

District VMV Goals	School Improvement Information	Data & Information Sources	AdvancED
Vision	Vision		Standard 1-1.1, 1.2: Purpose
	100 Percent Student Success		
Mission	Mission		Standard 1-1.2: Purpose
	The mission of Carwise Middle School is to provide opportunities, through effective and efficient operations, for the success of ALL students in a safe environment which promotes highest achievements.		
Values	Values		Standard 1-1.3: Purpose
	All students will be respectful and responsible.		
	Part I: Current School Status		
	A. School Information		
	<i>1. School-Level Information</i>		
	<input type="checkbox"/> School		
	Carwise Middle School		
	<input type="checkbox"/> Principal's name		
	Mr. Garrison Linder		
	<input type="checkbox"/> School Advisory Council chair's name		
	Mr. Michael Pate		
	<i>2. District-Level Information</i>		
	<input type="checkbox"/> District	✓	
	Pinellas County		

	<input type="checkbox"/> Superintendent's name	✓	
	Michael A. Grego Ed.D.		
	<input type="checkbox"/> Date of school board approval of SIP	✓	
	September 24, 2013		
	B. School Advisory Council (SAC)		
3	1. Describe the involvement of the SAC in the development of this school improvement plan.		Standard 2-2.4, 2.5: Governance and Leadership
	The SAC will review, discuss and approve the SIP taking into account information shared from Superintendent meetings.		
3	2. Describe the activities of the SAC for the upcoming school year.		
	In addition to the review of the SIP, SAC members get updates on the Superintendent meetings and provide a voice for the parents of all students in our school. These members provide a positive bridge to our community and a sounding board for issues presented by the School Board or Carwise faculty.		
4	3. Describe the projected use of school improvement funds and include the amount allocated to each project.		
	Pay for substitute teachers for the SIP writing team and Department Chairpersons for the Mid-Year Report. Purchase additional Smart Response system (clickers) for typing responses. Purchase additional class set of historical fiction novels for Civics.		
3	4. Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below.		
	Yes, we are in compliance.		

	5. If no, describe the measures being taken to comply with SAC requirements.	N/A	
	1. <i>Administrators</i>		
	For each of your school’s administrators (principal and all assistant principals), complete the following fields		
	<ul style="list-style-type: none"> a) Name b) Credentials (degrees and certifications) c) Number of years as an administrator d) Number of years at the current school; e) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs) 		
	<ul style="list-style-type: none"> a) Garrison T. Linder b) M.S. of Education in Admin. and Supervision; P.E. K-8; P.E. 6-12; School Principal – all levels. c) 26 d) 20 e) Grade: A; Rdg > Level 3: 70; Math > Level 3: 69; Rdg Annual Learning Gains: 66; Math Annual Learning Gains: 70; Rdg (L25) Annual Learning Gains: 63; Math (L25) Annual Learning Gains: 67; Writing > Level 3.5: 69; Science > Level 3: 61 		
	<ul style="list-style-type: none"> a) Nancy Verigan b) M.S. in EDLS; BS in Ed; certs: Ed. Leadership; Math 5-9; MGIC 5-9; Middle Grade endorsement; Bus Ed. 6-12; Voc Office Ed.; School Principal all levels. c) 15 d) 7 e) Grade: A; Rdg > Level 3: 70; Math > Level 3: 69; Rdg Annual Learning Gains: 66; Math Annual Learning Gains: 70; Rdg (L25) Annual Learning 		

	Gains: 63; Math (L25) Annual Learning Gains: 67; Writing > Level 3.5: 69; Science > Level 3: 61		
	<p>a) Judith Allen</p> <p>b) M.S. in EDLS; B.S. in P.E.; certs: Ed. Leadership; Health 7-12; P.E. 6-12; P.E. K-8; Middle Grades Endorsement.</p> <p>c) 9</p> <p>d) 9</p> <p>e) Grade: A; Rdg > Level 3: 70; Math > Level 3: 69; Rdg Annual Learning Gains: 66; Math Annual Learning Gains: 70; Rdg (L25) Annual Learning Gains: 63; Math (L25) Annual Learning Gains: 67; Writing > Level 3.5: 69; Science > Level 3: 61</p>		
	<p>a) Asimina G. Patton</p> <p>b) Masters in Educational Leadership; B.A. International Studies; certs: S.S. 6-12 and Ed. Leadership.</p> <p>c) 0</p> <p>d) 0</p> <p>e) Grade: B; Rdg > Level 3: 54; Math > Level 3: 54; Rdg; Annual Learning Gains: 69; Math Annual Learning Gains: 73; Rdg (L25) Annual Learning Gains: 70; Math (L25) Annual Learning Gains: 74; Writing > Level 3.5: 58; Science > Level 3: 46</p>		
	<i>2. Instructional Coaches</i>		Executive Summary: Section 1
	For each of your school's instructional coaches, complete the following fields		Executive Summary: Section 1
	<p>a) Name</p> <p>b) Subject area</p> <p>c) Credentials (degrees and certifications)</p> <p>d) Number of years as an instructional coach</p> <p>e) Number of years at the current school</p> <p>f) Performance record of increasing student achievement throughout their career,</p>		Executive Summary: Section 1

	<p>which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs)</p> <p>g) Full-time or Part-time h) School-based or District-based</p>		
	<p>a) Mary Musser b) MS of Ed in Instructional Systems; certs: Industrial Systems; Elementary Ed K-6 c) Reading Endorsement, ESOL Endorsement d) 3 e) 1 f) County Wide Middle School Reading Results g) PT h) DB</p>		
	<p>a) Barbara Shannon b) Literacy Coach c) Certified in French K-12; L.A. Middle School; Reading Endorsement. d) 4 e) 0 f) 70% of the time at Bay Point Middle - Grade: C; Rdg > Level 3: 43; Math > Level 3: 40; Rdg; Annual Learning Gains: 34; Math Annual Learning Gains: 62; Rdg (L25) Annual Learning Gains: 63; Math (L25) Annual Learning Gains: 61; Writing > Level 3.5: 43; Science > Level 3: 34 g) PT h) DB</p>		
	<p>3. <i>Instructional Staff</i></p>		Executive Summary: Section 1
	<p>a) # of instructional employees</p>		Executive Summary: Section 1
	<p>70</p>		

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3	b) % receiving effective rating or higher		
	91% (61) (3 instructional staff were new to Pinellas County)		
3	c) % Highly Qualified Teacher (HQT), as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)		Executive Summary: Section 1
	8.6% (6)		
	d) % certified in-field, pursuant to Section 1012.2315(2), F.S.		Executive Summary: Section 1
	100%		
2	e) % ESOL endorsed		Executive Summary: Section 1
	21.4% (15)		
2	f) % reading endorsed		Executive Summary: Section 1
	14.3% (10)		
3	g) % with advanced degrees		Executive Summary: Section 1
	40% (28)		
3	h) % National Board Certified		Executive Summary: Section 1
	2.8% (2)		
	i) % first-year teachers		Executive Summary: Section 1
	5.7% (4)		
	j) % with 1-5 years of experience		Executive Summary: Section 1
	24.3% (17)		
	k) % with 6-14 years of experience		Executive Summary: Section 1

