuss motivational techniques and collaborative learning structures with other teachers at content area PLCs.	•Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, •District Common Assessments, EOCs, other classroom assessments)	

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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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<p>5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading</p> <p>Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)</p>	<p>Reading Goal #5A:</p>		<p>•Instruction is not adjusted based on assessment of students' literacy needs.</p>	<p>•Align daily lessons across the content areas to incorporate Common Core literacy standards.</p>	<p>Administration</p>	<p>•School administrators conduct classroom walkthroughs to collect data and validate strategy use.</p>	
	<p>Hispanic: Improve the reading performance of students in the Hispanic subgroup.</p> <p>Hispanic students making Adequate Yearly Progress (AYP) in reading will increase from 71% in 2011 to 78% on the 2012 FCAT Reading.</p>						
	<p><u>2011 Current Level of Performance*</u></p>	<p><u>2012 Expected Level of Performance*</u></p>	<p>Core instruction does not consistently focus on need for self-image motivators.</p>	<p>Reading, Language Arts, Science and Social Studies teachers will use curriculum from Character Education department to build classroom culture and maintain a highly motivated learning environment.</p>	<p>Assistant Principal for Curriculum</p>	<p>PLCs will discuss effectiveness of motivational techniques used from Character Education curriculum.</p>	<p>•Student Work Other than Assessments</p>
	<p>Hispanic:71% (105)</p>	<p>Hispanic:78% (115)</p>					
			<p>Classroom arrangement does not promote collaborative learning.</p>	<p>Reading, Language Arts, Science and Social Studies teachers will change student seating to reflect motivational needs.</p>	<p>Classroom Teacher</p>	<p>Teachers will discuss motivational techniques and collaborative learning structures with other teachers at content area PLCs.</p>	<p>Homework data, group project completion rate, and FCIM mini assessments.</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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading	Reading Goal #5B: English Language Learners (ELL)					
	<u>Reading Goal #5B:</u>					
Does not apply to our school.	<u>2011 Current Level of Performance*</u>	<u>2012 Expected Level of Performance*</u>				

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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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading	Reading Goal #5C: Students with Disabilities (SWD)	•Core reading instruction does not consistently provide enough opportunities for students to apply reading strategies.	•Establish systems and processes to monitor, evaluate, and make adjustments to literacy improvement efforts.	Administration	Reading team/LLT reviews FAIR ÖPM in comprehension to monitor progress in specific reporting categories. Teachers assess students on the use of specific reading strategies using FCIM assessments to determine if students know when and how to apply the strategies.	•Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, •District Common Assessments, EOCs, other classroom assessments)
	<u>Reading Goal #5C:</u>					
The percentage of SWD scoring Level 3 or higher on the 2012 FCAT Reading will increase from 36% to 43%. The percentage of African American SWD scoring Level 3 or higher on the 2012 FCAT Reading will increase from 38% to 42%.	<u>2011 Current Level of Performance*</u>	<u>2012 Expected Level of Performance*</u>	•Instruction is not adjusted based on assessment of students' literacy needs. •Establish systems and processes to monitor, evaluate, and make adjustments to literacy improvement efforts. Teachers will implement FCIM lessons with focus on teaching pre, during and post reading strategies to pull background knowledge for the student subgroup.	Classroom Teacher	Reading teachers will use feedback from FCIM assessments to determine if enrichment support is needed in the area of building background knowledge using specific reading strategies.	•Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, •District Common Assessments, EOCs, other classroom assessments)
	36% (37)	43% (44)				
		Supplemental instruction rarely includes explicit instruction in self-image, motivation, and character education traits for SWD subgroup.	Reading, Language Arts, Science and Social Studies teachers will supplement their lessons where needed with character education provided through district character education materials.	Administration	Teachers will collect data on SWD subgroup in their classes and discuss at Reading PLCs if there is growth in assessment results focusing on background knowledge cluster.	•Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, •District Common Assessments, EOCs, other classroom assessments)

