

Seminole County Public Schools

The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes necessary to be successful in adult life.



Teague Middle School

School Improvement Plan 2011-2012*

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***Note: Due to the revised FCAT standards—FCAT 2.0—to be released in October 2011, the 2011 SIP proficiency data will not align with the new standards. Although goals have been set using the 2011 FCAT data, the 2011-12 SIP emphasis has been placed on the action plans outlined to achieve increased student achievement.**

EVALUATION OF SCHOOL IMPROVEMENT PLAN 2010-2011*

- Core Performance Objective #1:** To increase by 3 (79% to 81 %) the percent of accountability group students scoring Level 3 or above in Reading on the 2011 FCAT.
Objective not met - 79% (941 of 1184) of accountability group students scored at Level 3 or above on the 2011 FCAT Reading.
- Core Performance Objective #2:** To increase by 5 (63.2% to 68.2 %) the percent of accountability group students in the lowest quartile making Annual Learning Gains in Reading on the 2011 FCAT.
Objective met - 72% (233 of 323) of accountability group students in the lowest quartile made Annual Learning Gains on the 2011 FCAT Reading.
- Core Performance Objective #3:** To increase by 3 (81.1% to 84.1 %) the percent of accountability group students scoring Level 3 or above in Math on the 2011 FCAT.
Objective not met - 79% (936 of 1184) of accountability group students scored at Level 3 or above on the 2011 FCAT Math.
- Core Performance Objective #4:** To increase by 4 (74.4% to 78.4 %) the percent of accountability group students in the lowest quartile making Annual Learning Gains in Math on the 2011 FCAT.
Objective not met - 71% (231 of 324) of accountability group students in the lowest quartile made Annual Learning Gains on the 2011 FCAT Math.
- Core Performance Objective #5:** To increase by 2 (91.1% to 93.1 %) the percent of accountability group students scoring Level 4.0 or above in Writing on the 2011 FCAT.
Objective met - 94% (400 of 425) of accountability group students scored at Level 4 or above on the 2011 FCAT Writing.
- Core Performance Objective #6:** To increase by 5 (59.1% to 64.1 %) the percent of accountability group students scoring Level 3 or above in Science on the 2011 FCAT.
Objective not met - 61% (255 of 420) of accountability group students scored at Level 3 or above on the 2011 FCAT Science.
- Core Performance Objective #7:** To increase by 5 (75.8% to 80.8 %) the percent of student subgroups successfully completing advanced level classes in 2010-2011 school year.
Objective met - 99% (179 of 180) of student subgroups successfully completed advanced level classes in 2010-2011.
- Core Performance Objective #8:** To decrease by 37 the total number of disciplinary referrals (duplicated count) in 2010-2011 school year from 837 to 800.
Objective not met – 1066 students received one or more disciplinary referrals in 2010-2011.
- Core Performance Objective #9:** To decrease by 5 (59.1% to 54.1 %) the percent of Economically Disadvantaged students (unduplicated count) receiving an out-of-school suspension in 2010-2011 school year.
Objective met - 14% (85 of 593) Economically Disadvantaged students received an out-of-school suspension in 2010-2011.
- MS Grade Level Objective #10:** To increase by 5 (0% to 5 %) the percent of Economically Disadvantaged students participating in the BETA Club in 2010-2011 school year.
Objective not met - 0% (0 of 0) Economically Disadvantaged students participated in the BETA Club in 2010-2011.

- School Performance Obj. #11:** To increase by 10 (20% to 30%) the percent of eighth grade students that feel Teague students demonstrate personal respect for each other at school, as measured by the 2011 School Climate Survey.
Objective met - 30% of eighth grade students felt that Teague students demonstrate personal respect for each other.
- School Performance Obj. #12:** To reduce by 10% (48 to 43) the number of Black students not scoring Level 3 or above on 2011 FCAT Reading.
Objective not met - 42% (46 of 110) Black students did not score Level 3 or above on 2011 FCAT Reading.
- School Performance Obj. #13:** To reduce by 10% (59 to 53) the number of Black students not scoring Level 3 or above on 2011 FCAT Math.
Objective not met - 42% (45 of 110) Black students did not score Level 3 or above on 2011 FCAT Math.
- School Performance Obj. #14:** To reduce by 10% (123 to 101) the number of Hispanic students not scoring Level 3 or above on 2011 FCAT Reading.
Objective met - 34% (128 of 376) Hispanic students did not score Level 3 or above on 2011 FCAT Reading.
- School Performance Obj. #15:** To reduce by 10% (117 to 105) the number of Hispanic students not scoring Level 3 or above on 2011 FCAT Math.
Objective not met - 40% (150 of 376) Hispanic students did not score Level 3 or above on 2011 Math FCAT.
- School Performance Obj. #16:** To reduce by 10% (226 to 203) the number of Economically Disadvantage students not scoring Level 3 or above on 2011 FCAT Reading.
Objective not met - 36% (209 of 580) Economically Disadvantaged students did not score Level 3 or above on 2011 FCAT Reading.
- School Performance Obj. #17:** To reduce by 10% (221 to 199) the number of Economically Disadvantage students not scoring Level 3 or above on 2011 FCAT Math.
Objective not met - 39% (226 of 580) Economically Disadvantaged students did not score Level 3 or above on 2011 FCAT Math.
- School Performance Obj. #18:** To reduce by 10% (99 to 89) the number of Students with Disabilities not scoring Level 3 or above on 2011 FCAT Reading.
Objective not met - 54% (83 of 153) Students with Disabilities did not score Level 3 or above on 2011 FCAT Reading.
- School Performance Obj. #19:** To reduce by 10% (96 to 86) the number of students with Disabilities not scoring Level 3 or above on 2011 FCAT Math.
Objective not met - 57% (87 of 153) Students with Disabilities did not score Level 3 or above on 2011 FCAT Reading.

Overall Adequate Progress: Not met

6 of 19 objectives were successfully completed.

Overall adequate progress was defined as meeting 10 out of 19 objectives.

***Note: The 2010-11 SIP data evaluation was conducted using two data sets—AYP data and A+ data.**

EXECUTIVE SUMMARY OF SCHOOL IMPROVEMENT PLAN 2011-2012

The mission of Teague Middle School is to create a professional, collaborative environment in which all students can learn. During the 2011-2012 school year, Teague's primary school improvement focus is to decrease by, at least 10%, the number of non-proficient students in Math and Reading FCAT in the following sub-groups: Black, Hispanic, Economically Disadvantaged (ED), and Students with Disabilities (SWD).