	37.1% (26)		
	1) % with 15 or more years of experience		Executive Summary: Section 1
	41.4% (29)		
	4. <i>Paraprofessionals</i>		Executive Summary: Section 1
	a) # of paraprofessionals		Executive Summary: Section 1
	1		
	b) % Highly Qualified Teacher, as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)		Executive Summary: Section 1
	N/A		
	5. <i>Teacher Recruitment and Retention Strategies</i>		
	a) Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible.		Standard 2: Governance and Leadership
	We will recruit highly effective teachers and gather data to determine that the needs are fulfilled in high-need academic areas. We will retain excellent teachers by our implementation of a new teacher orientation, and recognition programs (i.e. "Teacher of the Week" parking, Kudo awards, breakfast, lunch, FCAT cake, birthday cards, etc.) and ensure that all teachers receive the support they need to be highly effective.		
	6. <i>Teacher Mentoring Program/Plan</i>		
	a) Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.		Standard 3-3.3, 3.7,3.12: Teaching and Assessing for Learning Standard 5- 5.2,5.5Using Results for Continuous Improvement

	Each new teacher receives a mentor in the same department. The mentor is responsible for observation of mentee’s instruction and provides feedback; The mentor assists in planning lessons with mentee; Ensures that the new teacher is connecting lesson activities to content standards; Discusses student progress and analyzing student work; and provides modeling or co-teaching lessons if possible.		
	D. Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI)		
4	1. Describe your school’s data-based problem-solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.		Standard 3-3.7: Teaching and Assessing for Learning
	A facilitator generates agenda and leads team discussions. Data Manager(s)/Data Coach(es) assist team in accessing and interpreting (aggregating/disaggregating) the data. A Technology Specialist will manage and display data. The Recorder/Note Taker will document meeting content and disseminates information to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access. The Time Keeper helps team begin on time and ensures adherence to agreed-upon agenda. This RtI team meets each 2nd and 4th Tuesday of every month.		
4	2. Identify the names and position titles of the members of your school-based leadership team. What is the function and responsibility of each team member as it relates to MTSS and the SIP?		Standard 2-2.4: Governance and Leadership
	Principal- Garrison Linder; Assistant Principals- Nancy Verigan, Judy Allen and Asimina Patton; Guidance Counselors- Nicole Graziano (SBLT facilitator), Margaret Laird and Christy Jerome; School Psychologist- Sharon Headley; School Social Worker-Donita Clayton; General Education- Jason Obara and Jesse Schroeder; ESE – Becky Gonzalez; Department Heads- Brandi Alahouzos, JoAnn Niles, Adam Tedora, Jacob Merkel, Pam Fergusson, Christine Vehar and Lori Waters.		
4	3. Describe the systems in place that the leadership team uses to monitor the school’s MTSS and SIP.		Standard 2-2.3,2.4: Governance and Leadership

	The SBLT will be responsible for managing and coordinating these efforts between all school teams as well as reviewing data and reviewing, monitoring and revising the School Improvement Plan.		
5	4. Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).		Standard 5-5.1, 5.2, 5.3, 5.4: Using Results for Continuous Improvement
	The RtI Team meets bi-monthly from 8:45 a.m. to 10:00 a.m. The team collaborates with other schools to share best practices at district meetings, etc. Baseline data used: FCAT, PMRN, disciplinary actions, Focus 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, Focus, End of Course exams.		
4,5	5. Describe the plan to support staff’s understanding of MTSS and build capacity in data-based problem solving.		Standard 3-3.11, 3.12: Teaching and Assessing for Learning Standard 5-5.3:Using Results for Continuous Improvement
	The department heads, which are part of the School Based Leadership Team, will communicate and assist with training the staff through faculty and department meetings.		
	E. Increased Learning Time/Extended Learning Opportunities		
2	Describe research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum (e.g., lengthening the school day, week, or year; providing before, after, Saturday, or summer school programs; implementing enrichment programs and activities; allowing teachers to collaborate, plan, and engage in professional development).		Standard 3-3.1, 3.12: Teaching and Assessing for Learning
	Mighty Mu, Quiz Bowl/Academic team, Battle of the Books, Odyssey of the Mind, Robotics, Musical Theater, Chess club and Spanish club.		
	F. Literacy Leadership Team (LLT)		

2	1. Identify the names and positions titles of the members of your school-based LLT.		Executive Summary: Section 1
	<p>Gary Linder/Principal, Judy Allen/Assistant Principal, Nancy Verigan/Assistant Principal, Asimina Patton/Assistant Principal, Mary Musser (Reading coach), Barbara Shannon (Literacy Coach), Christine Vehar, JoAnn Niles, Colleen Ryburn, Rose DeNaro, Cindy Bowen, Tracie Russo, Jacob Merkel, Jesse Schroeder, Toyann Quirk, Sara Simmons, Brandi Alahouzos, Fran O’Connor, Barb Alexander, Bronwyn Main, AJ Zahra, Sue Elsey, Melissa Avella, Jennifer Georgianni, Kristin Padinske, Andreas Mandelos.</p>		
2	2. Describe how the school-based LLT functions (e.g., meeting processes, roles, functions).		Executive Summary: Section 1
	<p>Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:</p> <ul style="list-style-type: none"> • Support for text complexity • Support for instructional skills to improve reading comprehension <ul style="list-style-type: none"> ○ Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons ○ Providing scaffolding that does not preempt or replace text reading by students ○ Developing and asking text dependent questions from a range of question types ○ Emphasizing students supporting their answers based upon evidence from the text ○ Providing extensive research and writing opportunities (claims and evidence) • Support for implementation of Common Core State Standards for Literacy in all subject areas (a focus on text, task, and instruction.) 		

	The district will provide training and tools for Literacy Leadership Teams.		
2	3. What will be the major initiatives of the LLT this year?		Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
	The LLT will provide: <ul style="list-style-type: none"> • Support for text complexity • Support for instructional skills to improve reading comprehension • Support for implementation of Common Core State Standards for Literacy in all subjects 		
	G. Every Teacher Contributes to Reading Improvement		
	This section is required for schools with grades 6-12, per Section 1003.413(2)(b), F.S.		
2	1. Describe how the school ensures every teacher contributes to the reading improvement of every student.		Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
	Reading is a school-wide initiative and all teachers share the responsibility of including reading in their classes.		
	H. Preschool Transition		
	This section is required for schools with grades K-2.		
1,2	1. Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable.		Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
	N/A		
	I. College and Career Readiness		
	This section is required for secondary schools, per Sections 1003.413(2)(g)-(j) and 1008.37(4), F.S.		