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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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading</p> <p>Reading Goal #5D: Economically Disadvantaged</p>	<p>Reading Goal #5D:</p>		<p>•Instruction is not adjusted based on assessment of students' literacy needs.</p>	<p>•Establish systems and processes to monitor, evaluate, and make adjustments to literacy improvement efforts.</p>	<p>Literacy Coach</p>	<p>Reading teachers will use feedback from FCIM assessments to determine if enrichment support is needed in the area of building background knowledge using specific reading strategies.</p>
	<p>Reading Goal #5D:</p>					
<p>Of the students who are economically disadvantaged 74% will make AYP on 2012 FCAT Reading.</p> <p>Of the African American students who are economically disadvantaged 46% will make AYP on 2012 FCAT Reading. (46% to 50%)</p>	<p><u>2011 Current Level of Performance*</u></p>	<p><u>2012 Expected Level of Performance*</u></p>	<p>Supplemental instruction rarely includes explicit instruction in self-image, motivation, and character education traits for ED subgroup.</p>	<p>Reading, Language Arts, Science and Social Studies teachers will supplement their lessons where needed with character education provided through district character education materials.</p>	<p>Administration</p>	<p>Reading teachers will collect data on ED subgroup in their classes and discuss at Reading PLCs if there is growth in assessment results focusing on background knowledge cluster.</p>
	<p>71% (229)</p>	<p>74% (239)</p>				
		<p>Core instruction does not consistently include differentiated teaching/learning methods to motivate and address special needs of the ED subgroup.</p>	<p>Teachers will use FCAT data in strands showing decreases to differentiate instruction based on ED specific needs.</p>	<p>Classroom Teachers</p>	<p>Teacher will monitor ED students' progress in various FCAT strands through use of FCAT Explorer.</p>	<p>•Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, •District Common Assessments, EOCs, other classroom assessments)</p>

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Reading Budget

Include only school-based funded activities /materials and exclude district funded activities/materials			
Evidence-based Program(s) / Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Use of Document Camera/Projector to focus on various types of text	ELMO Document Camera and Projector	Reading Referendum Monies	\$4,000.00
Subtotal:			\$4,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			\$4,000.00

End of Reading Goals

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Mathematics Goals

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

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving proficiency (FCAT Level 3) in mathematics			<ul style="list-style-type: none"> •Students enter math courses not having achieved previous grade level proficiency. 	<ul style="list-style-type: none"> •Students are placed in the most appropriate and rigorous math course. Utilize Intensive Math and receive in-class differentiated instruction. 	Math Dept. Chair Mathematics Dept.	<ul style="list-style-type: none"> •School-based Leadership Teams gather and review student data, engage in data-based discussions (e.g., ATLAS protocol), and make recommendations for changes, when applicable. 	<ul style="list-style-type: none"> •Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, District Common Assessments, EOCs, other classroom assessments)
<u>Mathematics Goal #1:</u>							
Improve level of performance in Math. Increase the percentage of African-American students on grade level by 2% from 45% to 47%.	<u>2011 Current Level of Performance*</u>	<u>2012 Expected Level of Performance*</u>					
	78% (952)	81% (1,003)					

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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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students achieving above proficiency (Levels 4 and 5) in mathematics		•Core instruction and assessments that are not aligned to summative assessments (FCAT 2.0, EOC item specifications, AP, IB, AICE, postsecondary entrance assessments).	•Use district developed curriculum guides and the NGSSS to plan and deliver instruction.	Mathematics Teachers Math Dept. Chair	•School-based Leadership Teams gather and review student data, engage in data-based discussions (e.g., ATLAS protocol), and make recommendations for changes, when applicable.	•Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, District Common Assessments, EOCs, other classroom assessments)
<u>Mathematics Goal #2:</u>						
Increase number of students who are Level 4 and 5. Increase the percentage of African-Americans students at Level 4 or 5 by 10% from 12% to 22%.	<u>2011 Current Level of Performance*</u>					
	46% (572)	48% (595)				