Reading and Math Goals (accountability group)		Reading					Math				
		Current	% +/-	Expected	Actual	Met (Y,N,P)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		79.5%	5.50%	85%			79.1%	4.9%	84%		
High standards Level 4+		44.8%	5.2%	50%			42.7%	5.3%	48%		
Proficiency Level 3+ in AYP subgroups											
	White	85.7%	2.3%	88%			87.0%	2.0%	89%		
	Black	60.8%	4.2%	65%			61.9%	5.1%	67%		
	Hispanic	69.9%	4.1%	74%			64.4%	3.6%	68%		
	ELL	45.9%	22.1%	68%			32.4%	2.6%	35%		
	SWD	75.0%	-24%	51%			83.3%	2.7%	86%		
	ED	68.9%	3.1%	72%			66.4%	3.6%	70%		
Learning Gains		69.3%	4.7%	74%			75.8%	3.2%	79%		
Lowest 25% making Learning Gains		72.1%	2.9%	75%			71.3%	2.7%	74%		
Learning Gains Levels 4/5		39.3%	2.9%	44%			84.2%	1.8%	86%		
Learning Gains in AYP subgroups											
	White	69.2%	5.8%	75%			78.4%	6.6%	85%		
	Black	65.0%	5.0%	70%			78.6%	6.4%	85%		
	Hispanic	69.6%	3.4%	73%			67.2%	4.8%	72%		
	ELL	64.6%	5.4%	69%			60.4%	2.6%	63%		
	SWD	64.2%	4.8%	69%			70.3%	2.7%	73%		
	ED	69.5%	4.5%	74%			70.7%	2.3%	73%		

Writing Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Score 4.0+		94.1%	1.9%	96%		
High standards Score 6.0		9.4%	2.6%	12%		
Proficiency Score 4.0+ in AYP subgroups						
	White	95.8%	1.2%	97%		
	Black	89.7%	1.3%	91%		
	Hispanic	90.3%	1.7%	92%		
	ELL	80.0%	2.0%	82%		
	SWD	66.7%	1.3%	68%		
	ED	91.0%	2.0%	93%		

High standards Score 6.0 in AYP subgroups						
	White	10.6%	1.4%	12%		
	Black	0.0%	5.0%	5.0%		
	Hispanic	5.8%	2.2%	8.0%		
	ELL	10.0%	2.0%	12%		
	SWD	0.0%	5.0%	5.0%		
	ED	5.1%	1.9%	7.0%		

Science Goals (ES and MS accountability groups)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		60.7%	4.3%	65%		
High standards Level 4+		4.3%	3.7%	8.0%		
Proficiency Level 3+in AYP subgroups						
	White	67.8%	2.2%	70%		
	Black	37.9%	4.1%	42%		
	Hispanic	40.6%	4.4%	45%		
	ELL	20.0%	5.0%	25%		
	SWD	66.7%	3.3%	70%		
	ED	43.4%	4.6%	48%		
High standards Level 4+ in AYP subgroups						
	White	5.0%	3.0%	8.0%		
	Black	0.0%	5.0%	5.0%		
	Hispanic	2.0%	7.0%	7.0%		
	ELL	0.0%	10%	10%		
	SWD	0.0%	33%	33%		
	ED	0.0%	5.0%	5.0%		

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	45%	5.0%	50%		
Performance in advanced coursework	99%	0.0%	99%		

Discipline Goals	Current	Male				Female				
		% +/-	Expected	Actual	Met (Y,N,P)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity between AYP subgroups receiving discipline referrals										
Subgroup(s):										
Black	35%	-10%	25%							
Hispanic	36%	-10%	26%							
ESE	44%	-10%	34%							
ED	38%	-10%	28%							
Reduce disparity between AYP subgroups receiving out-of-school suspensions										

Subgroup(s):										
Black	21%	-10%	11%							
Hispanic	17%	-10%	7.0%							
ESE	23%	-10%	13%							
ED	15%	-10%	5.0%							

Graduation/At-Risk Graduation/On-Time Promotion Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	100%	0.0%	100%		
At-Risk students graduating or advancing with age-level peers	100%	0.0%	100%		

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Beta Club	5%	7%	12%		

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Percent of parents accessing Family Access	0.0%	75.0%	75.0%		

Goal Summary

Number of Goals Met: ___

Number Not Met: ___

Number Partially Met: ___

CARRY OVER GOAL

2011-2012

Carry-Over Goal #1

Teague Middle School will continue to maintain open dialogue among cluster schools, parent organizations, and community groups through a variety of venues.

READING GOALS

Aligned with Strategic Plan System Initiative B

Reading Goal #1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2012 FCAT 2.0 Reading

2011 Current Level of Performance 79.5% (941 of 1184)
 2012 Expected Level of Performance 85%

Reading Goal #2: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2012 FCAT 2.0 Reading

2011 Current Level of Performance 44% (530 of 1184)
 2012 Expected Level of Performance 50%

Reading Goal #3: To increase the percent of accountability group students in AYP subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2012 FCAT 2.0 Reading

	White	Black	Hispanic	ELL	SWD	ED
2011 Current Level of Performance	85.7% (593 of 692)	60.8% (59 of 97)	69.9% (218 of 312)	45.9% (17 of 37)	46% (70 of 153)	68.9% (323 of 469)
2012 Expected Level of Performance	<u>88%</u>	<u>65%</u>	<u>74%</u>	<u>68%</u>	<u>51%</u>	<u>72%</u>

Reading Goal #4: To increase the percent of accountability group students making Learning Gains on the 2012 FCAT 2.0 Reading

2011 Current Level of Performance 69.3% (878 of 1267)
 2012 Expected Level of Performance 74%

Reading Goal #5: To increase the percent of accountability group students in Lowest 25% making Learning Gains on the 2012 FCAT 2.0 Reading

2011 Current Level of Performance 72.1% (233 of 323)
 2012 Expected Level of Performance 75%

Reading Goal #6: To increase the percent of accountability group students in Levels 4/5 making Learning Gains on the 2012 FCAT 2.0 Reading

2011 Current Level of Performance 39.3% (11 of 28)
 2012 Expected Level of Performance 44%

Reading Goal #7: To increase the percent of accountability group students in AYP subgroups (Ethnicity, ELL, SWD, ED) making Learning Gains on the 2012 FCAT 2.0 Reading

	White	Black	Hispanic	ELL	SWD	ED
2011 Current Level of Performance	69.2% (505 of 730)	65.0% (67 of 103)	69.9% (240 of 345)	64.2% (31 of 48)	64.2% (88 of 137)	69.5% (370 of 532)
2012 Expected Level of Performance	75%	70%	73%	70%	69%	74%

