

WELCOME TO
change



School Improvement Plan 2016-17

Carwise Middle School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools





School Profile

Principal: Robert Vicari	SAC Chair: Matthew Little
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School Vision	100% student success
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School Mission	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.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
1,112	3.7%	5.5%	15.6%	4.7%	70.5%	0%

School Grade	2016: A	2015: A	2014: A	Title 1 School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All	64	49	66	52	62	46	79	84	73	n/a	n/a	n/a
Learning Gains All	60		60									
Learning Gains L25%	50		47									

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Robert	Vicari	FT	1-3 years
Asst Principal	Nancy	Verigan	FT	4-10 years
Asst Principal	Judy	Allen	FT	11-20 years
Asst Principal	Asimina	Patton	FT	1-3 years
Inst. Coach (Literacy)	Cynthia	Johnson	Itinerant	Less than 1 year
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Total Instructional Staff: 65			Total Support Staff: 14	



School Culture for Learning

Connections: **District Strategic Plan** ●Goals 2, 3
Marzano Leadership ●Domain 5

School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Positive relationships between teachers and students are promoted through school wide community building activities, frequent meetings to check on, and offer support and tutoring to students and other enrichment programs offered to all students. Relationships and increased cultural awareness are also promoted through SAC, PTSA, AVID and mentoring programs. All students are invited to join our school sponsored multi-cultural club. This club builds awareness of the diverse cultures in our school by communicating cultural events on a periodic basis. Our consistent data reviews, Staff professional development, regular planning to address our needs, individual services for students based on needs all support our positive behavioral system.

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

School wide expectations are posted in every classroom; School-wide discipline guidelines; Safety and Behavioral (discipline) assemblies are held to ensure that all students understand the expectations; CPI training, Expectations for "Kiddos" rewards communicated to instructional personnel, students and parents (including "Shark Bites" and "Students of the Month"). “Hero of the Day” announcements; highlighting positive behaviors and monitoring systems are developed to ensure success. Weekly behavior expectation lesson plan for all.

Positive Behavior Systems and rewards are selected on a weekly, monthly and annual basis for students; School wide expectations and community building lesson plans are conducted weekly.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

The MTSS SBLT meets the first Wednesday of every month where a facilitator generates agenda and leads team discussions. Department Chairpersons, Data Manager(s)/Data Coach(es) assist team in accessing and interpreting (aggregating/disaggregating) the data. A Data Chairperson manages and displays data. The Recorder/Note Taker documents meeting content and disseminates information to team members in a timely manner 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. Individual student plans developed and monitored.

A student support/intervention chart is developed and maintained to identify students who need additional behavioral and academic supports. These students are provided administrative, guidance, teacher, or peer mentors who meet with students weekly. Students’ behavioral and academic progress is charted and reviewed by administrators, SBLT and/or guidance counselors.

Data-Based Problem Solving

4. Describe your school’s plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

Student/Teacher/Counselor/Administrator meetings are held periodically to mentor and guide students that are struggling academically. These meetings serve as sounding boards for students, and encourage and guide students toward emotional and academic success. An intramural sports program to promote physical health is open to all students after school. Individual student plans are developed and monitored as needed. “Carwise Closet” is available for students with wardrobe needs. Snack and lunch paid for by the “Principal’s Fund” is provided for those in need. MTSS meets bi-monthly to review class behavior data (1st Wednesday of the month) and individual student progress/monitoring (3rd Wednesday of the month). Teachers use district based testing data (Performance Matters Unify, Reading Inventory, WriteScore, GAP Assessments) and teacher created standards based assessments to monitor student performance/progress toward the standards at least weekly.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboard, disparity gap or Healthy Schools data).

Guidance Counselors, Teacher mentors and Administrators keep track of student failures and other data in FOCUS by running student reports by grade level. Individual plans are developed and monitored for those with greater needs. Discipline referral data is routinely monitored by SBLT and MTSS teams. CST meets bi-monthly to review attendance and align interventions to attendance concerns. An annual behavior/discipline assembly is held and weekly behavior expectation lessons are taught by teachers each week. Rules are posted across campus and in all classrooms.

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

Weekly lesson plans are submitted to school administrators. Lessons must be aligned with course standards. School administrators conduct formal and informal classroom walkthroughs to ensure that courses are rigorous and equitable for all students in each grade level. Alternate assignments are given to students without access to electronic devices. Lessons are differentiated and scaffolded to ensure 100% student success. Monitoring systems; professional development offered when needed; rigid, selective hiring process for new staff members and grade level PLC meetings are held periodically.

