

# FLORIDA DEPARTMENT OF EDUCATION



## DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

## 2012-2013 SCHOOL IMPROVEMENT PLAN

### PART I: CURRENT SCHOOL STATUS

#### School Information

School Name: Carver Middle School	District Name: Lake
Principal: Mollie Cunningham	Superintendent: Dr. Susan Moxley
SAC Chair: Carol Peppers	Date of School Board Approval:

#### Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

#### Administrators

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Mollie Cunningham	Bachelor of Science in Special Education and a Concentration in Speech Pathology and Audiology. Master of Science Degree in Educational Leadership from Nova Southeastern University	0	14	<p><b>Sorrento Elementary School SY 2012:</b> School Grade A (553 points)                      FCAT % meeting high standards: Reading-61%; Math-61%                      Writing-82%; Science-45%                      FCAT% making learning gains: Reading-75%, Math-81%                      LQ Reading-75%; Math-81%  <b>AYP—Met %</b></p> <p><b>Sorrento Elementary SY 2011:</b> School Grade: B                      Meeting High Standards in: Reading 74%, Math 72%,                      Writing 84%, Science 67%</p> <p>Making Learning Gains in:                      Reading 60%                      Math 50%</p> <p>Lowest 25% Making Learning Gains in:                      Reading 46%                      Math 42%</p> <p>AYP Information:                      All groups met 95% tested criteria in reading and math                      % of AYP Criteria Met: 79%                      Groups that met AYP in reading: none                      Groups that met AYP in Math: none</p>
Assistant Principal	Greg Smallridge	Bachelor and Master degrees from University of Central Florida. Certified in the stat of Florida in School Principal (all levels), Math (5-9), Math (6-12)	11	11	<p><b>Carver Middle School SY 2012:</b> School Grade-C (544 points)                      FCAT % meeting high standards: Reading-49%; Math-47%                      Writing-77%; Science-49%                      FCAT% making learning gains: Reading-59%, Math-51%                      LQ Reading-65%; Math-58%  <b>AYP—Met 77%</b></p> <p><b>Carver Middle School SY 2011:</b> School Grade – B (503 points)                      FCAT % meeting high standards: Reading – 63%; Math – 63%;                      Writing – 89%; Science – 46%                      FCAT % making learning gains: Reading – 55%; Math – 61%; LQ                      Reading – 61%; LQ Math – 65%</p>

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Assistant Principal	Kim Walker-Lawrence	Bachelor of Science degree in Elementary Education from University of South Florida, Master of Science degree in Educational Leadership from Nova Southeastern University, Certified in the state of Florida in School Principal (all levels), ESOL Endorsement	2	6	<p>AYP – Met 77% of criteria  <b>Carver Middle School SY 2010:</b> School Grade – A (532 points)  FCAT % meeting high standards: Reading – 69%; Math – 67%; Writing – 89%; Science – 54%  FCAT % making learning gains: Reading – 62%; Math – 66%; LQ reading – 66%; LQ math – 59%  AYP – Met 77% of criteria</p> <p><b>Carver Middle School SY 2012:</b> School Grade-C (544 points)  FCAT % meeting high standards: Reading-49%; Math-47% Writing-77%; Science-49%  FCAT% making learning gains: Reading-59%, Math-51%  LQ Reading-65%; Math-58%  <b>AYP—Met 77%</b></p> <p><b>Carver Middle School SY 2011:</b> School Grade – B (503 points)  FCAT % meeting high standards: Reading – 63%; Math – 63%; Writing – 89%; Science – 46%  AYP – Met 77% of criteria</p> <p><b>Tavares Middle School SY 2010:</b> School Grade – A (527 points)  FCAT % meeting high standards: Reading – 72%; Math – 66%; Writing – 87%; Science – 50%  FCAT % making learning gains: Reading – 66%; Math – 65%; LQ reading – 60%; LQ math – 61%  AYP – Met 72% of criteria</p>

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**Instructional Coaches**

List your school’s instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Literacy Coach	Freda Russell-Miller	BA-Elementary Education MA. Masters of Science degree in Elementary Education and Educational Leadership Ed. S Educational Specialist degree in Curriculum and Teaching Certification-Reading Endorsement Certification-ESOL	0	8	<p><b>Oak Park Middle School SY 2012: Grade C (529 points)</b> FCAT % meeting high standards: Reading-36%; Math-44% Writing-59%; Science-39% FCAT% making learning gains: Reading-60%, Math-68% LQ Reading-76%; Math-64% <b>AYP—Met 67%</b></p> <p><b>Oak Park Middle School 2010-2011:</b> Grade of C 53% of students at or above grade level in reading 57% of students at or above grade level in math, 75% of students at or above grade level in Writing, and 33% of students at or above grade level in science; did not make AYP. 2009-2010: Grade B, 56% Mastery in Reading, 60% of students making a year’s worth of progress in reading, 71% of struggling students making a year’s worth of progress in reading, 54% of students at or above grade level in Math, 65% of students making a year’s worth of progress in math, 70% of struggling students making a year’s worth of progress in math., 75% of students are meeting state standards in writing., 44% of students at or above grade level in science.</p> <p><b>Oak Park Middle School 2008-2009:</b> Grade B, 58% Mastery in Reading, 57% Mastery in math, 90% in Writing and 35% Mastery in Science. 61% learning gains in Reading, 61% learning gains in math 73% of lowest quartile gaining in reading and 63% of lowest quartile in math. AYP not met</p>