Action Plan

Strategy	Reading Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Review student performance data for appropriate placement in Intensive Reading using the 2011 FCAT achievement level, Oral Reading Fluency (ORF), Lexile, FCAT Success Probability (FSP) as reported by Florida Assessment for Instruction in Reading (FAIR), SCPS reading placement protocol, and teacher observation.	1,2,3,4,5,6,7	Have enough staff trained in placing students effectively.	Administration, Reading Coach	Baseline, Mid-Year	FCAT, FAIR, SCPS Reading Placement Protocol, ORF	im, or
Schedule students scoring Level 1 on 2011 FCAT Reading in an intensive curriculum that supports phonemic awareness, phonics, fluency, comprehension, and vocabulary into an extended Intensive Reading period by administering the SRA Corrective Reading Placement Test in accordance with the district's K-12 Reading Plan.	1,2,3,4,5,7	New schedule/data systems may contribute to overlooking students	Administration, Reading Coach	Baseline, Mid-Year	FCAT, FAIR, SCPS Reading Placement Protocol, ORF	im, or
Schedule Level 2 and low performing students into Intensive Reading courses for additional support based on SRI, FCAT, and FORF scores.	1,2,3,4,5,7	New schedule/data systems may contribute to overlooking students	Administration, Reading Coach	Baseline, Mid-Year	FCAT, FAIR	or, st
Provide training for new reading teachers in the SRA Corrective Reading and Success for All Reading programs.	1,2,3,4,5,7	Time to train new teachers	District	Ongoing	Administrators will monitor fidelity to and implementation of the program through CWT and visits.	st, t

Monitor intensive reading classes to ensure fidelity to the SRA Corrective Reading Program or the Reading Edge Program instructional model and are aligned to the SCPS K-12 Reading Plan.	1,2,3,4,5,7	Time to conduct and provide feedback on CWT.	Administration, Reading Coach	Ongoing	Administrators will monitor fidelity to and implementation of the program through CWT and visits.	t
Allocate time for professional learning communities to collaborate and align curriculum and teaching strategies at each grade level.	1,2,3,4,5,6,7	Teachers unwilling to utilize time to collaborate.	Administration, Reading Coach	Ongoing	Teachers will maintain learning logs, PLC binders, and data spreadsheets to monitor students progress and implementation of program instructional model.	im, t
Utilize classroom walk-throughs to reflect on practices effecting student learning, ensure fidelity to instructional models, and to support the school goal of meeting the needs of all learners	1,2,3,4,5,6,7	Time to conduct and provide feedback on CWT.	Administration, Reading Coach	Ongoing	Administrators will utilize classroom walk-through form to monitor to student engagement and learning.	im, or, t
Utilize school's Reading Coach to model decoding and comprehension strategies and to monitor and support school-wide reading instruction.	1,2,3,4,5,6,7	Teachers effective use of the comprehension strategies.	Reading Coach	Ongoing	The Reading Coach will provide PD support to teachers on the effective use and implementation of literacy strategies.	or

Utilize literacy strategies, including use of Marzano's Academic Vocabulary, with content area curriculum			Administrators, Reading Coach Teachers	Daily	Teachers will implement use of literacy strategies into their daily instruction. Administrators and the Reading Coach Will Monitor through the use of CWT.	im, or
Provide opportunities for the faculty to model the teaching of instructional strategies and to participate in in-services on reading.	1,2,3,4,5,6,7	Time for training	Administration, Reading Coach, Teachers	Ongoing		im, tech, or
Schedule L4/L5 students into Advanced Reading and Writing that utilizes Great Books Round Table Shared Inquiry curriculum to promote in-depth reading comprehension; critical thinking processing, writing, and application; and literary response and analysis.	6	Availability within the master schedule.	Administration, Reading Coach, Teachers	Ongoing, Baseline, Mid-Year	Reading comprehension tests, critical thinking rubrics, writing rubrics, FCAT, FAIR	b, st, im, t

RESOURCES: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Title I,II,III (TI, TII, TIII) Training (t)

Evaluation for Goals 1 and 3 (assessed annually and with DA)

Reading Goals	#1	#3 (AYP subgroups Level 3+)					
	Level 3+	White	Black	Hispanic	ELL	SWD	ED
2011 Current Perf. Level	79.5%	85.7%	60.8%	69.9%	45.9%	75.0%	68.9%
Baseline (DA)							
Mid-Year (DA)							
2012 Actual Perf. Level							
Expected Perf. Level	85.0%	88.0%	65.0%	74.0%	68.0%	51.0%	72.0%
Difference							

Review/Discussion (Narrative) Provide a summary of the data at the mid-year assessment period below. Also indicate any changes in PD, strategies, or resources resulting from this assessment.

Mid-Year:

Evaluation for Goals 2, 4, 5, 6, and 7 (assessed annually)

Reading Goals	#2	#4	#5	#6	#7 (AYP subgroups Learning Gains)					
	Level 4+	LG	Lowest 25% LG	Levels 4/5 LG	White	Black	Hispanic	ELL	SWD	ED
2011 Current Perf. Level	44.8%	69.3%	72.1%	39.3%	69.2%	65.0%	69.6%	64.6%	64.2%	69.5%
2012 Actual Perf. Level										
Expected Perf. Level	50.0%	74.0%	75.0%	44.0%	75.0%	70.0%	73.0%	70.0%	69.0%	74.0%
Difference										

MATH GOALS

Aligned with Strategic Plan System Initiative B

(ES, MS and HS-Algebra only)

Math Goal #1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2012 FCAT 2.0 Math

2011 Current Level of Performance 79.1%% (936 of 1184)
 2012 Expected Level of Performance 84%

Math Goal #2: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2012 FCAT 2.0 Math

2011 Current Level of Performance 42.7% (506 of 1184)
 2012 Expected Level of Performance 48%

Math Goal #3: To increase the percent of accountability group students in AYP subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2012 FCAT 2.0 Math

	White	Black	Hispanic	ELL	SWD	ED
2011 Current Level of Performance	87.0% (602 of 692)	62% (60 of 97)	64.4% (201 of 312)	32.4% (12 of 37)	83.3% (10 of 12)	66.4% (312 of 470)
2012 Expected Level of Performance	<u>89%</u>	<u>67%</u>	<u>68%</u>	<u>35%</u>	<u>86%</u>	<u>70%</u>

Math Goal #4: To increase the percent of accountability group students making Learning Gains on the 2012 FCAT 2.0 Math

2011 Current Level of Performance 75.8% (960 of 1267)
 2012 Expected Level of Performance 79%

Math Goal #5: To increase the percent of accountability group students in Lowest 25% making Learning Gains on the 2012 FCAT 2.0 Math

2011 Current Level of Performance 71.3% (231 of 324)
 2012 Expected Level of Performance 74%

Math Goal #6: To increase the percent of accountability group students in Levels 4/5 making Learning Gains on the 2012 FCAT 2.0 Math

2011 Current Level of Performance 84.2% (16 of 19)
 2012 Expected Level of Performance 86%

Math Goal #7: To increase the percent of accountability group students in AYP subgroups (Ethnicity, ELL, SWD, ED) making Learning Gains on the 2012 FCAT 2.0 Math