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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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>3. Percentage of students making learning gains in mathematics (excluding 9th grade; learning gains will be available for this grade)</p>		<p>•Students enter math courses not having achieved previous grade level proficiency.</p>	<p>•Include a variety of assessments and checks for understanding to determine student mastery of goals, including use of the new district benchmark assessments.</p>	<p>Mathematics Teachers Math Dept. Chair School Administration</p>	<p>•School administrators conduct classroom walkthroughs to collect data and validate strategy use. Implementation and data review for Intensive classes.</p>	<p>•Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, District Common Assessments, EOCs, other classroom assessments) Intensive Test Data</p>
<p><u>Mathematics Goal #3:</u></p>						
<p>Increase number of students who are making learning gains. Increase the percentage of African-American students making Learning Gains by 5% from 55% to 60%.</p>	<p><u>2011 Current Level of Performance*</u></p>	<p><u>2012 Expected Level of Performance*</u></p>				
	<p>73% (917)</p>	<p>75% (929)</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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>4. Percentages of students in Lowest 25% making learning gains in mathematics</p>		<p>•Students enter math courses not having achieved previous grade level proficiency.</p>	<p>•Utilize Intensive Math, tutoring and/or pull out instruction to address deficiencies.</p>	<p>Math Dept. Chair Intensive Math Teachers</p>	<p>•School administrators conduct classroom walkthroughs to collect data and validate strategy use. •Grade-level teams and/or PLCs gather and review student data, engage in data-based discussions (e.g., Quality Quest protocol, Looking at Student Work protocol), and make recommendations for changes, when applicable.</p>	<p>Intensive Math Assessment Data FCAT Assessment Data</p>
<p><u>Mathematics Goal #4:</u></p>						
<p>Increase the number of low 25 students making learning gains in math</p> <p>Increase the percentage of African-American students in Lowest 25% making Learning Gains by 5% from 40% to 45%.</p>	<p><u>2011 Current Level of Performance*</u></p>					
	<p>69% (217)</p>	<p>71% (224)</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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics	Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	•Hispanic students enter math courses not having achieved previous grade level proficiency.	•Include a variety of assessments and checks for understanding to determine student mastery of goals, including use of the new district benchmark assessments.	Mathematics Teachers	•School-based Leadership Teams gather and review student data, engage in data-based discussions (e.g., ATLAS protocol), and make recommendations for changes, when applicable.	•Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, District Common Assessments, EOCs, other classroom assessments)
	<u>Mathematics Goal #5A:</u>					
Hispanic: Improve the math performance of students in the Hispanic subgroup	<u>2011 Current Level of Performance*</u>	<u>2012 Expected Level of Performance*</u>				
	Hispanic:72% (107)	Hispanic: 75% (112)				

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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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics	Mathematics Goal #5B: English Language Learners (ELL)						
	<u>Mathematics Goal #5B:</u>						
Does not apply to our school	<u>2011 Current Level of Performance*</u>	<u>2012 Expected Level of Performance*</u>					

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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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics	Mathematics Goal #5C: Students with Disabilities (SWD)		<ul style="list-style-type: none"> •Students enter math courses not having achieved previous grade level proficiency. •Students receive in class differentiated instruction to help students meet math deficiencies. •Include a variety of assessments and checks for understanding to determine student mastery of goals, including use of the new district benchmark assessments. 	Mathematics Teachers Administration	School administrators conduct classroom walkthroughs to collect data and validate strategy use. Grade-level teams and/or PLCs gather and review student data, engage in data-based discussions (e.g., Quality Quest protocol, Looking at Student Work protocol), and make recommendations for changes, when applicable.	<ul style="list-style-type: none"> •Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, District Common Assessments, EOCs, other classroom assessments)
	<u>Mathematics Goal #5C:</u>					
Improve the math performance of students in the SWD subgroup. Increase the percentage of African-American students with disabilities making AYP from 38% to 42%.	<u>2011 Current Level of Performance*</u>	<u>2012 Expected Level of Performance*</u>				
	36% (37)	43% (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 group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics	Mathematics Goal #5D: Economically Disadvantaged	•Students enter math courses not having achieved previous grade level proficiency.	Students receive in class differentiated instruction to help students meet math deficiencies Include a variety of assessments and checks for understanding to determine student mastery of goals, including use of the new district benchmark assessments	Mathematics Teachers Administration	School administrators conduct classroom walkthroughs to collect data and validate strategy use. Grade-level teams and/or PLCs gather and review student data, engage in data-based discussions (e.g., Quality Quest protocol, Looking at Student Work protocol), and make recommendations for changes, when applicable.	•Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, District Common Assessments, EOCs, other classroom assessments)
	<u>Mathematics Goal #5D:</u>					
Improve the math performance of students in the Economically Disadvantaged subgroup. Increase the percentage of African-American students who are economically disadvantaged making AYP from 46% to 51%.	<u>2011 Current Level of Performance*</u>	<u>2012 Expected Level of Performance*</u>				
	66% (213)	70% (226)				