 **School Culture / SWBP / Key Strategies**

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: Positive supports and encouragement will be in place to foster a culture of success. Students will be exposed to academic and career opportunities paving their way to success.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
FBLA, Career Academy, Science Olympiad, STEM	Robert Vicari, Robin Romblad, Evan Hendrick, Karen Lee, Betty Rossie and Pam Himmel
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Goal: Positive encouragement and guidance will be in place to foster a culture of success. A forum will be created to discuss racial equity and cultural sensitivity. Black students will be monitored at least quarterly to ensure academic growth. Discipline data will be reviewed at least quarterly to ensure that there is no disparity among racial groups. Mentors and tutors will be available to help struggling students.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Discipline data equity review team, Black student achievement equity report.	Jason Obara, Administration, Staff professional developers in this area of concern.
Optional Goal: Describe any other goal you may have related to school culture or behavior. Use only if needed.	
Goal: Align our course offerings and future plans with the new District Strategic Goals.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
We will be offering Web Design/Exploring Technologies classes for the 2016/17 school year. Our plan is to expand this innovative career opportunity, offering a full career academy strand for the 2017/18 school year. This will provide our students with a unique opportunity unlike that of any other middle school.	Robert Vicari, Evan Hedrick, Robin Romblad



Standards-Based Instruction for Learning

Connections: District Strategic Plan • Goals 1,2,4,5
Marzano Leadership • Domain 1,2,3,4

7. Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

Standards and scales are posted in every classroom. Students understand how to self-monitor and evaluate their learning toward the state standards. Students are applying their knowledge of the state standards in an engaging lesson and understand the real-world purpose for the standard.

Successes to date include 100% participation in learning scales evidenced by classroom walkthroughs. School based scales training was conducted in August and March. All Reading and ELA teachers worked in PLCs to write scales with the Literacy Coach. Instructional PLCs include time to share ideas that work toward increasing rigor and student engagement. Data used to measure success include Performance Matters tests results (Math, Civics, Science), Write Score results, student interactive notebooks and data monitoring of struggling students.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

Teachers include state standards and scales in lesson planning, but can improve on communication with students and parents of the standards in their gradebook according to AdvancED survey results. A goal for 2016-17 is to include standards in the Focus gradebook, thereby allowing all stakeholders to see which standard a student has mastered and which standards still need to be remediated.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff’s use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Teachers measure student growth in meeting state standards through many formative and summative assessments. Teachers use formative assessments on a regular basis to check for student understanding toward the standards. In addition, teacher-created assessments, common assessments and benchmark assessments are used to collect specific data on standards for which students may be struggling.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Administrators, Guidance, ESE support, Instructional Coaches and classroom teachers work together to review student data for placement. When students struggle, supports are in place to review, remediate and help students toward proficiency. The ZAP (Zeroes Aren't Permitted) program ensures that students are held accountable to accomplish tasks toward reaching grade level proficiency. In addition, administrators, guidance counselors, PTSA, peer tutors and teacher mentors provide additional support for struggling students.

Standards-Based Instruction / Key Strategies

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

Instructional Strategy 1	
All teachers will work to create lessons that are focused on the LAFS standards and to understand the FSA reading scores.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Teachers will work with the literacy coach to analyze Write Score data (multiple-response), conduct data chats with students to raise awareness about FSA score reporting, and report RI lexiles with students and parents.	Cynthia Johnson, Christine Vehar and JoAnn Niles
Instructional Strategy 2	
All teachers will continue to use Marzano scales in all classes and work towards mastery in creating scales, including scales as part of their daily classroom routine, and making them accessible to all students.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Assistant Principals will give feedback from walkthroughs and observations in iObservation. The district will provide feedback on ISM visits. Peer observations will be conducted.	Grade level AP(s)
Instructional Strategy 3	
All teachers will have a working knowledge of their students' data and will attend data trainings provided by the school.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
By the end of Quarter 1, teachers will create an advanced report showing their students' FSA Achievement levels and SRI. Teachers will demonstrate a change in instructional strategies based on their knowledge of the data.	Grade Level AP, Jake Merkel and Cynthia Johnson



Collaboration for Professional Growth

Connections: **District Strategic Plan** ●Goals 1,2,4,5
Marzano Leadership ●Domain 2, 4

11. Describe your school's efforts to encourage a positive working relationship between teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school's AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

Administrators facilitate recognition of a student selected "Teacher of the Month", School wide morale booster program, Staff breakfast and recognition at each faculty meeting, and weekly "Super Shark" recognition. Based on the school's AdvancED climate survey, Administration provides Marzano training to

support teacher alignment to Design Questions on the Marzano Teacher Evaluation Model. Marzano training takes place regularly (bi-monthly, at a minimum) to facilitate opportunities for teacher alignment towards the Marzano model. Teachers receive Marzano Design Question teaching tips in their school mailboxes.

12. Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

Teachers collaborate before school and during department PLC meetings to share ideas; collaborate on students, scales, standards and rigor in the curriculum. Student access to technology is shared among groups by subject area, encouraging collaboration. Department meetings take place on the first Tuesday of the month; The second Tuesday of the month are for staff meetings; Grade level meetings are held the third Tuesday to discuss struggling students; The fourth Tuesday is for “Best Practices” PLCs which allow for collaboration of “what works” in the classroom; AVID training, focusing on Literacy, are held on the fourth Wednesday; Technology trainings on the fourth Thursday are provided as additional collaboration opportunities. Before school meetings take place from 8:40-9:15.

 **Professional Development**

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

Professional development centered on Marzano scales, literacy and writing strategies. Evidence of scales can be found in 100% of the classrooms visited.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, Culturally Responsive Instruction or Data Driven Instruction).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer / fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
By the Numbers	Pre-School	Jake Merkel – all teachers / Principal	Understanding achievement data
First Aid/CPR	August 5th	Jake Merkel – all teachers / Administration	Progress toward health and wellness goals.
Data Champions	Pre-School	All teachers	Advanced reports
Writing Expectations	Fall	Literacy Coach – all teachers	Understanding of writing expectations across all subject areas.
AVID trainings	All-Year	Brandi Alahouzos / Kalyn Schriener – all teachers	Effective teaching practices.

Office 365	Pre-School/Ongoing	Bronwyn Main	Effective teaching and computer practices.
FOCUS Lesson Planner	Pre-School/Ongoing	Kristen Mercer	Effective teaching practices.
SMART Notebook	Pre-School/Ongoing	Bronwyn Main	Effective teaching practices.
Deliberate Practice Plan (DPP) training	Pre-School	Kristin Mercer – all teachers	Completed DPPs.
Marzano Instructional Model	Pre-School/Ongoing	Asimina Patton – all teachers	Effective and Highly Effective Teachers
PCS’s Teacher Appraisal System	Pre-School/Ongoing	APs – all teachers	Effective and Highly Effective Teachers
NG-CAR-PD	First semester	teachers	Content Area Reading Certification



Family and Community Engagement

Connections: **District Strategic Plan** ● Goals 1,3,6,7
Marzano Leadership ● Domain 4, 5, 6

14. Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

As a result of parent feedback from the AdvancED climate survey, we plan on continuing all initiatives in place which has led to our 5 star award for 23 consecutive years. Volunteers participated in roles including mentoring, volunteer orientation training meetings, chaperoning field trips, guest speaking for the Great American Teach-In, Judging competitions such as debate, National History Day, Science Fairs, as well as assisting in the library, offices and book fair. Last year, parental volunteer hours logged a total of 9,000 hours.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in how to interpret and use student data via trainings, data chats or student-led conferences.

Lead teachers conducted Parent Focus trainings to communicate how to access their students’ grades on Focus. Periodic meetings are held to help families in our community learn about academics and testing strategies for academic success.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use the data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / progress	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text or email	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

*Note: Please use your own school data resources or best estimates in completing this inventory.

Family Engagement / Key Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Parent involvement will increase by 5% as measured by attendance in school events.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Parent contact letters for students in course recovery/ELP, Parent contact via group and individual phone messages or calls, letters, progress reports, emails, flyers, marquee, newspaper, parent and student orientations, Course Recovery/ELP, and other events.	Gesa Gustafson
Goal 2: What is your primary goal and strategy to increase your school's involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: Increase outreach programs and volunteer opportunities.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Investing in our community through school wide volunteer opportunities such as mentoring, tutoring, community outreach (Kiwanis, Ronald McDonald House, Goodwill BookWorks) and clothes collection for the "Carwise Mall" and "Course Recovery" offered at Oldsmar Recreation Center with donated computers.	Kalyn Schriener, Pam Himmel, Cindy Bowen, Gesa Gustafson, Marilyn Markham, Julie Giese and Penny Kelly.
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
Goal:	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

{Section 2} – School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.

WHAT
PROPORTION? of WHO? will do WHAT? by WHEN? as MEASURED BY?