	White	Black	Hispanic	ELL	SWD	ED
2011 Current Level of Performance	78.4% (572 of 730)	79% (81 of 103)	67.2% (232 of 345)	60.4% (29 of 48)	70.3% (97 of 138)	70.7% (377 of 533)
2012 Expected Level of Performance	85%	85%	72%	63%	73%	73%

Action Plan

Strategy	Math Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Schedule non-proficient students in all grades into Intensive Math classes for additional curricular support.	1,2,3,4,5,7	New schedule/data systems may contribute to overlooking students	Administration, Guidance, Intensive Math Teachers	Beginning of the year	Student Schedules/Skyward	b, im, st
Provide faculty with FCAT data indicating student performance levels.	1,2,3,4,5,6,7	Providing teachers with data for their specific students	Administration	Ongoing	EdInsight/Skyward	or
Provide time for PLCs to meet and share specific strategies for improving math comprehension.	1,2,3,4,5,6,7	Teacher comfort/ability review data for improving instruction	Administration	Ongoing	Data Binders, Data Collaboration Agenda, Meeting Organizers	im, or
Utilize Classroom Walk-Throughs to reflect on practices effecting student learning, ensure fidelity to instructional models, and support the school goal of meeting the needs of all learners.	1,2,3,4,5,6,7	Providing timely feedback to teachers	Administration	Ongoing	CWT form/iobservation	im, t
Utilize inquiry-based questioning and cooperative learning strategies in all math classrooms.	1,2,3,4,5,6,7	Effectiveness of question strategies within the classroom	Teachers	Ongoing	CWT/iobservation	
Extend opportunities for students to make real world connections in math classes.	1,2,3,4,5,6,7	Establishing learning goals	Teachers	Daily	Building background knowledge	im, t

Utilize data from common unit assessments to plan learning and instructional needs within Professional Learning Communities (PLCs).	1,2,3,4,5,6,7	Analyzing data	Administration, Curriculum Leader, Teachers		Learning Logs, PLC Binders	or, t
Provide before-school tutoring to support struggling math students.	1,2,3,4,5,6,7	Transportation for student identified for tutoring support	Administration, Teachers	Ongoing	Tutoring referrals	b, im, or

RESOURCES: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Title I,II,III (TI, TII, TIII) Training (t)

Evaluation for Goals 1 and 3 (assessed annually and with DA)

Math Goals:	#1	#3 (AYP subgroups Level 3+)					
	Level 3+	White	Black	Hispanic	ELL	SWD	ED
2011 Current Perf. Level	79.1%	87.0%	61.9%	64.4%	32.4%	83.3%	66.4%
Baseline (DA)							
Mid-Year (DA)							
2012 Actual Perf. Level							
Expected Perf. Level	84.0%	89.0%	67.0%	68.0%	35.0%	86.0%	70.0%
Difference							

Review/Discussion (Narrative) Provide a summary of the data at the mid-year assessment period below. Also indicate any changes in PD, strategies, or resources resulting from this assessment.

Mid-Year:

Evaluation for Goals 2, 4, 5, 6, and 7 (assessed annually)

Math Goals	#2	#4	#5	#6	#7 (AYP subgroups Learning Gains)					
	Level 4+	LG	Lowest 25% LG	Levels 4/5 LG	White	Black	Hispanic	ELL	SWD	ED
2011 Current Perf. Level	42.7%	75.8%	71%	84.2%	78.4%	78.6%	67.2%	60.4%	70.3%	70.7%

2012 Actual Perf. Level										
Expected Perf. Level	48.0%	79.0%	74.0%	86.0%	85.0%	85.0%	72.0%	63.0%	73.0%	73.0%
Difference										

WRITING GOALS

Aligned with Strategic Plan System Initiative B

Writing Goal #1: To increase the percent of accountability group students achieving proficiency (Score 4.0+) on the 2012 FCAT Writing

2011 Current Level of Performance 94.1% (400 of 425)
 2012 Expected Level of Performance 96%

Writing Goal #2: To increase the percent of accountability group students achieving high standards (Score 6.0) on the 2012 FCAT Writing

2011 Current Level of Performance 9.4% (40 of 425)
 2012 Expected Level of Performance 12%

Writing Goal #3: To increase the percent of accountability group students in AYP subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Score 4.0+) on the 2012 FCAT Writing

	White	Black	Hispanic	ELL	SWD	ED
2011 Current Level of Performance	95.8% (252 of 263)	89.7% (26 of 29)	90.3% (93 of 103)	80.0% (8 of 10)	66.7% (2 of 3)	91.0% (142 of 156)
2012 Expected Level of Performance	<u>97%</u>	<u>91%</u>	<u>92%</u>	<u>82%</u>	<u>68%</u>	<u>93%</u>

Writing Goal #4: To increase the percent of accountability group students in AYP subgroups (Ethnicity, ELL, SWD, ED) achieving high standards (Score 6.0) on the 2012 FCAT Writing

	White	Black	Hispanic	ELL	SWD	ED
2011 Current Level of Performance	10.6% (28 of 263)	0.0% (0 of 29)	5.8% (6 of 103)	10.0% (1 of 10)	0.0% (0 of 3)	5.1% (8 of 156)
2012 Expected Level of Performance	<u>12%</u>	<u>5%</u>	<u>8%</u>	<u>12%</u>	<u>5%</u>	<u>7%</u>

Action Plan

Strategy	Writing Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)

Provide school-wide practice (formative) FCAT Writing Assessments.	1,2	Providing timely and meaningful feedback to students based on practice writing	Administration, Faculty	Ongoing	DA, Writing Olympics	im, or
Integrate Six Traits Writing Program into social studies classes.	1,2	Teachers training in the Six Traits Program	Curriculum Leaders	Ongoing	CWT, Lesson Plans	t
Facilitate Writing Olympics prior to FCAT to provide additional opportunities for students to refine writing techniques.	1,2	Coordinating the Olympics within the school schedule	Administration, Curriculum Leaders	Annually	Student/team finished product	b, im
Implement the 8 th Grade SB LAP	1,2	Common planning, pacing	Administration, teachers	Weekly	PLC	im, t, or
Schedule L4/L5 students into Advanced Reading and Writing that utilizes Great Books Round Table Shared Inquiry curriculum to promote in-depth reading comprehension; critical thinking processing, writing, and application; and literary response and analysis.	1,2	Scheduling conflicts, class size	Administration, Reading Coach, Teachers	Ongoing, Baseline, Mid-Year	Reading comprehension tests, critical thinking rubrics, writing rubrics, FAIR, FCAT	b, im, st, t
Utilize data from common unit assessments to develop learning and instructional focus within Professional Learning communities (PLCs) based on student performance of identified standards.	1,2	Teacher time to review data collaboratively	Administration, Teachers		Learning Logs, PLC binders,	

RESOURCES: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Title I,II,III (TI, TII, TIII) Training (t)

Evaluation for Goals 1 and 3 (assessed annually and with DA)

Writing Goals:	#1	#3 (AYP subgroups Level 4+)					
	Level 4+	White	Black	Hispanic	ELL	SWD	ED
2011 Current Perf. Level	94.1%	95.8%	89.7%	90.3%	80.0%	66.7%	91.0%
Baseline (DA)							
Mid-Year (DA)							
2012 Actual Perf. Level							
Expected Perf. Level	96.0%	97.0%	91.0%	92.0%	82.0%	68.0%	93.0%

Difference							
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Review/Discussion (Narrative) Provide a summary of the data at the mid-year assessment period below. Also indicate any changes in PD, strategies, or resources resulting from this assessment.