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<p>Math/ Science</p>	<p>Heather Jablonski</p>	<p>MG Math 5-9 Mathematics 6-12 Elementary ED 1-6</p>	<p>14</p>	<p>17</p>	<p><b>Carver Middle School SY 2012:</b> School Grade-C (544 points) FCAT % meeting high standards: Reading-49%; Math-47% Writing-77%; Science-49% FCAT% making learning gains: Reading-59%, Math-51% LQ Reading-65%; Math-58% <b>AYP—Met 77%</b></p> <p><b>Carver Middle School SY 2011:</b> School Grade – B (503 points) FCAT % meeting high standards: Reading – 63%; Math – 63%; Writing – 89%; Science – 46% FCAT % making learning gains: Reading – 55%; Math – 61%; LQ Reading – 61%; LQ Math – 65% AYP – Met 77% of criteria</p> <p><b>Carver Middle School SY 2010:</b> School Grade – A (532 points) FCAT % meeting high standards: Reading – 69%; Math – 67%; Writing – 89%; Science – 54% FCAT % making learning gains: Reading – 62%; Math – 66%; LQ reading – 66%; LQ math – 59% AYP – Met 77% of criteria</p>
<p>Writing</p>	<p>Rhonda Lynn</p>	<p>ESOL Endorsement</p>	<p>0</p>	<p>13</p>	<p><b>Sorrento Elementary School SY 2012:</b>School Grade A (553 points) FCAT % meeting high standards: Reading-61%; Math-61% Writing-82%; Science-45% FCAT% making learning gains: Reading-76%, Math-80% LQ Reading-71%; Math-77% <b>AYP—Met %</b></p> <p><b>Sorrento Elementary SY2011:</b> School Grade: B Meeting High Standards in: Reading 74%, Math 72%, Writing 84%, Science 67% Making Learning Gains in: Reading 60% Math 50% Lowest 25% Making Learning Gains in: Reading 46% Math 42%</p>

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					AYP Information: All groups met 95% tested criteria in reading and math % of AYP Criteria Met: 79% Groups that met AYP in reading: none Groups that met AYP in Math: none
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**Effective and Highly Effective Teachers**

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Establish a PLC including all new teachers to Carver. The PLC will meet on a regular basis to provide new staff with assistance and support.	Administration, Department Chairs, and Team Leaders	On-going
2. Provide veteran teachers as mentors to all new teachers.	Administration	On-going
3. Provide opportunities for staff development to support areas of weaknesses demonstrated by new teachers.	Administration, Literacy Coach, Math/ Science Coach, RtI/ Writing Coach	On-going
4. Review applications from all resources when considering candidates to fill vacancies.	Administration	On-going

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***Non-Highly Effective Instructors***

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective

***Staff Demographics***

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

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
61	18% (11)	26% (16)	34% (21)	21% (13)	54% (33)		23% (14)	10% (6)	36% (22)

***Teacher Mentoring Program/Plan***

Please describe the school’s teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Roy Parry	Katie Morton	Academic Certification Related Area	
Kristi Vaughn	Heather Jablonski	Academic Certification Related Area	
Dana Latimer	Heather Jablonski	Academic Certification Related Area	
Arlene Perdermo-	Karen Driesbach	Academic Certification Related Area	



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Marquita Houston	Heather Jablonski	Academic Certification Related Area	
Kenea Walker	Freda Russell Miller	Academic Certification Related Area	
Bobbie Jo Clark	Glenda Hayes	Academic Certification Related Area	
Matt King	Heather Jablonski	Academic Certification Related Area	
Simon Thomas	Shannon Sapp	Academic Certification Related Area	

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### Additional Requirements

#### ***Coordination and Integration-Title I Schools Only***

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

Title I, Part A Funds provided for additional resource teachers, paraprofessionals and a Family liaison. We provide remediation, preparation, tutoring and professional development components
Title I, Part C- Migrant School Liaison provides services and support to students and parents on an as-needed basis. The district based liaison coordinates with all Title 1 services to ensure student needs are met.
Title I, Part D District receives funds for Neglected and Delinquent services for students in need. Services are coordinated with drop-out prevention programs
Title II District receives funds for technology to increase instructional strategies. Also, funding is provided for professional development and is coordinated with the curriculum dept.
Title III Services are provided through the district's curriculum department for educational materials and support for E.L.L. students.
Title X- Homeless Social worker provides resources (clothing, supplies, referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free, appropriate ed.
Supplemental Academic Instruction (SAI) SAI funds provides afterschool tutoring for level 1 students. SAI funds are utilized to purchase supplies for the Level 1 students.
Violence Prevention Programs The school offers "Know the Law" curriculum. Positive Behavior Support will be continued this year.
Nutrition Programs
Housing Programs
Head Start
Adult Education The Family School Liaison along with the Parent Involvement Resource Center will provide information pertaining to adult education opportunities.
Career and Technical Education