<ul style="list-style-type: none"> Count Percentage Percentage Increase Percentage Decrease 	<ul style="list-style-type: none"> All Students OR Gender Grade Level Subgroup 	<p>Content Area &</p> <ul style="list-style-type: none"> Collaborate to... Complete a portfolio or performance... Demonstrate a behavior... Demonstrate a proficiency... 	<p>Select date using calendar</p>	<p>Narrative Box</p>
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Please be sure that your goals are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a data source.

ELA / Reading Goal	Goal Manager: Christine Vehar/JoAnn Niles
For ELA/Reading: Sixty eight percent of all students will demonstrate proficiency by April 2017 as measured by FSA results; and increase the percentage of students who make learning gains from sixty to sixty three percent, especially those who are currently in the lowest twenty-fifth percentile.	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
<p>ELA and Reading teachers engage in close reading of complex text along with text dependent questions and performance tasks aligned with LAFS.</p> <ul style="list-style-type: none"> ELA and Reading teachers attend ongoing Core Connections training to analyze student work from exemplar lessons. ELA and Reading teachers plan on instruction based on student data, instructional shifts, standards, assessments, differentiation and instructional methods. Using supplemental texts, teachers regularly include shorter, challenging passages that elicit close reading and re-reading, through Core Connections. Administrators monitor implementation of lessons based on data and established learning goals through walkthroughs and offer support in deciding on next steps for improvement and instruction. Administrators monitor and support the implementation of reading programs. 	<p>Increased student scores from Write Score Round 1 to Round 2.</p> <p>Formative and Summative assessments given by teachers showing increased student success with close reading and effective writing.</p> <p>Implementation of Exemplar Lessons with feedback from rubrics; Write Score</p>

<p>ELA and Reading teachers implement instruction to support student success with LAFS</p> <ul style="list-style-type: none"> • School wide literacy and writing strategies (RACE, School Reading Incentive Plan) will be developed and implemented in all content area classes. • ELA teachers and Literacy Coach will work to develop standards based scales, learning goals and learning targets. • Assessments aligned with Florida Standards are used in grades 6-9. • ISM visits and walk through tools are used to identify trends and make plans to increase literacy in all classrooms. • CAR-PD training is offered in house to ensure that content area teachers are trained in reading strategies. 	<p>Literacy Coach will provide PD once a semester for all content area teachers, as well as working with ELA/Reading teachers in PLCs to review student data and achievement toward targeted standards. This will be documented with the PLC forms provided by the county.</p> <p>Administrators and teachers discuss ISM feedback and look for instructional improvements through collaboration.</p> <p>5-10% of content area teachers will receive their CAR-PD certification by the end of the first semester.</p>
<p>ELA and Reading teachers utilize data to differentiate and scaffold instruction to increase student performance.</p> <ul style="list-style-type: none"> • Teachers meet in PLCs at least once per month to review student data including reading and writing in response to close reading of complex text. • Teachers include accommodations for ELL and ESE students on weekly lesson plans. • Teachers monitor student progress to ensure proper placement based on FSA and SRI data. 	<p>Analysis of FSA, Reading Inventory (RI) and Write Score data as well as formative and summative assessments; data chats with students and other teachers.</p>

Mathematics Goal	Goal Manager: Jake Merkel
<p>In Mathematics: Seventy percent of all students will demonstrate proficiency by April 2017 as measured by FSA results; and increase the percentage of students who make learning gains from sixty percent to sixty four percent, especially those who are currently in the lowest twenty-fifth percentile.</p>	
Actions / Activities in Support of Math Goal	Evidence to Measure Success

<p>Teachers engage in instructional activities that incorporate higher order thinking questions and Standards for Mathematical Practice and performance tasks aligned to the Mathematics Florida Standards (MAFS).</p> <ul style="list-style-type: none"> • Teachers receive professional development around instructional shifts, standards, assessment, and instructional methods. • Math Teachers will meet in Professional Learning Communities (PLC) at least once a month to review student response to tasks and plan instructional lessons incorporating the MAFS and Practice Standards. • Math teachers provide students with opportunities to read informational and persuasive texts, write about the process and outcomes of their investigations, and use the language of math as they work through each problem. • Administrators visit classroom(s) and provide feedback to teacher(s) to determine next steps. • Administration uses the ISM walk-through tool to identify trends and make plans to increase the amount of students' math achievement. 	<p>Increased FSA scores for Level 1 and Level 2 students by a minimum of 80%. Increased FSA scores Level 3, 4, and 5 students by 70%.</p> <p>Teachers working together once a week to plan lessons and assessments as determined by PLC minutes and sign in sheets.</p> <p>Administrators conduct walkthroughs for evidence of Mathematical Practice Standards usage in classrooms.</p> <p>Administrators and teachers discuss ISM feedback and look for instructional improvements through collaboration.</p> <p>Administrators will attend PLC and review minutes from other PLCs.</p>
<p>Math Teachers implement instruction to support student success with MAFS.</p> <ul style="list-style-type: none"> • Math teachers follow a common pacing calendar for focusing on the same MAFS. • Math teachers implement Formative Assessments aligned to the MAFS including tasks designed using FSA test item specifications and additional online resources • Assessments aligned to MAFS are used in grades 6-8. 	<p>Administrators conduct walk-throughs to check for pacing.</p> <p>Quarterly Performance Matters data checks.</p> <p>Resources are incorporated into lesson plans that administrators check regularly including MAFS.</p>