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Mathematics Budget

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

End of Mathematics Goals

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Science Goals

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

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving proficiency (FCAT Level 3) in Science			•Core instruction and assessments that are not aligned to summative assessments (FCAT 2.0, EOC item specifications, AP, IB, AICE, postsecondary entrance assessments).	Develop summative tests in FCAT format.	Science teachers	New textbook and test bank	•Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, District Common Assessments, EOCs, other classroom assessments)
<u>Science Goal #1:</u>							
Increase the percentage of students achieving proficiency of Level 3 in Science by 6%.	<u>2011 Current Level of Performance*</u>	<u>2012 Expected Level of Performance*</u>	•Students lack background information relating to science concepts.	•Students will receive in class differentiated instruction occurs to help students meet science deficiencies.	Science teachers	Page Keely Probes to determine misconceptions.	•Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, District Common Assessments, EOCs, other classroom assessments)
	65% (311)	71% (340)					
Increase the percentage of African American students achieving proficiency of Level 3 in Science by 6%.							

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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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students achieving above proficiency (FCAT Levels 4 and 5) in Science			Students are not provided ample opportunities to respond to reading and writing to help them accumulate and extend their thinking.	Students will be assigned a current event to report on monthly. Students will use a specific format to answer questions about the article.	Science teachers	Teachers will monitor the progress of writing over the year, grading will include grammar, spelling and content.	Formative assessment
<u>Science Goal #2:</u>							
Increase the percentage of students achieving proficiency of Level 4 & 5 in science by 1%. Increase the percentage of African American students achieving above proficiency of Levels 4 and 5 by 1%.	<u>2011 Current Level of Performance*</u>	<u>2012 Expected Level of Performance*</u>	Core reading does not consistently provide enough opportunities for students to apply reading strategies.	Utilize the red, Reading / grade 8 science content books.	Science teachers	Tests in the content book	•Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, District Common Assessments, EOCs, other classroom assessments)
	20% (95)	21% (100)					

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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
BYOD – Bring your own data to PLC for discussion	6/7/8 Science	Fergusson	Science Teachers	Monthly	Follow-up BYOD	Fergusson
Best Practices	6/7/8 Science	Russo	Science Teachers	2 per year	FODD – Final open discussion of data	Fergusson
6th Gr Science	6/Science	Quirk	6th grade Science teachers	Monthly	BYOD	Quirk
7th Gr Science	7/Science	Fergusson	7th grade Science teachers	Monthly	BYOD	Fergusson
8th Gr Science	8/Science	O’Nale	8th grade Science teachers	Monthly	BYOD	O’Nale

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Science Budget

Include only school-based funded activities /materials and exclude district funded activities/materials			
Evidence-based Program(s) / Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Reading strategies for classroom	PowerPoint from faculty presentation	none	\$0.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Monthly current event	Science World Magazines, newspapers and specific	Textbook fund	\$500.00
Subtotal:			\$500.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			\$500.00