1	1. How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?		Standard 3-3.5: Teaching and Assessing for Learning
	CSI, Journalism, CCN, office and LIC assistants, Musical Theater, Social Studies – Finance Park in 8th grade and other elective classes.		
1	2. How does the school promote academic and career planning, including advising on course selections, so that each student’s course of study is personally meaningful?		Standard 3-3.8, 3.9, 3.12: Teaching and Assessing for Learning. Standard 4-4.6,4.8: Resources and Support Systems
	School guidance counselors visit classrooms to promote academic and career planning in order to reach all students. The counselors visit feeder schools to discuss curriculum and electives that are available in middle school. In 6th grade, the counselors visit classrooms to introduce the Career Explorer program; In 7th grade, counselors introduce the Career Planner program; In 8th grade all students enroll in Lighthouse Academic Career tracking program. In addition, counselors work with students and families to assist and advise on course selection, elective choices, magnet/academy admissions in High School and even course recovery and graduation requirements. In 8th grade, Career study and Finance Park will teach students about career/life choices and finances.		
1	3. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <u>High School Feedback Report</u> , which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C.		Standard 5-5.4: Using Results for Continuous Improvement
	Students are exposed to AVID elective courses to increase success and college preparation. Students and parents are required to select courses for 9th grade based on their school choice. In addition, students are encouraged to explore career choices during the Great American Teach-In and the Lighthouse Academic Career tracking program in 8th grade. Struggling students receive additional academic support through the Extended Learning Program, so they can meet graduation requirements.		
	Part II: Expected Improvements		

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	For each data point below, unless otherwise directed list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment.		
	A. Area 1: Reading		
	<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>	2012-13 Actuals	2013-14 Targets
1	<input type="checkbox"/> Students scoring at Achievement Level 3	# 361	% 30
			% 32
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4	# 475	% 40
			% 42
	<i>b) Florida Alternate Assessment (FAA)</i>	2012-13 Actuals	2013-14 Targets
1	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6	# 6	% 40
			% 41
1	<input type="checkbox"/> Students scoring at or above Level 7	# 6	% 40
			% 42
	<i>c) Learning Gains</i>	2012-13 Actuals	2013-14 Targets
1	<input type="checkbox"/> Students making learning gains (FCAT 2.0 and FAA)	# 789	% 66
			% 69
1	<input type="checkbox"/> Students in lowest 25% making learning gains (FCAT 2.0)	# 188	% 63
			% 66
	<i>d) Comprehensive English Language Learning Assessment (CELLA)</i>	2012-13 Actuals	2013-14 Targets
1	<input type="checkbox"/> Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	# 7	% 47
			% 53
1	<input type="checkbox"/> Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	# 4	% 27
			% 33

1	<input type="checkbox"/> Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	# 6	% 40	% 47
	<i>e) Annual Measurable Objectives (AMOs)</i>			
1	<input type="checkbox"/> Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA	2012-13 Target	2012-13 Actuals	2013-14 Targets
	<input type="checkbox"/> White	% 80	% 73	% 82
	<input type="checkbox"/> Black	% 56	% 56	% 60
	<input type="checkbox"/> Hispanic	% 72	% 56	% 75
	<input type="checkbox"/> Asian	% 89	% 71	% 90
	<input type="checkbox"/> American Indian	% 0	% 0	% N/A
	<input type="checkbox"/> Improve level of performance for ELL (English Language Learners) not making satisfactory progress in reading	% 44	% 14	% 50
	<input type="checkbox"/> Improve level of performance for SWD (Students with Disabilities) not making satisfactory progress in reading	% 41	% 33	% 47
	<input type="checkbox"/> Improve level of performance for Economically Disadvantaged learners not making satisfactory progress in reading	% 70	% 53	% 73
	<i>f) Postsecondary readiness</i>			
	The following data shall be considered by high schools.			
	<input type="checkbox"/> <i>4-year graduates scoring “college ready” on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.</i>	N/A		
	Goal 1 to support target(s): Increase the percentage of students at or above Reading			

	FCAT level 3 from 70% to 74%.		
	Possible Data Sources to Measure Goal 1: FCAT, District Assessments, FAIR, SRI, FAA, CELLA, formative assessments and pre and posttests.		
	Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers)		
	Action 1 – Video teachers modeling CCSS strategies in classrooms and upload to school Moodle site to eliminate insufficient standard based instruction. Determine necessary resources both within and outside of school.		
	Action 2- Literacy coach demonstration of CCSS lessons for teachers to view during their planning periods.		
	Action 3- CCSS training for the SIP during pre-school.		
	Action 4- Leadership teams communicating CCSS strategies to their departments.		
	Plan to Implement Action 1: Department chairs will be responsible for ensuring that two CCSS demonstration videos are made from their departments to be uploaded to the school’s Moodle site. At the end of the year, Asimina Patton will create a Survey Monkey survey and gather the faculty responses to ensure fidelity and evidence of completion.		
	Plan to Implement Action 2: Administration will be responsible for ensuring that Literacy Coaches are available to demonstrate CCSS lessons during teacher planning periods. Teachers will view the CCSS lessons and facilitate the lessons in their classrooms. Administration will monitor the fidelity of the implementation by including this review in the teacher’s appraisal.		
	Plan to Implement Action 3: Department chairs will provide faculty with CCSS training during the 8/13/13 pre-school training week. This will be done by		

	departments and teachers will facilitate the CCSS standards in their classrooms. Teachers will use formal and informal assessments to garner student understanding during the lesson. Evidence of this implementation will be through teacher observation throughout the school year.		
	Plan to Implement Action 4: Teachers will attend department meetings to gather communication from Department chairs on CCSS implementation. Provide differentiated instruction as necessary for ED, ELL, SWD, and other subgroups. Evidence of this action will be documented via meeting minutes, and observation notes from Administration.		
	B. Area 2: Writing		
	<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>	2012-13 Actuals	2013-14 Targets
1	<input type="checkbox"/> Students scoring at or above 3.5(2012; 3.0+)	# 277	% 69
	<i>b) Florida Alternate Assessment (FAA)</i>		
1	<input type="checkbox"/> Studentsscoring at or above Level 4	# 4	% 100
	Goal 2 to support target(s): Increase the percentage of students at or above level 3.5 on the FCAT Writes from 69% to 72%. Gain proficiency in writing through use of varied writing in all subject areas.		
	Possible Data Sources to Measure Goal 2: FCAT Writes 2.0, Formal and Informal Assessments and pre and posttests		
	Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers)		