Mid-Year:

Evaluation for Goals 2 and 4 (assessed annually)

Writing Goals:	#2	#4 (AYP subgroups Level 6)					
	Level 6	White	Black	Hispanic	ELL	SWD	ED
2011 Current Perf. Level	9.4%	10.6%	0.0%	5.8%	10.0%	0.0%	5.1%
2012 Actual Perf. Level							
Expected Perf. Level	12.0%	12.0%	5.0%	8.0%	12.0%	5.0%	7.0%
Difference							

SCIENCE GOALS

Aligned with Strategic Plan System Initiative B

(ES and MS only)

Science Goal #1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2012 FCAT 2.0 Science (Grades 5 and 8)

2011 Current Level of Performance 60.7% (255 of 420)
2012 Expected Level of Performance 65%

Science Goal #2: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2012 FCAT 2.0 Science (Grades 5 and 8)

2011 Current Level of Performance 4.3% (18 of 420)
2012 Expected Level of Performance 8%

Science Goal #3: To increase the percent of accountability group students in AYP subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2012 FCAT 2.0 Science (Grades 5 and 8)

	White	Black	Hispanic	ELL	SWD	ED
2011 Current Level of Performance	67.8% (177 of 261)	37.9% (11 of 29)	40.6% (41 of 101)	20.0% (2 of 10)	66.7% (2 of 3)	43.4% (66 of 152)
2012 Expected Level of Performance	70%	42%	45%	25%	70%	48%

Science Goal #4: To increase the percent of accountability group students in AYP subgroups (Ethnicity, ELL, SWD, ED) achieving high standards (Level 4+) on the 2012 FCAT 2.0 Science (Grades 5 and 8)

	White	Black	Hispanic	ELL	SWD	ED
2011 Current Level of Performance	5.0% (13 of 261)	0.0% (0 of 29)	2.0% (2 of 101)	0.0% (0 of 10)	0.0% (0 of 3)	0.7% (1 of 152)
2012 Expected Level of Performance	8%	5%	7%	10%	33%	5%

Action Plan

Strategy	Science Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Identify common units, assessments and labs, and align curricular projects accordingly by grade level to develop learning and instructional needs within Professional Learning Communities (PLCs).	1, 2, 3, 4	Time for teachers to plan collectively.	Administration, Teachers	Ongoing	DA, CUA, PLC Binder, Learning Logs	im, t

Utilize literacy strategies within Science content area to promote comprehension.	1,2, 3, 4	Teacher training and effective use of literacy strategies	Teachers, Reading Coach	Ongoing	CWT and observations	t
Utilize classroom walk-throughs to reflect on practices effecting student learning, ensure fidelity to instructional models, and to support the school goal of meeting the needs of all learners.	1,2, 3, 4	Feedback to teachers based on walk-through	Administration	Ongoing	CWT form, lesson plans	im, or, t
Utilize FCAT Glossary terms to develop vocabulary focus in the content area.	1,2, 3, 4	Effective use of vocabulary instruction	Teachers	Ongoing	Vocabulary Instruction	t
Utilize FCAT Science test data, and common assessment scores to create a needs assessment identifying areas of weakness in student scores and modify curriculum accordingly.	1,2, 3, 4	Time for teachers to review data	Teachers	Ongoing	Baseline, DA, CUA,	im, or, sss, t
Increase student involvement in the sciences by expanding the SECME program to include a Robotics class.	1,2, 3, 4	Scheduling constraints	Administration	Ongoing		b, im, t
Align curriculum as outlined in the SCPS Science Instructional Plan at each grade level.	1,2, 3, 4	Aligning new textbook adoption	Administration, Teachers	Weekly	Lesson Plans	im, t
Integrate inquiry-based lessons in order to increase critical thinking amongst students.	1,2, 3, 4	Teacher comfort with facilitating inquiry-based lessons	Teachers	Ongoing	Lesson Plans, CWT	t
Identify students who are at risk of non-proficiency on the FCAT Science test.	1,2, 3, 4	Follow-up once students are identified	Teachers	Baseline, Mid-Year, FCAT,	Baseline, CUA, DA	t

RESOURCES: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Title I,II,III (TI, TII, TIII) Training (t)

Evaluation for Goals 1 and 3 (assessed annually and with DA)

Science Goals:	#1	#3 (AYP subgroups Level 3+)					
	Level 3+	White	Black	Hispanic	ELL	SWD	ED
2011 Current Perf. Level	60.7%	67.8%	37.9%	40.6%	20.0%	66.7%	43.4%
Baseline (DA)							
Mid-Year (DA)							
2012 Actual Perf. Level							
Expected Perf. Level	65.0%	70.0%	42.0%	45.0%	25.0%	70.0%	48.0%

Difference							
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Review/Discussion (Narrative) Provide a summary of the data at the mid-year assessment period below. Also indicate any changes in PD, strategies, or resources resulting from this assessment.

Mid-Year:

Evaluation for Goals 2 and 4 (assessed annually)

Science Goals:	#2	#4 (AYP subgroups Level 4+)					
	Level 4	White	Black	Hispanic	ELL	SWD	ED
2011 Current Perf. Level	4.3%	5.0%	0.0%	2.0%	0.0%	0.05	0.7%
2012 Actual Perf. Level							
Expected Perf. Level	8.0%	8.0%	5.0%	7.0%	10.0%	33.0%	5.0%
Difference							

ADVANCED COURSEWORK GOALS

Aligned with Strategic Plan System Initiative A

Advanced Coursework Goal #1: To increase the percent of students “participating” in advanced coursework

Elementary School: Middle School level coursework

Middle School: High school level coursework

High School: Accelerated Coursework: (HS Accountability formula)

2011 Current Level of Participation 45% (180 of 404)

2012 Expected Level of Participation 50%

Advanced Coursework Goal #2: To increase the percent of students “performance” in advanced coursework