Science Goal	Goal Manager: Pam Fergusson	
In Science: Sixty six percent of all students will demonstrate proficiency by May 2017, as measured by the FCAT 2.0.		
Actions / Activities in Support of Science Goal	Evidence to Measure Success	
Teachers engage in close reading of complex text along with text-dependent questions and performance tasks aligned to standards.		

<ul style="list-style-type: none"> • Science teachers will concentrate on student response to scales, learning goals and plan instructional lessons and labs aligned with state standards and district pacing guides. • Teachers will receive professional development from the reading coach to develop strategies in close reading. • Science teachers implement standards based on lessons built around the 5E instructional model. • Teachers will use supplemental texts, including shorter, challenging and technical passages that elicit close reading and re-reading. • Teachers use strategies to help students identify key ideas, comprehend informational text and reflect on information in the science content. Strategies include text marking, graphic organizers and summarizing. • Administrators monitor and support the implementation of literacy in the science content area – including the use of grade appropriate complex texts in Science classes. 	<p>Teachers will meet in PLC’s at least once a month to review student response to tasks and plan 5E model lessons, with ideas for differentiation that align with benchmark standards. This will be documented in PLC notes.</p> <p>Scores on Performance Matters tests will show an increase of 5% over the year to reflect stronger reading skills.</p> <p>Administrative walk-throughs and giving feedback to the teachers.</p>
<p>Science Teachers will provide extensive inquiry based instruction which includes research, scientific thinking, and writing opportunities (claims and evidence).</p> <ul style="list-style-type: none"> • Teachers use common short and extended writing and lab rubrics. • Teachers provide students with opportunities to write lab reports during inquiry-based science projects. • Teachers provide students with the opportunity to make a claim, test it and defend their results with evidence. 	<p>Lessons include current events; teachers evaluate comprehension through assessments and quick writes.</p> <p>Rubrics are embedded in labs and projects.</p>
<p>Science Teachers will utilize data to differentiate and scaffold instruction to increase student performance.</p> <ul style="list-style-type: none"> • Teachers regularly incorporate checks for understanding (formative assessments) in each phase of 5E instruction and use data to gauge student mastery of the standard. • Teachers meet in in PLCs at least monthly to review student data and plan text-dependent questions, close reading, and skill/strategy based lessons to implement with students to support their mastery of the science content and remediate areas of weakness. • Administrators visit classroom(s) and provide feedback to teacher(s) to determine next steps. 	<p>Formative assessments</p> <p>PLC collaboration</p> <p>Administrators conduct walkthroughs for evidence of standards usage in classrooms.</p>

<ul style="list-style-type: none"> Administration uses the ISM walk-through tool to identify trends and make plans to increase the amount of students' science achievement. 	Administrators and teachers discuss ISM feedback and look for instructional improvements through collaboration.
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Other School Goals*

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: STEM	Goal Manager: Pam Himmel
In STEM: A minimum increase of five percent of minority students will enroll in STEM Academy by January 2017 as measured by STEM Academy attendance.	
Actions / Activities in Support of Goal	Evidence to Measure Success
<p>Teachers will maintain and after school STEM Academy to increase access to STEM content for all students.</p> <ul style="list-style-type: none"> Teacher will use STEM inquiry projects throughout the 26 week program to engage students in higher order thinking, problem solving and technology/engineering design. Technology will be used with students in creative and innovative instruction that promotes higher order thinking skills and a greater depth of knowledge. Opportunities for collaboration, communication and critical thinking will be embedded in the STEM curricula. 	Participation and attendance in the STEM program; completion of projects. An increase in the number of students who will present projects at the USF STEM Expo Fair as compared to last year.
<p>STEM teacher(s) will promote and communicate STEM opportunities; applying rigorous Science, Technology, Engineering and Mathematics content to all students.</p> <ul style="list-style-type: none"> Facilitator will promote enrollment in STEM to attract minority students and girls at all grade levels. Cooperation with guidance counselors, Science & Math teachers will inform students about STEM. Continuation of STEM representation at "Shark Orientation" so incoming 6th graders will be informed about the STEM Academy. 	Roster for STEM Academy will reflect the diversity of the school's population as measured by FOCUS ethnic determination.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: SS Civics	Goal Manager: Brandi Alahouzouos
In Civics: Eighty one percent of all students will demonstrate proficiency by May 2017 as measured by the Civics EOC.	
Actions / Activities in Support of Goal	Evidence to Measure Success