	Action 1- Video teachers modeling CCSS strategies in classrooms and upload to school Moodle site to eliminate insufficient standard based instruction. Determine necessary resources both within and outside of school.		
	Action 2- Literacy coach demonstration of CCSS lessons for teachers to view during their planning periods to provide the tools necessary for the proper implementation of Common Core lessons to overcome lack of knowledge.		
	Action 3- CCSS training for the SIP during pre-school.		
	Action 4- Leadership teams communicating CCSS strategies to their departments.		
	Plan to Implement Action 1: Department chairs will be responsible for ensuring that two CCSS demonstration videos are made within their departments and are uploaded to the school's Moodle site. At the end of the year, Asimina Patton will create a Survey Monkey survey and gather the faculty responses to ensure fidelity and evidence of completion.		
	Plan to Implement Action 2: Administration will be responsible for ensuring that Literacy Coaches are available to demonstrate CCSS lessons during teacher planning periods. Teachers will view the CCSS lessons and facilitate the lessons in their classrooms. Administration will monitor the fidelity of the implementation by including this review in the teacher's appraisal.		
	Plan to Implement Action 3: Department chairs will provide faculty with CCSS training during 8/13/13 pre-school training week. This will be done by department and teachers will facilitate the CCSS standards in their classrooms. Teachers will use formal and informal assessments to garner student understanding during the lesson. Evidence of this implementation will be through teacher observation throughout the school year.		

	Plan to Implement Action 4: Teachers will attend department meetings to gather communication from Department chairs on CCSS implementation. Provide differentiated instruction as necessary for ED, ELL, SWD, and other subgroups. Evidence of this action will be documented via meeting minutes, and observation notes from Administration.		
	C. Area 3: Mathematics		
	1. Elementary and Middle School Mathematics		
	The following data shall be considered by elementary and middle schools.		
	<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>	2012-13 Actuals	2013-14 Targets
1	<input type="checkbox"/> Students scoring at Achievement Level 3	# 357	% 30
			% 35
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4	# 465	% 39
			% 41
	<i>b) Florida Alternate Assessment (FAA)</i>		
1	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6	# 9	% 56
			% 58
1	<input type="checkbox"/> Students scoring at or above Level 7	# 4	% 25
			% 27
	<i>c) Learning Gains</i>		
1	<input type="checkbox"/> Students making learning gains (FCAT 2.0, EOC, and FAA)	# 841	% 70
			% 73
1	<input type="checkbox"/> Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	# 202	% 67
			% 70
	<i>d) Annual Measurable Objectives (AMOs)</i>		

1	<input type="checkbox"/> Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA	2012-13 Targets	2012-13 Actuals	2013-14 Targets
	<input type="checkbox"/> White	% 78	% 71	% 81
	<input type="checkbox"/> Black	% 58	% 56	% 62
	<input type="checkbox"/> Hispanic	% 70	% 56	% 73
	<input type="checkbox"/> Asian	% 89	% 73	% 90
	<input type="checkbox"/> American Indian	% 0	% 0	% N/A
	9. Improve level of performance for ELL (English Language Learners) not making satisfactory progress in Math	% 43	% 36	% 48
	10. Improve level of performance for SWD (Students with Disabilities) not making satisfactory progress in Math	% 43	% 30	% 48
	11. Improve level of performance for Economically Disadvantaged learners not making satisfactory progress in Math	% 65	% 51	% 69
	Goal 3 to support target(s): Increase the percentage of students at or above Math FCAT level 3 from 69% to 72%.			
	Possible Data Sources to Measure Goal 3: FCAT, District Assessments, EOC, VMath			
	Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)			
	Action 1- Implement CCSS to reduce insufficient standard based instruction. Determine necessary resources both within and outside of school.			

	Action 2- Demonstration of CCSS lessons for teachers to view during their planning periods to provide the tools necessary for the proper implementation of Common Core lessons.		
	Plan to Implement Action 1: Department chairs will be responsible for ensuring that two CCSS demonstration videos are made from within their departments and are uploaded to the school’s Moodle site. At the end of the year, Asimina Patton will create a Survey Monkey survey and gather the faculty responses to ensure fidelity and evidence of completion.		
	Plan to Implement Action 2: Administration will be responsible for ensuring Literacy Coaches are available to demonstrate CCSS lessons during teacher planning periods. Teachers will view the CCSS lessons and facilitate the lessons in their classrooms. Administration will monitor the fidelity of the implementation by including this review in the teacher’s appraisal.		
	Plan to Implement Action 3: Department chairs will provide faculty with CCSS training during 8/13/13 pre-school training week. This will be done by department and teachers will facilitate the CCSS standards in their classrooms. Teachers will use formal and informal assessments to garner student understanding during the lesson. Evidence of this implementation will be through teacher observation.		
	Plan to Implement Action 4: Teachers will attend department meetings to gather communication from Department chairs on CCSS implementation. Evidence of this action will be documented via meeting minutes, and observation notes from Administration. Also, review of teacher lesson plans.		
	<i>2. High School Mathematics</i>		
	The following data shall be considered by high schools.		
	<i>a) Florida Alternate Assessment (FAA)</i>		

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1	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6	N/A		Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Level 7	N/A		Assessment Matrix
	<i>b) Annual Measurable Objectives (AMOs)</i>			
1	<input type="checkbox"/> Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA	N/A		Assessment Matrix
	<i>c) Learning Gains</i>			
1	<input type="checkbox"/> Students making learning gains (EOC and FAA)	N/A		Assessment Matrix
	<i>d) Postsecondary readiness</i>			
1	<input type="checkbox"/> 4-year graduates scoring “college ready” on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A010.0315, F.A.C.	N/A		Assessment Matrix
	3. Middle School Acceleration	2012-13 Actuals		2013-14 Targets
	The following data shall be considered by middle schools.			
1	<input type="checkbox"/> Middle school participation in high school EOC	points 31		points 32
1	<input type="checkbox"/> Middle school performance on high school EOC	points 49		points 50
	4. Algebra I End-of-Course Assessment (EOC)			
	The following data shall be considered for schools with students taking the Algebra I EOC.	2012-13 Actuals		2013-14 Targets
1	<input type="checkbox"/> Students scoring at Achievement Level 3	# 54	% 34	% 35
1	<input type="checkbox"/> Studentsscoring at or above Achievement Level 4	# 98	% 62	% 63

	5. Geometry End-of-Course Assessment (EOC)			
	The following data shall be considered for schools with students taking the Geometry EOC.			
1	<input type="checkbox"/> Students scoring at Achievement Level 3	# 1	% 2	% 0
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4	# 43	% 98	% 100
	Goal 3a to support target(s): Improve the percentage of students scoring at or above Achievement Level 3 or above in Algebra 1 and Geometry EOCs from current level to 98%.			
	Possible Data Sources to Measure Goal 3a: EOC; District-wide assessments; FCAT pre and posttests.			
	Action 1- Implement high yield and best practices strategies to eliminate insufficient standard based instruction. Determine necessary resources both within and outside of school.			
	Action 2- Set and communicate essential questions and purpose for learning.			
	Action 3- Increase use of technology.			
	Plan to Implement Action 1: Department chairs will be responsible for ensuring that 2 CCSS demonstration videos are made from within their departments and are uploaded to the school’s Moodle site. At the end of the year, Asimina Patton will create a Survey Monkey survey and gather the faculty responses to ensure fidelity and evidence of completion.			
	Plan to Implement Action 2: Lesson to focus on Essential Question; Linking lessons to CCSS and specifically stating purpose for lesson, goals and outcomes.			