End of Science Goals

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Writing Goals

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

WRITING GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions" identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing.			•Instruction does not provide for ample opportunities to write.	Language Arts teachers will utilize Glencoe Online Essay Grader to provide immediate feedback. All teachers plan for and implement appropriate subject-specific writing assignments and activities (e.g., DBQs in social studies courses.) All teachers provide students with instruction in and opportunities for answering short and extended responses in text and writing.	Individual teachers and department head	Language Arts grade level PLCs will review writing scores after common assessments to monitor individual scores for increases.	•Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, District Common Assessments, EOCs, other classroom assessments)
<u>Writing Goal #1:</u>							
Increase the percentage of students achieving AYP in writing by 1%. Increase the percentage of African American students achieving AYP in writing from 82% to 90%.	<u>2011 Current Level of Performance*</u>	<u>2012 Expected Level of Performance*</u>	•Instruction will not provide enough opportunities to engage in the extended writing process.	Language Arts teachers provide students with on-demand writing instruction, assignments and activities Language Arts teachers provide students with explicit instruction in the use of writing strategies. (e.g., planning, revising and editing strategies.)	Language Arts teachers	Language Arts grade level PLCs will review writing scores after common assessments to monitor individual scores for increases.	•Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, District Common Assessments, EOCs, other classroom assessments)
	Level 4: 95% (444)	Level 4: 96% (411)					

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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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
2A. Students subgroups not making Adequate Yearly Progress (AYP) in Writing	Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)									
	<u>Writing Goal #2A:</u>									
Does not apply to our school.	<table border="1"> <tr> <td><u>2011 Current Level of Performance*</u></td> <td><u>2012 Expected Level of Performance*</u></td> </tr> <tr> <td></td> <td></td> </tr> </table>	<u>2011 Current Level of Performance*</u>	<u>2012 Expected Level of Performance*</u>							
	<u>2011 Current Level of Performance*</u>	<u>2012 Expected Level of Performance*</u>								

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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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2B. Student subgroups not making Adequate Yearly Progress (AYP) in writing	Writing Goal #2B: Students with Disabilities (ELL)						
	<u>Writing Goal #2B:</u>						
Does not apply to our school.	<u>2011 Current Level of Performance*</u>	<u>2012 Expected Level of Performance*</u>					

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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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2C. Student subgroups not making Adequate Yearly Progress (AYP) in writing	Writing Goal #2C: Students with Disabilities (SWD)	Students are not provided ample opportunity to engage in deadline writing that provides immediate feedback.	Language Arts teachers will utilize Glencoe Online Essay Grader to provide immediate feedback.	Language Arts teachers and department head	Language Arts grade level PLCs will review writing scores after common assessments to monitor individual scores for increases	•Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, District Common Assessments, EOCs, other classroom assessments)
	<u>Writing Goal #2C:</u>					
Increase the percentage of students achieving AYP in writing by 1%. 100% of African American Students with Disabilities (SWD) achieved AYP in writing.	<u>2011 Current Level of Performance*</u>	<u>2012 Expected Level of Performance*</u>				
	0% (0)	10% (42)				

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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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2D. Student subgroups not making Adequate Yearly Progress (AYP) in writing	Writing Goal #2D Economically Disadvantaged					
<u>Writing Goal #2D:</u>						
Does not apply to our school	<u>2011 Current Level of Performance*</u>	<u>2012 Expected Level of Performance*</u>				

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Writing Budget

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

End of Writing Goals

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Attendance Goals

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

ATTENDANCE GOALS		Problem-Solving Process to Increase Attendance					
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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<u>Attendance Goal #1:</u>		Lack of parental involvement	Provide mentors/tutors during school hours	CST, RtI, SBLT, Attendance Specialist, Family Community Relations Liaison	Attendance/academic report/surveys	Portal	
The percentage of students in attendance will increase from 94% to 95%.	<u>2011 Current Attendance Rate</u> : *						<u>2012 Expected Attendance Rate</u> : *
	94% (1181)						95% (1177)
	<u>2011 Current Number of Students with Excessive Absences (10 or more)</u>						<u>2012 Expected Number of Students with Excessive Absences (10 or more)</u>
	1% (11)						0.5% (6)
	<u>2011 Current Number of Students with Excessive Tardies (10 or more)</u>						<u>2012 Expected Number of Students with Excessive Tardies (10 or more)</u>
	2% (25)						1.5% (18)