<p>Teachers engage students in instructional activities that increase academic rigor and higher order thinking skills.</p> <ul style="list-style-type: none"> • Teachers work in PLC groups once a month to review standards and create instructional materials (including learning goals and scales) aligned to the rigor of their contents benchmarks. • Teachers provide students with exposure to a variety of primary source documents at varying complexities throughout the year and the time to struggle through the document analysis process. • Teachers receive professional development around assessment writing and the development of learning goals and scales to support the inclusion of higher order thinking skills in the social studies content area. • Teachers include AVID strategies daily to support students achievement at all levels. <p>Teachers incorporate instructional activities that support student success with the LAFS within the social studies curriculum.</p> <ul style="list-style-type: none"> • Social studies teachers will continue to integrate LAFS for Literacy into the Social Studies curriculum working closely with the Literacy Coach and Literacy team. 	<p>On each of the PMTs, CMS students will achieve 5% higher scores than the Pinellas county average.</p> <p>Usage of Digital DBQs and rubrics, Performance Matters.</p> <p>Analyze summative and formative assessments, Performance Matters (on Unify) and incorporate remediation into daily bell work; data chats are conducted with students and shared with other teachers.</p>
<p>Social studies teachers will utilize data to develop scaffolding to students and for the development of differentiated instructional practices to increase student achievement.</p> <ul style="list-style-type: none"> • Teachers regularly incorporate knowledge checks (formative assessments) and use the collected data to gauge student mastery of the course content. • Teachers meet in monthly PLC's to review student data (collected from multiple sources, including common assessments and/or quarterly district progress monitoring assessments) and to plan action steps to implement remediation for identified areas of weakness; or to develop lessons that meet the rigor of the course benchmarks. • Administrators monitor implementation of lessons based on data and established learning goals through walkthroughs and offer support in deciding on next steps for improvement and instruction. 	<p>An increase in ELL student achievement as measured by student grades and PMT scores.</p>

<ul style="list-style-type: none"> • Teachers conduct frequent data chats with students to offer support for student achievement and individualized goal setting. • Teachers will receive professional development around tracking student data based on the instructional needs identified through the creation of learning goals and scales and progress monitoring assessments. 	
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Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Career - Technical	Goal Manager: Robin Romblad
To increase the number of enrolled students in MOS bundle pass rate from forty to sixty percent by May 2017 as measured by Industry Certifications.	
To increase digital certifications by twenty five percent by May 2017 as measured by Industry Certifications.	
Actions / Activities in Support of Goal	Evidence to Measure Success
Enroll 8 th grade students to earn high school credit in the entry level technology elective “Digital Information Technology”, DIT. Students will work on using technology for career planning, career advancement, business fundamentals and on obtaining industry certifications in Microsoft Office Software (MOS); Word, Excel and PowerPoint.	Increase in the number of students passing the Industry certifications for the MOS Bundle.
Enroll 7 th and 8 th grade students in “Computer Applications in Business”, CAB courses designed to expose students to career readiness and digital literacy while utilizing Microsoft software; Word, Excel, PowerPoint and Access.	Increase in the number of students passing digital certifications for Microsoft software.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy School	Goal Manager: Stan Harbaugh
Healthy School Goal - Work toward Bronze Level recognition with the Alliance for a Healthier Generation by May 2017 as evidenced by additional opportunities for more physical movement for staff and students.	
Actions / Activities in Support of Goal	Evidence to Measure Success
In 2015-16, school was eligible for national recognition in <u>4 out of 6</u> Alliance for a Healthier Generation’s Healthy Schools Program Assessment modules. For 2016-17, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2016.	By April 1, 2017, the Healthy School Team will edit the school’s Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.