	Plan to Implement Action 3: Implement more use of Smart Response System and other technological resources in daily lessons as evidenced by lesson plans and walk-throughs by Administration.		
	D. Area 4: Science		
	1. Elementary and Middle School Science		
	The following data shall be considered by elementary and middle schools.		
	<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>	2012-13 Actuals	2013-14 Targets
1	<input type="checkbox"/> Students scoring at Achievement Level 3	# 108	% 27
			% 28
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4	# 136	% 34
			% 36
	<i>b) Florida Alternate Assessment (FAA)</i>	2012-13 Actuals	2013-14 Targets
1	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6	# 2	% 50
			% 45
1	<input type="checkbox"/> Students scoring at or above Level 7	# 2	% 50
			% 55
	2. High School Science		
	The following data shall be considered by high schools.		
	<i>a) Florida Alternate Assessment (FAA)</i>		
1	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6	N/A	
1	<input type="checkbox"/> Students scoring at or above Level 7	N/A	
	3. Biology 1 End-of-Course Assessment (EOC)		
	The following data shall be considered for schools with students taking the Biology 1 EOC.		

1	<input type="checkbox"/> Students scoring at Achievement Level 3	N/A	
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4	N/A	
	Goal 4 to support target(s): Increase the percentage of students at or above Science FCAT Level 3 from 61% to 64%.		
	Possible Data Sources to Measure Goal 4: FCAT, District-wide assessments, Pre and Posttests, FCAT Explorer.		
	Action Plans (strategies) to Accomplish Goal 4 (reduce or eliminate barriers)		
	Action 1- Implement CCSS to reduce insufficient standard based instruction. Determine necessary resources both within and outside of school.		
	Action 2- Increase the usage of hands on instruction (labs) within classes to motivate students and tie instruction to real world situations. Determine equipment necessary so resources can be shared. Increase rigor in content area reading by adding current event articles to each unit of study. Use the interactive notebook to ensure differentiation of instruction. Encourage daily writing in Science to synthesize learning.		
	Action 3- Use the 5E model for lessons to increase inquiry based instruction. Discuss 5E Lesson plans at DWT and within the department.		
	Plan to Implement Action 1: Department chairs will provide departments with CCSS information from the Literacy Team. Administration will monitor by walkthroughs, lesson plan review and teacher evaluation.		

	Plan to Implement Action 2: Grade level teachers will share science lab lessons and determine lab supplies during Grade Level PLCs. Administration will monitor by walkthroughs, lesson plan review, teacher evaluation and review of PLC minutes.		
	Plan to Implement Action 3: The 5E model of instruction will be discussed at department meetings and DWT. Administration will monitor by walkthroughs, lesson plan review and teacher evaluation.		
	E. Area 5: Science, Technology, Engineering, and Mathematics (STEM)		
1	<input type="checkbox"/> # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) Semester Engineering classes (270 students), Robotics competitions (50 students), STEM club meetings weekly after school(30-32 students)	3	Standard 3-3.12: Teaching and Assessing for Learning
1	<input type="checkbox"/> Participation in STEM-related experiences provided for students Semester Engineering classes (270 students), Robotics competitions (50 students), STEM club meetings weekly after school(30-32 students)	270	Standard 3-3.1: Teaching and Assessing for Learning
	The following data shall be considered by high schools.		
1	<input type="checkbox"/> Students enrolling in one or more <i>accelerated</i> STEM-related courses	N/A	Assessment Matrix
1	<input type="checkbox"/> Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses	N/A	Assessment Matrix
1	<input type="checkbox"/> Students taking one or more <i>advanced</i> placement exams for STEM-related courses	N/A	Assessment Matrix
1	<input type="checkbox"/> Passing rate (%) for students who take advanced placement exams for STEM-related courses	N/A	Assessment Matrix
1	<input type="checkbox"/> CTE-STEM program concentrators	N/A	Assessment Matrix
1	<input type="checkbox"/> Students taking CTE-STEM industry certification exams	N/A	Assessment Matrix
1	<input type="checkbox"/> Passing rate (%) for students who take CTE-STEM industry certification exams	N/A	Assessment Matrix
	The following data shall be considered by middle and high schools.		
1	<input type="checkbox"/> Students enrolling in one or more CTE courses	N/A	

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1	<input type="checkbox"/> Students who have completed one or more CTE courses who enroll in one or more <i>accelerated courses</i>	N/A	
1	<input type="checkbox"/> Completion rate (%) for CTE students enrolled in <i>accelerated courses</i>	N/A	Assessment Matrix
1	<input type="checkbox"/> Students taking CTE industry certification exams	N/A	Assessment Matrix
1	<input type="checkbox"/> Passing rate (%) for students who take CTE industry certification exams	N/A	Assessment Matrix
1	<input type="checkbox"/> CTE program concentrators	N/A	
3	<input type="checkbox"/> CTE teachers holding appropriate industry certifications	N/A	Standard 3-3.11: Teaching and Assessing for Learning; Standard 4-1: Resources and Support Systems
G. Area 7: Social Studies			
1. Civics End-of-Course Assessment (EOC)			
The following data shall be considered for schools with students taking the Civics EOC.			
1	<input type="checkbox"/> Students scoring at Achievement Level 3	N/A	
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4	N/A	
b) Florida Alternate Assessment (FAA)			
	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6	N/A	
	<input type="checkbox"/> Students scoring at or above Level 7	N/A	
2. U.S. History End-of-Course Assessment (EOC)			
The following data shall be considered for schools with students taking the U.S. History EOC.			
1	<input type="checkbox"/> Students scoring at Achievement Level 3	N/A	
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4	N/A	

	Goal 5 to support target(s): Increase current level of performance in FCAT Reading and Writing as referenced in Goals 1 and 2 by using CCSS strategies in Social Studies classes.		
	Possible Data Sources to Measure Goal 5: FCAT Reading and Writing Assessments; FAIR, SRI, FAA, CELLA. Please see Reading and Writing Actual/Target data.		
	Action Plans (strategies) to Accomplish Goal 5 (reduce or eliminate barriers)		
	Action 1- Video teachers modeling CCSS strategies in classrooms and upload to school Moodle site. Implement CCSS to reduce insufficient standard based instruction. Determine necessary resources both within and outside of school.		
	Action 2- Literacy coach demonstration of CCSS lessons for teachers to view during their planning periods.		
	Action 3- CCSS training for the SIP during pre-school.		
	Action 4- Leadership teams communicating CCSS strategies to their departments.		
	Plan to Implement Action 1: Department chairs will be responsible for ensuring that two CCSS demonstration videos are for their departments are uploaded to the school's Moodle site. At the end of the year, Asimina Patton will create a Survey Monkey survey and gather the faculty responses to ensure fidelity and evidence of completion.		
	Plan to Implement Action 2: Administration will be responsible for ensuring that Literacy Coaches are available to demonstrate CCSS lessons during teacher planning periods. Teachers will view the CCSS lessons and facilitate the lessons in their classrooms. Administration will monitor the fidelity of the implementation by including this review in the teacher's appraisal.		