2011 Current Level of Performance 99% (179 of 180)

2012 Expected Level of Performance 99%

Action Plan

Strategy	Advanced Coursework Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies (Skyward)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Utilize FCAT Data, student academic achievement, and teacher recommendation to identify prospective students for placement in high school credit courses or prerequisite classes to high school credit courses.	1	Teacher recommending students not prepared for advanced coursework	Administration, Guidance, Teachers	Mid-Year, Summative	FCAT, GPA, Teacher Recommendation	or,
Conference with prospective students to encourage selection of advanced coursework.	1	Time to conference with students	Administration, Guidance, Teachers	Schedule Selection, Articulation		or
Provide data relative to the benefits advanced level courses to students and parents during the course selection process.	1	Parents/Students using the data inaccurately to inform selection	Administration	Schedule Selection, Articulation	Course Selection catalog Power Point Presentation, Incoming 6 th Grade Parent Night	b, im, or, st

Articulate with feeder schools to identify incoming sixth grade students who may benefit from the increased rigor.	1	Ability to schedule time to articulate	Administration, Guidance	Articulation	Power Point Presentation, Incoming 6 th Grade Parent Night	
Monitor student performance to provide support to struggling students.	2	Staff to provide effective monitoring	Teachers	Ongoing	Progress report, report cards, in-class assessment	or

DISCIPLINE GOALS

Aligned with Strategic Plan System Initiative C

Discipline Goal #1: To reduce the disparity between AYP subgroups receiving disciplinary referrals (duplicated)

Each school should have at least one discipline goal for referrals and one goal for out-of-school suspensions. Additional goals may be added as needed.

1a. Subgroup: SWD

2010-11 Current % of subgroup receiving discipline referrals **44% (62 of 141)**

2012 Expected % of subgroup receiving discipline referrals **34%**

Discipline Goal #2: To reduce the disparity between AYP subgroups receiving an out-of-school suspension (unduplicated)

2a. Subgroup: Black

2010-11 Current % of subgroup receiving out-of-school suspensions **21% (34 of 165)**

2012 Expected % of subgroup receiving out-of-school suspensions **11%**

Action Plan

Strategy	Discipline Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Analyze discipline data to review with the faculty and staff to discuss and develop strategies to reduce negative behaviors on campus.	1,2	Providing data at frequent intervals to review and develop strategies	Administration, PBS Team, Faculty, Staff	Baseline, quarterly, end of year	SWIS/SASI Data	b, sss, t
Review school-wide rules, expectations, and procedures with students, faculty, and staff.	1, 2	Consistent application of rules, expectations and procedures throughout the campus.	PBS Team	Ongoing	TNN, assemblies, classroom visits by Deans	b, sss, or, t
Provide teachers with lesson plans to teach, review, and assess school-wide behavior expectations.	1, 2	Teachers using the lesson plans.	PBS Team, Teachers	First week of school	Survey of teachers and students	or
Train teachers on effective use of the Behavior Intervention Form (BIF) to intervene on and track negative behaviors.	1, 2	Fidelity to the BIF	PBS Team, Deans	Pre-Plan, ongoing	BIF	sss, t, or

Reinforce school-wide behavior expectations with a positive behavior reward system.	1, 2	Resources for successful reward system	Administration, PBS Team, Faculty, Staff	Daily in class, weekly at school store, quarterly school-wide	Student, faculty, parent survey	b, sss, or
Provide announcements on the student news, in the newsletter, and during lunches to reinforce school-wide behavior expectations.	1, 2	Who will assume the responsibility	PBS Team, Deans	Daily, Quarterly	Student, faculty, parent, community survey	b,
Plan and conduct school-wide assemblies for students to discuss behavior expectations, how to handle issues with other students, where to go if they need assistance, and reinforce student responsibilities while on campus.	1, 2	Coordination of the Assembly.	Administration, PBS Team, Deans	Quarterly	Guest speakers, skits, power points	b, sss, or,
Collaborate with parents to intervene and reduce negative behaviors.	1, 2	Misconceptions of behaviors on campus, communication between school and parents	Administration, Deans, Teachers	Ongoing	Phone calls, positive behavior referrals, conferences	or

GRADUATION/AT-RISK GRADUATION AND ON-TIME PROMOTION GOALS

Aligned with Strategic Plan System Initiative A

Graduation/On-time Promotion Goal #1: To increase the percent of students graduating or advancing with their age-level peers

2011 Current Level of Performance 100% (319 of 320)

2012 Expected Level of Performance 100%

Elementary School: Percent of students completing elementary school in 6 years

Middle School: Percent of students completing middle school in 3 years

High School: Graduation rate (HS Accountability NGA Rate)

At-Risk Graduation Goal #2: To increase the percent of At-Risk students graduating or advancing with their age-level peers

2011 Current Level of Performance 100% (25 of 25)

2012 Expected Level of Performance 100%

Elementary School: At-Risk is defined as students who qualify for F&R Lunch

Middle School: At-Risk is defined as students in Level 1 or Level 2 in both Reading and Math on the 5th grade FCAT 2.0

High School: At-Risk is defined as students in Level 1 and Level 2 in Reading and Math on the 8th grade FCAT 2.0 (HS Accountability)

Action Plan

Strategy	Graduation/ Promotion Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Identify and target students who are at risk (retained, Academic Intervention Program, FCAT L1 and L2, attendance, grades, behaviors)	1,2	Effective monitoring of struggling students	Administration, Guidance, Teachers	Pre-Plan, mid-year, and end of year	FCAT, GPA, Attendance records, discipline data	or
Schedule Academic Intervention Program students into a Critical Thinking and Learning Strategies Class.	1,2	Scheduling students without elective classes	Administration, Guidance	Start of school, mid-year, and end of year	GPA	b, or, im, t, sss
Hold an Academic Success Night for parents of students in the Academic Intervention Program.	1,2	Getting all parents/student s in attendance	Administration, Guidance, Teachers,	First quarter	Parent feedback	b, or, sss
Monitor student academic progress at three (3) week and seven (7) week interval in addition to progress report and report card.	1,2	Identifying who will be responsible for the task	Administration, Guidance	Ongoing	Skyward Educator Access	or

Inquire with teachers to determine academic strategies and interventions implemented for students with academic progress of a D or F.	1,2	Effective use of classroom interventions and strategies	Administration, Guidance	Ongoing	Academic Intervention At-risk student report.	t, or, sss
Provide access to the Student Success Center for failing students to complete assigned work.	1,2	Logistics of how students will participate in the program	Administration, Guidance, Teachers	Ongoing	Student referral form, remove from elective class until academic work is completed.	or, sss,
Maintain parent communication relative to student's promotion status.	1,2	What happens after communication is made	Administration, Guidance	Ongoing	Website, Synervoice, phone calls to parents	or

EXTRACURRICULAR ACTIVITIES GOAL(S)

Aligned with Strategic Plan System Initiative C

Extracurricular Activities Goal #1: To reduce the disparity in representation of AYP subgroups (Ethnicity, ELL, SWD, ED) participating in extracurricular activities

Elementary: chorus, safety patrol, student council, TV production

Middle: Beta Club, NJHS, SECME, cheerleading, cross-country, track and field, volleyball

High: Mu Alpha Theta, NHS, Science Fair, Student Government, baseball, basketball, cheerleading, softball, tennis

(Each school should have at least one extracurricular activity goal. Additional goals may be added as needed.)