Target for 2016-17, is to become eligible for national recognition in <u>5 out of 6</u> Alliance for a Healthier Generation’s Healthy School Program Assessment.	
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Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: College and Career Readiness	Goal Manager: Brandi Alahouzos/Kalyn Schreiner
10% of student population will attend college related field trip(s) by May 2017.	
Actions / Activities in Support of Goal	Evidence to Measure Success
Planning and procurement of transportation.	Permission slips; attendance/roster
Field trip	Student artifact

Academic Achievement Gap

Subgroup Goal (Black)	Goal Manager: JoAnn Niles
African American students will increase learning gains on the FSA in ELA reading by 5% or more.	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
Teachers will differentiate instruction for African American students and put positive behaviors in place.	Lesson plans will include documented differentiated instruction and positive behavior supports for African American students.
Administration and teachers will provide and encourage African American students to attend a variety of enrichment activities including STEM, CCN crew and Multi-cultural club. Continuously monitor the percentage of African American students enrolled in AVID and advanced level rigorous courses. AVID teachers will provide African American role models and all teachers will provide outreach for struggling African American students to monitor their success.	African American students’ attendance in enrichment clubs and/or rigorous courses will increase by 5%.

Subgroup Goal (ELL)	Goal Manager: Asimina Patton
ELL students will increase learning gains by 3% or more on CELLA towards proficiency.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
ELA and content area teachers will provide accommodations and strategies that promote instruction and understanding.	Students’ scores on CELLA will increase by 5%.
All content areas will implement ELL strategies that promote literacy.	Teachers will document ELL strategies in weekly lesson plans.

Subgroup Goal (ESE)	Goal Manager: Sue Kately
ESE students will increase learning gains by 3% or more by May 2017 as measured by the FAA.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
MMI Teachers will meet in professional learning communities at least monthly to discuss and review students' placements, strategies being used, and feedback on these two issues.	Students' scores on Florida Alternate Assessments will increase by 5%.
Teachers will share strategies and practices being used that are successful. Teachers will incorporate technology into their lessons to introduce new concepts and enrich already taught concepts.	Administrators will conduct walkthroughs and check lesson plans for evidence of rigor and differentiation of instruction.

Subgroup Goal (If Needed)	Goal Manager:
Enter Goal Name	

Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and Goals

Early Warning Indicator* (Number of students by grade level)	Grade 6th	Grade 7th	Grade 8th	Grade <i>Select</i>	Grade <i>Select</i>	School	
						#	%
Students scoring at FSA Level 1 (ELA or Math)	65	53	83			201	18.9
Students with attendance below 90 %	29	47	59			135	12.6
Students with excessive referrals**	5	8	5			18	1.7
Students with excessive course failures**	0	4	3			7	0.7
Students exhibiting two or more indicators	10	20	19			49	4.6

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the

entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal		Please ensure that your goal is written as a SMART goal.
The percentage of all students will increase their average daily attendance by 5% or more by May 2017 as measured by FOCUS reports.		
Actions / Activities in Support of Attendance Goal		Evidence to Measure Success
Child Study Team meets the 2 nd and 4 th Wednesday of every month to monitor students with excessive absences and/or tardies to determine the most common reasons/barriers for absences.		Attendance improvement recorded in FOCUS/Portal.
Administrators, Counselors, Social Worker, Attendance Specialist, and Clerks follow up with students and parents to develop and implement interventions that target identified reasons/barriers to school attendance.		Attendance improvement recorded in FOCUS/Portal.
Ensure that families are aware of the importance of attendance by engaging them in attendance related activities.		Attendance improvement recorded in FOCUS/Portal.

EWS - Discipline

Discipline Goal		Please ensure that your goal is written as a SMART goal.
Foster a positive school culture by increasing positive rewards by 10% by May 2017 as evidenced by student recognition.		
The percentage of students with excessive referrals (10+) will decrease by 3% by May 2017 as measured by FOCUS reports.		
Actions / Activities in Support of Discipline Goal		Evidence to Measure Success
Reinforce the school mission statement through weekly RtI lessons administered in every classroom. Students are reminded of the student expectations and rewarded by “shark bite” tokens. These “shark bites” are given to students who demonstrate adherence to the school mission statement.		An increase in weekly shark bites turned in at grade level lunches.
Teachers and staff will recommend “Heroes of the Day” recognizing positive behaviors and citizenship.		An increase of students recognized as “Heroes of the Day” throughout the school year.
Teachers and staff mentor students to show empathy toward their academic and social success. Mentors		A decrease in academic concerns and discipline referrals.

meet with students regularly to show concern for their well-being.	
Teachers intervene early to prevent smaller conflicts from escalating and deal with discipline infractions as teachable moments. PD is offered to teachers/staff needing improvement in these areas.	A decrease of discipline referrals.