	Plan to Implement Action 3: Department chairs will provide faculty with CCSS training during 8/13/13 pre-school training week. This will be done by department and teachers will facilitate the CCSS standards in their classrooms. Teachers will use formal and informal assessments to garner student understanding during the lesson. Evidence of this implementation will be through teacher observation.		
	Plan to Implement Action 4: Teachers will attend department meetings to gather communication from Department chairs on CCSS implementation. Evidence of this action will be documented via meeting minutes, and observation notes from Administration. Also, through review of teacher lesson plans.		
	H. Area 8: Early Warning Systems		
	1. <i>Attendance</i>		
3	<input type="checkbox"/> Students tardy 10 percent or more, as defined by district attendance policy	0	Standard 5-5.2 Using Results for Continuous Improvement
3	<input type="checkbox"/> Students absent 10 percent or more, as defined by district attendance policy	198	Standard 5-5.2 Using Results for Continuous Improvement
	2. <i>Suspension</i>	2012-13 Actuals	2013-14 Targets
3	<input type="checkbox"/> Students with one or more referrals	# 276	% 21
3	<input type="checkbox"/> Students with five or more referrals	# 56	% 4
3	<input type="checkbox"/> Students with one or more in-school suspension days, as defined in s.1003.01(5)(b), F.S.	# 166	% 13
3	<input type="checkbox"/> Students with five or more in-school suspension days, as defined in s.1003.01(5)(b), F.S.	# 48	% 4
3	<input type="checkbox"/> Students with one or more out-of-school suspension days, as defined in s.1003.01(5)(a),	#	%

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	F.S.	52	4	3
3	<input type="checkbox"/> Students with five or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S.	# 12	% 1	% 1
3	<input type="checkbox"/> Students with ten or more in-school or out-of-school suspension days	# 23	% 2	% 1
3	<input type="checkbox"/> Students referred for alternative school placement	# 1	% 1	% 0
3	<input type="checkbox"/> Students expelled	# 0	% 0	% 0
	3. Retention			
1	<input type="checkbox"/> Students retained		15	Standard 5: Using Results for Continuous Improvement
1	<input type="checkbox"/> Students with one or more course failures on first attempt in core-curricula courses, as defined in s. 1003.01(14), F.S.		67	Standard 5: Using Results for Continuous Improvement
1	<input type="checkbox"/> Students in 3rd grade with one or more course failures on first attempt in core-curricula courses <input type="checkbox"/> Students in 6th grade with one or more course failures on first attempt in core-curricula courses <input type="checkbox"/> Students in 9th grade with one or more course failures on first attempt in core-curricula courses		16	Standard 5: Using Results for Continuous Improvement
1	<input type="checkbox"/> Students off track for graduation based on credits required to date for their cohort		N/A	Standard 5: Using Results for Continuous Improvement
	4. Dropout Prevention			
	The following data shall be considered by high schools, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state's graduation rate, that school's improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at http://schoolgrades.fldoe.org/ .		DecisionED/DW assuming drop out codes are W22 and w15	

1	<input type="checkbox"/> Students dropping out of school, as defined in s.1003.01(9), F.S.	N/A	Standard 5: Using Results for Continuous Improvement
1	<input type="checkbox"/> Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	N/A	Standard 5: Using Results for Continuous Improvement
1	<input type="checkbox"/> Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	N/A	Standard 5: Using Results for Continuous Improvement
1	<input type="checkbox"/> Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	N/A	Standard 5: Using Results for Continuous Improvement
I. Area 9: Parent Involvement			
Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, Codified at 20 U.S.C. § 6314(b).			
3,4	Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities).		
Karen Ferrari is the Family and Community Involvement Liaison who oversees volunteer and community participation. Volunteers participate in roles including mentoring, volunteer orientation training meetings, chaperoning field trips, guest speaking for the Great American Teach-In, judging competitions such as Debate and National History Day as well as assisting in the library, offices and book fairs. Last year, parental volunteers logged a total of 11,243 hours. Carwise Middle School has earned the Five Star School award as a result of our outstanding volunteers.			
J. Area 10: Additional Targets			
1-5	This section is optional and may be used as needed for data targets in areas not already addressed in the SIP. Insert Goal Cells (e.g., under Social Sciences for Goal 5) as needed.		

	Wellness		
	<p>Goal 6 to support target(s): Increase current level of fitness in students and staff to promote a healthier generation.</p> <p>Possible Data Sources to Measure Goal 6: Being Fit Matters / Fitnessgram Data, school programs for faculty, monitoring of school menu choices.</p> <p>Action 1- Review and monitor Healthy School Program online. www.schools.healthiergeneration.org</p> <p>Action 2- Review and monitor student Fitnessgram data.</p> <p>Action 3- Review and monitor school café menu for healthy choices.</p> <p>Plan to Implement Action 1: The Health and Wellness committee reviews the Healthy School Program Online. The information will be shared by the Health/Wellness Coordinator at a staff meeting and/or emails. Nancy Verigan will update the inventory throughout the year.</p> <p>Plan to Implement Action 2: The P.E. teachers observe the students and record and document their Fitnessgram data. Also, they review and encourage their students to improve. Evidence of this action is data that is uploaded by the P.E. department, and by walkthroughs.</p> <p>Plan to Implement Action 3: Beverly Owens and the Food Services Team follow the required mandates on nutrition and complete the required trainings. T.V.s will be installed in the cafeteria along with additional posters educating students about healthy food choices. Monthly menus are posted in the cafeteria, available on the school website, and sent out to staff for display in classrooms and offices.</p>		
** 3 **	Goal 7 – Create a respectful, responsible learning environment by implementing and		