1a. Activity: BETA Club Subgroup ED
2011 Current Level of Participation 0% (0 of 10)
2012 Expected Level of Participation 16% (2 of 12)

Action Plan

Strategy	Extracurricular Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Educate students and parents about extra-curricular activities through TNN, dialers, website, open house, and 6 th grade articulation.	1a	Student comprehension of club goals and initiatives	Sponsor, Administration	Quarterly	Dialer, newsletter, fliers, invitations home	sss
Send invitations to prospective students to promote membership.	1a	Identifying prospective students	Sponsor, Administration	Quarterly	Review GPA of underrepresented student groups	sss
Ensure adequate representation of all subgroups including Economically-Disadvantaged students.	1a	Students wanting to participate	Sponsor, Administration	Quarterly	Review GPA of underrepresented student groups	sss
Develop incentives for student participation in the BETA club.	1a	Incentives students are likely to embrace	Sponsor	Quarterly	Solicit ideas from students	b, sss, or

Select a service project that students are enthusiastic to be involved with.	1a	Service projects that students will embrace	Sponsor	Quarterly	Solicit ideas from students	b
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SCHOOL DEFINED GOAL

Goal #1: During the 2011-12 school year we will increase the number of parents accessing Family Access to monitor student progress.

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Provide parents with access to Family Access enrollment form.	Parents will not be able to access form	Administration	Quarterly	Website	or
Remind parents about benefits of enrolling in Family Access via the school website, marquee, newsletter, phone-dialers and in parent-teacher conferences	Parents will not remember to access student grades on weekly basis	Administration, Teachers, Parents	Ongoing	Skyward/Family Access	tech, or
Analyze and provide data that shows a correlation between students grades and number of times parents access grades via Family Access	Capturing the data accurately	Administration, ETF	Ongoing	Skyward/Family Access	tech, or

Review/Discussion (Narrative) Provide a summary of the data at each of the assessment periods below. Also indicate any changes in PD, strategies, or resources resulting from these assessments.

Beginning:

Mid-year:

PROFESSIONAL DEVELOPMENT PLAN

PD Activity	SIP Goal #	Date or Schedule	Instructional/Other Needs Addressed	PD Participants (e.g. PLC, subject, grade level, or school-wide)	# Anticipated Participants	# Actual Participants	Position(s) Responsible
ABC of the Standards		8/9/11	Standard-Based Instruction/Understanding the Standard	School-Wide			Reading Coach
Skyward Navigation		8/9/11 & 8/10/11	Teacher effective use of new grading and attendance programs	School-wide			ETF, Academic Intervention Specialist, Media Specialist
Effective PLCs		8/10/11	Effective Teacher Collaboration in the PLC	School-wide/Department/Grade-level subject area			PLC Committee
Rtl/PBS/Discipline Overview		8/11/11	Understanding the Rtl process reviewing relevant discipline data, and school-wide policies and procedures to increase positive behaviors	School-wide			Deans, Rtl committee, PBS team
Differentiating Instruction to meet the need of our ESOL students		9/23/11 & 9/30/11	How to differentiate instruction for English Language Learners	By Department			ESOL Teachers
Differentiating Instruction to meet the need of our ESE students		9/23/11 & 9/30/11	How to differentiate instruction for Exceptional Education Students	By Department			Ms. Staci Parks & Mrs. Sharon J. Hill
EdInsight		10/19/11	Access, Analyzing, and disaggregating essential formative and summative student performance data	By Department			Reading Coach, ETF, Academic Intervention Specialist
Marzano's Causal Model of Evaluation		10/26/11	Understanding the research behind the causal model	School-wide			Mrs. DeRienzo, Principal

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2010-2011

INCOME:

Original Allocation:	\$1,360.00
Adjustment:	\$4,055.51
Carry Over:	\$2,149.28
Total Income:	\$7,564.79

EXPENDITURES	ACTUAL COST	BALANCE
		\$7,564.79
Parent Newsletter	\$1,655.34	\$5,909.45
Supplies for new courses		
Professional Development Institute OPS	\$463.71	\$5,445.74
Reading Supplies	\$399.96	\$5,045.78
Student Character Awards		
Paper Supplies		
SECME	\$200	\$4,845.78
KNEX Program		
Classroom Supplies	\$800	\$4,045.11
VE Supplies		

} Start with your beginning balance

CARRY OVER:

Total carry over for 2011-2012: \$4,045.11

This carry over will be spent on programs and materials necessary for successful implementation of the action plans identified in the 2011-12 School Improvement Plan.

ADDENDUM 1 – RESPONSE TO INTERVENTION (RtI)

Provide the information describing the components and processes associated with Response to Intervention (*RtI*) at your school. Please briefly respond to each of the items below:

1. Identify the members of your school's *RtI* Leadership Team.

Cherlottla Argrett, academic intervention support
Lateshia Martin & Donna Wood, Guidance
Charlotte E , psychologist
Etty Martinez, social worker
Shannon LaFoy, ese teacher
Alex Sanchez, ESOL teacher
Sharon Pass, general education teacher
Gisele Santos, speech-language pathologist

2. Describe how your school's *RtI* Leadership Team functions (e.g. meeting processes and roles/functions). How does it work with other school teams to organize/coordinate *RtI* efforts?

- A. Teachers identify a struggling student and consistently implement interventions recording data for at least 4-6 weeks.
- B. A parent/teacher conference is conducted to discuss concerns and develop an action plan.
- C. After implementing teacher-directed interventions for 4-6 weeks and conducting a parent/teacher conference, a referral form is submitted to the *RtI* team for review.
- D. The committee recommends further interventions to assist student.
- E. Teachers collect additional data after implementing new interventions and present data and concerns to *RtI* committee.
- F. A 2nd parent/teacher conference is conducted to assess efficacy of interventions by reviewing data.
- G. The *RtI* committee determines whether student moves to Tier 3 or continues on Tier 2 with further interventions.

3. Describe the role of your school's *RtI* Leadership Team in the development and implementation of the SIP.

The *RtI* leadership team seeks to proactively designing and implementing interventions that deliver early, effective assistance to children who are having difficulty learning and/or making adequate progress and provide a continuum of services offered to OUR students .

4. Describe the data source and data management system used to summarize tiered data for Reading, Mathematics, Science, Writing, and Behavior.

Teague will utilize Ed Insight and Skyward/Family Access/Educator Access to summarize tiered data.

5. Describe the plan to train staff on *RtI*.

The faculty and staff have received training on *RtI* during the pre-planning days of school. Additional training will be planned to review data and to provide further clarification of the *RtI* process.