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Attendance Budget

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

End of Attendance Goals

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Suspension Goals

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

SUSPENSION GOAL(S)			Problem-Solving Process to Decrease Suspension				
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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<u>Suspensions Goal #1:</u>			Social, personal, and/or family issues	Guidance Referrals, SWAT Team, Social skills groups, mentors, tutors, RtI. Ensure discipline policies are understood by all students.	Guidance Counselors, Administrators, RtI team, SRO. RtI team	Reduction of suspensions Weekly Behavior Expectations Lesson Plans	Portal Portal
<p>The percentage of students receiving 1 or more out-of-school suspension days will decrease from 5% to 4% during the 2011-2012 school year.</p> <p>The percentage of African American students receiving 1 or more out-of-school suspension days will decrease from 11% (7) to 10% (5) during the 2011-2012 school year.</p>	<u>2011 Total Number of In-School Suspensions</u>	<u>2012 Expected Number of In-School Suspension</u>					
	775	743					
	<u>2011 Total Number of Students Suspended In-School</u>	<u>2012 Expected Number of students Suspended In-School</u>					
	17% (204)	16% (198)					
	<u>2011 Number of Out-of-School suspensions</u>	<u>2012 Expected Out-of-School Suspensions</u>					
	98	92					
	<u>2011 Total Number of Students Suspended Out-of-School</u>	<u>2012 Expected Number of Students Suspended Out-of-School</u>					
	5% (62)	4% (49)					

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Suspension Budget

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

End of Suspension Goals

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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 (e.g., 70% (35)).

DROPOUT PREVENTION GOAL(S)			Problem-Solving Process to Decrease Suspension				
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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention <i>*Please refer to the percentage of students who dropped out during the 2009-2010 school year.</i>							
<u>Dropout Prevention Goal #1:</u>							
Does not apply to our school.	<u>2011 Current Dropout Rate:</u>	<u>2012 Expected Dropout Rate:</u>					
	<u>2011 Current Graduation Rate:</u>	<u>2012 Expected Graduation rate</u>					

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Dropout Prevention Budget

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

End of Dropout Prevention Goals

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Parent Involvement Goal(s)

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

PARENT INVOLVEMENT GOAL(S)			Problem-Solving Process to Parent Involvement				
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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated</i>			Parents are not informed on how to support their students' education.	Articles in newsletters and school web site on how parents can be engaged in students' education. Articles in newsletters (in English and Spanish), e-mail, NTI messages and information posted on the school web site regarding volunteer opportunities at school.	Family Community Relations Liaison	Response from parents	Surveys, sign in log
<u>Parent Involvement Goal #1:</u>							
The percentage of parents involved in their child's education via Portal will increase from 74% to 75% in the 2011-2012 school year.	<u>2011 Current level of Parent Involvement</u>	<u>2012 Expected level of Parent Involvement:</u>	Parents are unsure or uncomfortable participating in their students' education.	Workshops made available on how parents can be more knowledgeable and supportive to their students and the school.	Family Community Relations Liaison	Attendance Roster	Surveys, sign in log
	74% (913)	75% (939)					
			Parents are not informed on how to support their students' education.	Parents will be encouraged to get user names and passwords on Portal.	Family Community Relations Liaison, Data Management Technicians	Parent involvement in Portal	Parent Portal passwords

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Additional Goal(s)

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

ADDITIONAL GOAL(S)			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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			•Students are not behaviorally and socially engaged with school.	•Ensure discipline policies are fair, nonpunitive, and understood by all students. Move away from reliance on negative consequences as means of managing student behavior.	School Based Leadership Team	Analyze data	•Student outcome data
<u>Additional Goal #1: School-wide behavior plan</u>							
A positive and proactive behavior plan will be developed, implemented, and revised that supports social/emotional learning, behavior, and engagement. Improvement will be measured by comparisons of BOQ and PIC scores, student outcome data (number of referrals) to indicate a decrease in lost instructional time.	<u>2011 Current Level:*</u>	<u>2012 Expected Level:*</u>	•Students are not behaviorally and socially engaged with school.	Implement positive reinforcement and group contingencies.	School Based Leadership Team	Analyze data	Number of rewards
	1538	1450					
The percentage of African American students receiving 1 or more in-school suspensions will decrease from 16% to 14% during the 2011-2012 school year.							
The percentage of African American students enrolled in advanced courses, ESE programs and Gifted programs will increase from 33% to 35% during the 2011-2012 school year.							