<p>maintaining the positive behavior system to recognize and reward students and staff.</p> <p>Possible Data Sources to Measure Goal 7: RtI data, referral data, student and staff recognition programs, student and staff attendance records, and parent involvement.</p> <p>Action 1- Create videos demonstrating weekly RtI lesson plans.</p> <p>Action 2- Create a student and staff recognition committee and determine criteria for recognition and rewards.</p> <p>Action 3- Monitor attendance and create certificates for strong school attendance.</p> <p>Action 4 – Ensure that all Social Studies teachers have access to the new curriculum related to Social Emotional Learning.</p> <p>Plan to Implement Action 1: LMTS will play student made videos demonstrating RtI lesson plans. The SBLT will ensure that videos are aligned to RtI lesson plans. Administration will ensure fidelity and implementation of videos by morning classroom walkthroughs. Teachers will show morning announcements as evidence of their professional practices.</p> <p>Plan to Implement Action 2: Asimina Patton will lead a student and staff recognition committee to address recognition of student and staff excellence. “Superior Sharks” will be recognized with their pictures in the hallways and announcements on the CCN news program.</p> <p>Plan to Implement Action 3: To encourage strong school attendance, an attendance certificate will be given to students.</p> <p>Plan to Implement Action 4: To encourage strong student awareness, the Social Studies curriculum has added a Social Emotional learning standard to their curriculum. Social Studies teachers will be implementing lessons and activities</p>		
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	<p>related to students' self-awareness and social well-being.</p>		
<p>** 5 **</p>	<p>Goal 8 – Develop an effective procedure for the distribution and maintenance of existing technology.</p> <p>Possible Data Sources to Measure Goal 8: availability of technology when needed, tech tickets, log of computer lab usage.</p> <p>Action 1- Create procedures for the distribution of technology.</p> <p>Action 2- Assign technology, noting responsible individual(s).</p> <p>Action 3- LTMS will review computer lab reservation system to ensure equitable usage.</p> <p>Action 4 –Develop a maintenance schedule and log to ensure that equipment is checked regularly.</p> <p>Plan to Implement Action 1: The Technology Committee will write procedures during the first tech meeting to detail the distribution and maintenance of existing technology. Inventory of technology will be recorded by the school bookkeeper.</p> <p>Plan to Implement Action 2: The Technology Committee will assign technology to responsible parties at the first Tech meeting. Evidence of the responsibility will be the technology contact sheet. It is the responsible party who will open tech tickets for any issues that occur with the technology.</p> <p>Plan to Implement Action 3: The LMTS will be responsible for ensuring adequate and equitable usage of the computer lab. The computer lab will be closed during testing periods.</p> <p>Plan to Implement Action 4: The Technology committee will schedule regular maintenance of the technology carts. The LMTS will schedule this maintenance</p>		

	<p>through the district. Evidence of maintenance will be kept on a maintenance log.</p>		
	<p>Goal 9 – Create opportunities for students to participate in academic and artistic programs to extend learning beyond the school day.</p> <p>Possible Data Sources to Measure Goal 9: Number of students enrolled in enrichment programs which extend the school day.</p> <p>Action 1- Administration will solicit teachers to design before or after school programs for student enrichment.</p> <p>Action 2- Administration will review enrichment programs to ensure that they meet criteria for enrichment.</p> <p>Action 3- Teachers will apply for competitions and ceremonies related to their program.</p> <p>Action 4 –Administration will review attendance records regularly to monitor the effectiveness of the programs.</p> <p>Plan to Implement Action 1: The Administrative team will review programs designed to enrich students both academically, organizationally or artistically. These programs will be available to students to prepare them for college and career.</p> <p>Plan to Implement Action 2: Teachers will plan and administer programs to further the opportunities for students to enter the college or career of their choice.</p> <p>Plan to Implement Action 3: Teachers may apply for competition and programs related to the programs administered. (Mighty Mu competitions, Quiz bowl competitions, Robotics Competitions, Musical Theater Programs)</p> <p>Plan to Implement Action 4: Attendance records will be kept to monitor effectiveness</p>		

	<p>of the programs.</p>		
	<p>Goal 10 - Improve current level of parent volunteer hours from 11,243 to 15,000 hours.</p> <p>Possible Data Sources to Measure Goal: Parent Volunteer Log, surveys</p> <p>Action 1 – Advertise for volunteers to eliminate the barrier of lack of personnel to assist students and staff members. Determine necessary resources both within and outside of the school.</p> <p>Action 2 – Develop a calendar of trainings for parents to be volunteers, mentors and tutors.</p> <p>Plan to Implement Action 1: The Family and Community Involvement Liaison (FCIL) attended the district wide Mentor Fair to recruit Mentors and Tutors. She will ask for volunteers through the parent connect phone calls, PTSA weekly newsletters and speaking with parents during the 6th grade Summer Shark Camp, 6th Grade Shark Night and the 7/8th Grade Open Houses. Flyers will be sent home, too.</p> <p>Plan to Implement Action 2: The Family and Community Involvement Liaison developed, communicated and implemented a “Family and Community Involvement” calendar and notified parents of the different opportunities for trainings. The trainings are scheduled to start in August and September and will be added as needed. The FCIL will monitor the Volunteer Log, surveys and requests for volunteers.</p>		
	<p>K. Problem-Solving</p>		
1-5	<p>Based on the targets set for your school in each required Area, engage in a problem-solving process using the following questions. Goals shall specifically address any subgroup not meeting its AMO targets for 2012-2013. The special needs of subgroups not addressed in the AMO report (e.g., migrant, homeless, neglected and delinquent) shall also be considered during this process. Operational data such as climate surveys and classroom walkthroughs may also be used as available and relevant.</p>	Narrative	

1-5	<input type="checkbox"/> Step 1: Identify goal(s) to help you achieve your targets. Select one or more Areas each goal addresses.	Narrative	
	Embedded the problem solving process under each content area.		
1-5	<input type="checkbox"/> Step 2: Brainstorm barriers that could prevent the school from achieving each goal.	Narrative	
	Embedded the problem solving process under each content area.		
1-5	<input type="checkbox"/> Step 3: Prioritize targeted barriers based on alterable elements of curriculum, instruction, environment, and organizational systems (e.g., those which have the most impact on the goal if removed or are immediately actionable).	Narrative	
	Embedded the problem solving process under each content area.		
1-5	<input type="checkbox"/> Step 4: Brainstorm which resources are available that could be used to address each targeted barrier.	Narrative	
	Embedded the problem solving process under each content area.		
1-5	<input type="checkbox"/> Step 5: Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier.	Narrative	
	Embedded the problem solving process under each content area.		
1-5	<input type="checkbox"/> Step 6: Identify action steps (including who, what, where, when) that will need to be taken to implement the identified strategies.	Narrative	
	Embedded the problem solving process under each content area.		
1-5	<input type="checkbox"/> Step 7: Determine how strategies will be monitored for effectiveness and fidelity of implementation (including who, what, where, when).	Narrative	
	Embedded the problem solving process under each content area.		
1-5	<input type="checkbox"/> Step 8: Determine how progress toward each goal will be monitored (including who, what, where, when).	Narrative	
	Embedded the problem solving process under each content area.		
	Part III: Professional Development		
	For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.		
1-5	<input type="checkbox"/> Related goal		