Discipline Goal – Other (as needed) Please ensure that your goal is written as a SMART goal.	
Specify	
Actions / Activities in Support of Goal	Evidence to Measure Success

EWS – Academic Intervention

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

The Extended Learning Program (ELP) is facilitated by teachers who provide before and after school academic assistance. A community site for ELP and course recovery was opened in 2016 and will continue; All teachers are encouraged to use the ZAP program (Zeroes Aren't Permitted), whereby students are given incomplete classroom assignments to work on during their lunch periods; Teachers facilitate before or after school tutoring of students who may need additional assistance; The National Junior Honor Society members tutor students weekly through ELP; Mentors are assigned to students who are in need of additional support; AVID strategies are incorporated into each classroom; tutors are provided to AVID students; The MTSS/ Rtl team meets to track learning goals; Periodic progress reports are sent home at least once each grading period; The behavior specialist and ESE/TSA liaison collects and analyzes data for FBAs and PBIPs and meets with teachers, parents, and students to problem solve; The Child Study Team meets twice a month to discuss students with chronic attendance issues; The attendance specialist and school social worker meet with parents to help find solutions to difficult family situations to improve attendance; Enrichment programs are offered before and after school to increase student participation and interest; Course recovery classes are available as necessary when students show poor academic progress; Guidance counselors and administrators monitor academic progress weekly for struggling students to track learning goals; MTSS/SBLT analyzes student data to help close the achievement gap.

Early Intervention / Extended Learning Goal
Please ensure that your goal is written as a SMART goal
Goal: An increase of 5% in the number of students who utilize ELP and course recovery throughout the school year (at Carwise or a community site) as measured by attendance.

Actions / Activities in Support of Goal	Evidence to Measure Success
ELP will start in September; Students will be invited to attend through phone calls, flyers, and teacher emails. ELP will continue throughout the year.	Data to measure the necessity for ELP will be gathered from classroom teachers by Guidance Counselors and Administrators. Attendance will be taken at ELP at Carwise and offsite.
Course Recovery will begin in January in order to allow students the most possible time to recover semester one credits. Parents will be informed of the opportunity through phone calls, letters, email and flyers.	Failure data will be gathered by Guidance Counselors and Administrators.

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	66	% with advanced degrees	38
% receiving effective rating or higher	97	% first-year teachers	3
% highly qualified (HQT)*		% with 1-5 years of experience	14
% certified in-field**	100	% with 6-14 years of experience	41
% ESOL endorsed	44	% with 15 or more years of experience	42

*as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S.

Describe your school’s efforts to recruit and retain a highly qualified instructional staff.

We recruit highly effective teachers and gather data to determine that needs are fulfilled in high-need academic areas. We retain excellent teachers by implementing a new teacher orientation program with mentors and recognition programs (i.e., “Teacher of the Week” parking, Selection of “Teacher of the Month”, chocolate, hand soap, Kudos awards, breakfast, lunch, FSA cake, birthday cards, etc.) and ensure that all teachers receive the support they need to be highly effective.

SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Robert	Vicari	White	Principal
Matthew	Little	White	Teacher
Teresa	Bynum	White	Support Employee
Hilman	Reed	Black	Parent
Sandra	Babcock	Hispanic	Support Employee
Eric	Pavlica	White	Business/Community
Chris	Crowell	White	Business/Community
Richard	Doscher	White	Business/Community
Daphne	Dixon-Reed	Black	Parent
Roxanna	Lesses	Hispanic	Parent
Nicole	See	White	Parent
Annette	Tesmer	White	Teacher
Sue	Eley	Asian	Teacher
Rebecca	Eden	White	Teacher
Yolanda	Ramirez-Dzierzyk	Hispanic	Teacher

SAC Compliance

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>
The first SAC meeting will take place on September 13 th .	

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date: 9/13/2016
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SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Jennifer McGinnis
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State Days / Intervals that Team meets below.

1st Wednesday of every month – SBLT, MTSS/RtI
3rd Wednesday of every month – MTSS/RtI

Budget / SIP Funds

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

Provide a yearly subscription to Science World Magazine to promote literacy and awareness of current events in Science. 1 year -- \$700

SIP will provide for a one time purchase of Scientific Literature to be used to increase rigor, close reading of complex text, and answering text dependent questions. One time purchase \$250.00

Purchase license for Learn Bop Math intervention program to be used with math classes. This will support students in the category of the lowest 25% of learning gains. -- \$1,500.

AVID field trip -- \$225 -- TDEs

Webmaster -- \$150

Use this space to paste budget, if desired.