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Additional Goal(s)

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

ADDITIONAL GOAL(S)			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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Additional Goal			•Low initial buy-in and/or participation from targeted group(s)	Healthy Schools Builder (Six Steps to a Healthier Environment)	Wellness Coordinator	Completion of Healthy Schools Builder six steps with updated status of one or more items on the Healthy Schools Inventory.	Staff surveys, Healthy Schools Inventory
<u>Additional Goal #2: Wellness</u>							
Improve the nutritional and/or physical activity environment of the school by meeting at least one additional item not currently met by the school in the Healthy Schools Inventory.	<u>2011 Current Level:*</u>	<u>2012 Expected Level:*</u>					
	Bronze level	Silver level					

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Additional Goal(s)

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

ADDITIONAL GOAL(S)			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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Additional Goal			Lack of support at home for homework.	Homework helpers, mentors, tutors	Guidance Counselors, Family and Community Liaison	Monitoring 6 week grades	•Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, District Common Assessments, EOCs, other classroom assessments)
<u>Additional Goal #3: Disparities in the assignment of African American students in advanced courses, ESE programs and gifted programs</u>							
The percentage of African American students enrolled in advanced courses, ESE programs and Gifted programs will increase from 33% to 35% during the 2011-2012 school year.	<u>2011 Current Level:*</u>	<u>2012 Expected Level:*</u>	Lack of willingness of students to enroll in rigorous courses.	Participate in African American Heritage month to expose students to African American leadership.	All teachers, Library Information Specialist	PLCs will discuss effectiveness of motivational techniques used during African American Heritage month.	Student survey and feedback data.
	33% (29)	35% (36)					

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Additional Goal(s)

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

ADDITIONAL GOAL(S)			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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Additional Goal							
	<u>2011 Current Level:*</u> 	<u>2012 Expected Level:*</u> 					

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Additional Goal(s)

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

ADDITIONAL GOAL(S)		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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
5. Additional Goal										
	<table border="1"> <tr> <td data-bbox="405 626 554 756"><u>2011 Current Level:*</u></td> <td data-bbox="554 626 701 756"><u>2012 Expected Level:*</u></td> </tr> <tr> <td data-bbox="405 756 554 951"></td> <td data-bbox="554 756 701 951"></td> </tr> </table>	<u>2011 Current Level:*</u>	<u>2012 Expected Level:*</u>							
<u>2011 Current Level:*</u>	<u>2012 Expected Level:*</u>									

2011-2012 School Improvement Plan (SIP)-Form SIP-1

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
Rtl:Behavior for SBLT	6/7/8	Jennifer Carlson	School-wide	Bi-monthly	Reports, documentation of mentors/tutors, parent contact, conferences, teacher input	SBLT
Rtl: Behavior for school staff	6/7/8	Jennifer Carlson	School-wide	8/15/11, 8/19/11	Reports, documentation of mentors/tutors, parent contact, conferences, teacher input	SBLT
Portal training	6/7/8	Brett Bryant	School-wide	12/7/11	Exit cards for feedback	Administration
Wellness program for school staff	6/7/8	Stan Harbaugh	School-wide	9/20/11	Survey, wellness calendars	Administration

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FINAL BUDGET

Please provide the total budget from each section.	
Reading Budget	Total: \$4,000.00
Mathematics Budget	Total:
Science Budget	Total: \$500.00
Writing Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
Additional Goals Budget	Total: \$800.00
Grand Total:	\$5,300.00

2011-2012 School Improvement Plan (SIP)-Form SIP-1

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school's DA Status

School Differentiated Accountability Status
<input type="radio"/> Intervene <input type="radio"/> Correct II <input type="radio"/> Prevent II <input type="radio"/> Correct I <input checked="" type="radio"/> Prevent I <input type="radio"/> N/A

∞ *Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the "Upload" page*

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes No

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

Describe the activities of the School Advisory Council for the upcoming year.
Provide a voice for the parents of all students in our school. Provide a positive bridge to our community. Provide a sounding board for issues presented by the School Board or Carwise faculty.

Describe projected use of SAC funds.	Amount
N/A - There are no allocated state or district SIP funds for the 2011-12 school year.	\$0.00