	Goals 1-6 - Increase learning gains by implementation of CCSS		
	<input type="checkbox"/> Topic, focus, and content		
	CCSS training by Department, Leading the Learning Cadre and Literacy Coaching		
	<input type="checkbox"/> Facilitator or leader		
	Department Chairs, School based Cadre group, Literacy Committee		
	<input type="checkbox"/> Participants (e.g., Professional Learning Community, grade level,school wide)		
	School wide		
	<input type="checkbox"/> Target dates or schedule (e.g., professional development day, once a month)		
	8/13/13 – faculty CCSS training 9/13/13 – By the Numbers/IPDP training and CPI trainings 3rd Monday – Leadership Team meeting 1st Wednesdays after report cards: SBLT 1st Tuesday – Best Practices PLC 2nd Tuesday – Department meeting/PLC 3rd Tuesday – Faculty meeting 4th Tuesday – PLC/Trainings /or Grade Level meetings		
	<input type="checkbox"/> Strategies for follow-up and monitoring		
	Teachers will gauge the effectiveness of CCSS lessons during PLC and grade level meetings. Surveys and walkthroughs will be conducted to ensure that CCSS lessons are taught with fidelity.		
	<input type="checkbox"/> Person responsible for monitoring		
	Administration		
	Part IV: Coordination and Integration		

4	Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C- Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X- Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.		
	<ul style="list-style-type: none"> • SIP Funds – School Improvement Funding/Teacher Convention. • ELP Funds – Enrichment/Course Recovery, AVID Tutoring • Summer Bridge • SAC – \$5/student • Textbooks • AVID Conventions • Reading Conventions 		
	Part V: Budget		
	Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:		
4	<input type="checkbox"/> Related goal		
	<p>Goals 1-6 - Increase learning gains by implementation of CCSS</p> <p>Goal 7 - Create a respectful, responsible learning environment</p> <p>Goal 8 – Develop an effective procedure for the distribution and maintenance of existing technology.</p> <p>Goal 9 - Develop academic and artistic programs to extend learning beyond the school day.</p> <p>Goal 10 – no funds needed.</p>		
4	<input type="checkbox"/> Strategy		
	<p>Goals 1-6 – Purchase CCSS reading materials, including access to non-fiction text, engaging reading selections, copies and PD resources.</p> <p>Goal 7 – Purchase materials for recognition programs.</p> <p>Goal 8 – Purchase TDE for technology support days, smart response clickers to supplement existing technology inventory.</p> <p>Goal 9 – Purchase materials and pay stipends to teachers who offer academic enrichment programs to extend the school day.</p>		

	Goal 10 – no funds needed.		
4	<input type="checkbox"/> Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other)		
	Goals 1-6 – Evidence-based programs and professional development. Goal 7 – Evidence-based materials. Goal 8 – Technology. Goal 9 – Enrichment program materials and stipend. Goal 10 – no funds needed.		
4	<input type="checkbox"/> Description of resources		
	TDEs for SIP writing team. TDEs for Mid-year Reflection (Department Chairs) Stipends for enrichment programs		
4	<input type="checkbox"/> Funding source		
	SIP funds		
4	<input type="checkbox"/> Amount needed	Narrative	
	\$2,000 for one set of Smart Response clickers; \$450 for TDEs for SIP writing team (5 @ \$90 each); \$450 for TDEs for Mid-Year Reflection (Department Chairs) (5 @ \$90 each); \$200 for Webmaster (Maintenance of school website) Historical Fiction novels for Civics; Recognition programs; “Shark Bites” program; “Super Sharks” program; Carwise Staff recognition program; Paper and copying costs		
	<u>Additional Goal II Bradley MOU (s)</u>		
	Goal 11 to support target(s): Improve current level of black student achievement and engagement in Reading FCAT from 56% to 60% and Math FCAT from 56% to 62%.		

	<p>Possible Data Sources to Measure Goal 11: Enrollment of black students in rigorous advanced courses and FCAT Reading and Math results.</p> <p>Possible Barriers: Lack of student engagement and lack of differentiation of instruction.</p> <p>Strategies:</p> <p>Action 1- Review and monitor course selections for black students to ensure enrollment in rigorous courses.</p> <p>Action 2- Increase the number of black students in courses related to college and career readiness (AVID.)</p> <p>Plan to Implement Action 1: Offer rigorous courses: Honors, Advanced, MEGSSS, IMAST and AVID; The content materials are differentiated by student interests, cultural background, prior knowledge of content and skill level.</p> <p>Plan to Implement Action 2: Teachers provide small group instruction to target specific learning needs. Provide AVID tutors to work in small groups.</p> <p>Resources: Professional Development on CCSS, Literacy and AVID tutors by AVID mentors. Monitored by Administrator who evaluates the teacher, lesson plans and walkthroughs.</p>		
	<p>Goal 12 to support target(s): Improve current level of black student discipline data from 76 referrals in 2012-13 to 66 referrals in 2013-14.</p> <p>Possible Data Sources to Measure Goal 12: Number of black students with referrals and total number of referrals.</p> <p>Possible Barriers: Lack of student engagement and lack of differentiation of</p>		

	<p>instruction.</p> <p>Action 1- Expectations are clearly and positively defined, taught, and reviewed with all students by teachers. Determine necessary resources both within and outside of school.</p> <p>Action 2- Behavioral errors are proactively corrected by teachers and administrators.</p> <p>Action 3 – Record keeping system and decision making policies are established and reviewed regularly by the SBLT.</p> <p>Plan to Implement Action 1: The RtI team meets, creates and distributes a weekly positive Behavior Expectation Lesson to be taught by first period teachers on Mondays.</p> <p>Plan to Implement Action 2: Teachers file a Positive Behavior Plan at the beginning of the year with their grade level administrator. Teachers teach their class expectations, positive and negative consequences to their students. Administration will ensure the fidelity by classroom walkthroughs and referral data.</p> <p>Plan to Implement Action 3: SBLT reviews referral data every six weeks and develops interventions to assist struggling students.</p>		
Part VI: Mid-Year Reflection			
	<p>This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each created in Part IIK.</p>		
1-5	<input type="checkbox"/> Has the goal been achieved?	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	<input type="checkbox"/> If yes, what evidence do you see to indicate you have achieved the goal?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement

1-5	o If no, is desired progress being made to accomplish the goal?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	<input type="checkbox"/> If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	<input type="checkbox"/> If no, have the originally targeted barriers been eliminated or reduced?	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	<input type="checkbox"/> If yes, what evidence do you see to indicate barriers have been eliminated or reduced?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	<input type="checkbox"/> If no, are the original strategies being implemented with fidelity as designed?	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	o If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP.	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	o If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.		Standard 5: Using Results for Continuous Improvement