6. Outline your plan to achieve school-wide implementation of the *RtI* process by the start of the 2011-2012 school year.

Provide over with the staff; meet and regular intervals throughout the year to review *RtI* student list.

ADDENDUM 2 – LITERACY LEADERSHIP TEAM (LLT)

Please briefly respond to each of the items below:

1. Identify the members of your school's Literacy Leadership Team (LLT).

Principal: Adrienne DeRienzo
Reading Coach: Julianne Franklin
Teacher: Faye McGregor
Teacher: Gina Romano
Media Specialist: Dana Summers

Assistant Principal: Michelle Nunez
Teacher: Bea Koch
Teacher: Anita Perlman
Teacher: Cassie Oden

Assistant Principal: Donna Harrison
Teacher: Betsy Yenisch
Teacher: Robyn Gary
Academic Intervention Specialist: Cherlortta Argrett

2. Describe how your school's LLT functions (e.g. meeting processes and roles/functions).

The literacy team works collaboratively to support effective teaching and learning through staff trainings and community events that build literacy development.

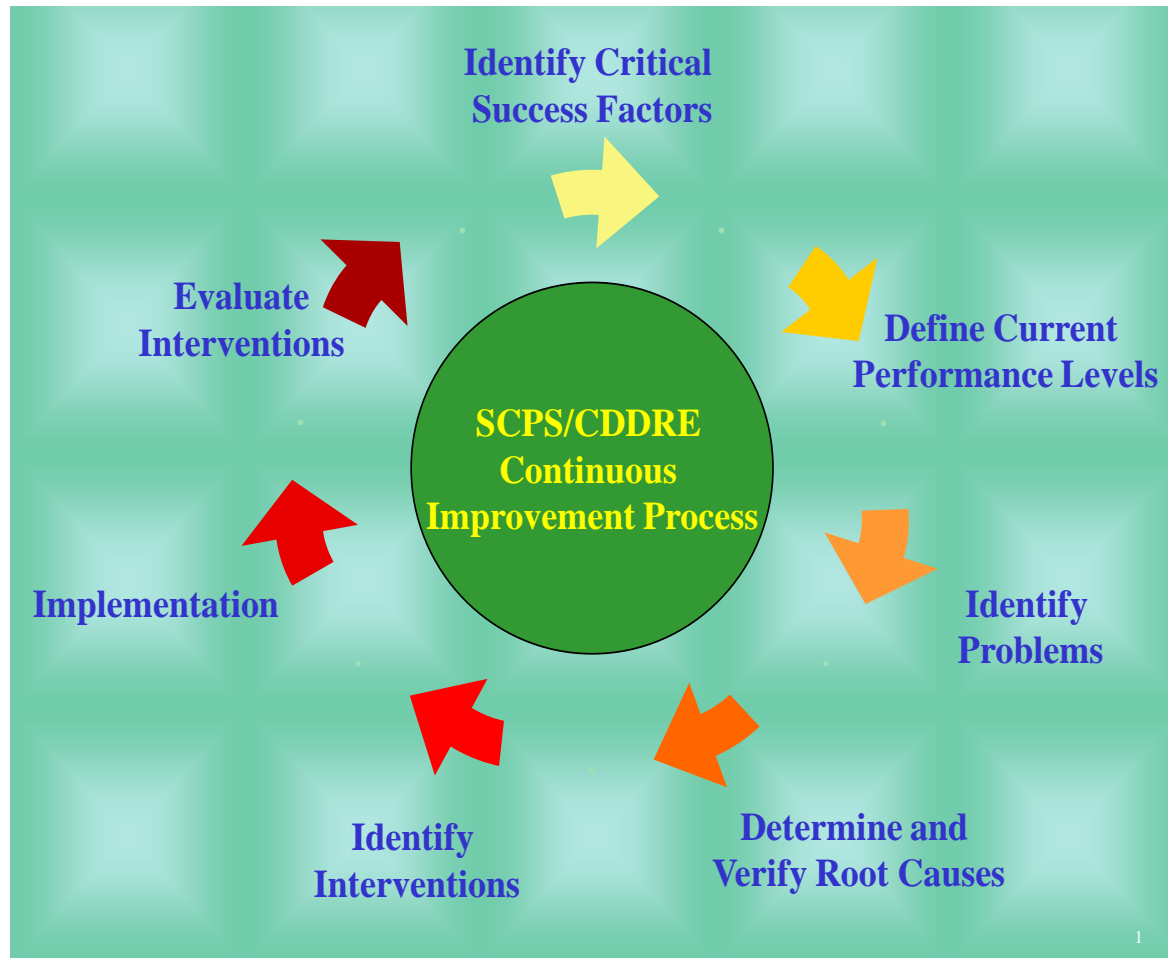
3. What will be the major initiatives of the LLT this year?

- 1. To be a catalyst for school-wide literacy change.**
- 2. Create a shared vision of literacy within our school.**
- 3. Support teaching and learning through the effective use of literacy strategies across the content areas.**
- 4. Analyze and review data to support use of literacy strategies.**
- 5. To promote students as successful readers and writers.**
- 6. Model and demonstrate effective use of literacy strategies to support and encourage emerging readers.**

ADDENDUM 3 –LESSON STUDY

Please briefly summarize how professional development activities related to “Lesson Study” will be appropriately incorporated into the Action Plans included in the Goals of your School Improvement Plan.

Teachers at Teague will use aspects of the Lesson Study form of professional development to examine their practice by working collaboratively to plan, teach, observe, and assess critically a lesson to provide feedback that addresses the goal and related question to be explored through the lesson study. By taking this research-based approach to teaching and learning teachers will refine their instruction relative to their goal and research question. With the data from the research teachers will be better able to meet the needs of the learners in their classrooms and ultimately increase the probability that they will positively impact the goals identified within the 2011-12 SIP.



SCHOOL ADVISORY COUNCIL SIGNATURES

2011-2012

FINAL COPY

The School Advisory Council has assisted in the preparation of the annual school budget as well as the School Improvement Plan.

Please Sign & Date

ADMINISTRATOR	DATE	PARENT/COMMUNITY	DATE	PARENT/COMMUNITY	DATE
Typed Name Adrienne DeRienzo		Typed Name		Typed Name	
Member's Signature X	10-18-11	Member's Signature		Member's Signature	
INSTRUCTIONAL		Jennifer Helm			
Typed Name		X	10-18-11		
Member's Signature		Julia Edstrom			
Mary Beth Conner		X	10-18-11		
X	10-18-11	Erica Buchell			
Sharon J. Hill		X	10-18-11		
X	10-18-11	Erika Patterson			
Sidney Moss		X	10-18-11		
X	10-18-11	Zulma Rincon			
		X	10-18-11		
		Kim Schwalbe			
		X	10-18-11		
NON-INSTRUCTIONAL					
Marina Sol					
X	10-18-11				