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Job Training
Other

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

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS leadership team. The school-based RtI Leadership Team consist of the Principal, Guidance , ESE teachers, Instructional Coaches, School Psychologist, technology specialist, social worker and Achievement Liaison.</p> <p><b>Mollie Cunningham – Principal</b> <b>Greg Smallridge – Assistant Principal I</b> <b>Kim Walker-Lawrence – Assistant Principal II</b> <b>Shannon Sapp – Guidance Counselor</b> <b>Simon Thomas – Guidance Counselor</b> <b>Glenda Hayes – ESE School Specialist</b> <b>Freda Russell-Miller – Literacy Coach</b> <b>– School Psychologist-Dr. Hawkins</b> <b>– School Social Worker- Laura Davis</b></p>
<p>Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? <b>Members of the school-based RtI Leadership Team are present at the initial RtI meeting. After the initial meeting, the team reconvenes to discuss student issues. The RtI Leadership Team meets monthly to review progress monitoring data at the grade, class, and sub-group level to develop appropriate programs that will target students who are meeting/exceeding benchmarks and those at moderate risk or at high risk for not meeting benchmarks. Based upon data, professional development plans and resources are identified and recommended. The team will conduct research and collaborate on a frequent basis to problem-solve, share effective practices, and evaluate implementation to achieve increased student performance. In addition, the team will convene when necessary and use the problem solving method to determine appropriate interventions for tier 2 and tier 3 students and monitor their progress.</b></p>

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Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? **The RtI Team meets with SAC to establish goals, areas of need, and set a framework for instruction that will include rigor, relevance, and relationships in all academic areas. The RtI team will review progress monitoring data during the monthly meeting to identify any problems that the data demonstrates. Once a problem has been identified the team will determine the cause(s) of the problem and design appropriate interventions to address the specific problems. Once the interventions are in place the team will monitor for effectiveness closely.**

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. *The data management systems include, AS400, FIDO, PMRN, FCAT Star, PENDA, ESE data tracking grid. Each system is designed for progress monitoring students at Carver Middle School. Data from all students' prior FCAT scores will be reviewed by the RtI team for placement into appropriate courses. Individual student progress will be monitored using Florida Assessment for Instruction in Reading (FAIR) and district based benchmark assessments through Edusoft. Additional information may be gathered from teacher generated assessments and/or anecdotal information. The progress monitoring assessments will take place at least three times during the school year on dates prescribed by the Florida Department of Education. Students at each tier will be reviewed for appropriate strategies. Information on each student will be shared with appropriate faculty and staff members through regular and frequent PLC meetings. Additional data resources can be AS400 and reports available through FIDO to monitor attendance and discipline data.*

Describe the plan to train staff on MTSS. **Carver Middle School teachers will attend various professional development opportunities to help them to use the data support systems effectively. Moreover, Professional development will occur during common planning times and once each month on Wednesday morning during designated PLC times. Small groups will be sent to professional development off-site that correlate with RtI goals and objectives as resources warrant. The RtI team will also evaluate staff professional development needs during the monthly RtI Leadership meetings.**

Describe the plan . Each professional development day (s) teachers will be afforded the opportunity to attend professional development sessions that will help them use the data systems effectively.

**Literacy Leadership Team (LLT)**

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).  
*Mollie Cunningham – Principal  
 Greg Smallridge – Assistant Principal I  
 Kim Walker-Lawrence – Assistant Principal II  
 Freda Russell-Miller – Literacy Coach  
 Kathy Smith Language Arts Department Chair  
 Heather Jablonski – Math Coach  
 – Science Department Chair  
 Katie Morton-Social Studies Department Chair  
 Glenda Hayes ESE School Specialist  
 Olivia MoultonMedia Specialist*

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 Rule 6A-1.099811  
 Revised April 29, 2011**

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Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). **The Literacy Coach will be the leader of the Literacy Leadership Team meetings will be held six (6) times during the school year. The Literacy Leadership Team (LLT) will meet monthly in the morning on the third Wednesday of the month. Initially the team would conduct self-assessments at the school level and the classroom level in order to ascertain the level of literacy involvement in the classrooms. The results of the self-assessments will be analyzed by the team and follow-up information will be gathered via Classroom Walk-throughs conducted by the Administration and the Literacy Coach. Appropriate staff development will be brought to the staff based on the review of the results from the Classroom Walk-throughs and the self- assessments. Follow-up activities, monitoring of strategies, and assessment/review of student achievement data will be conducted by the LLT. Data sources will include Florida Assessment for Instruction in Reading (FAIR) and FCAT Reading Test results.**

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

**The major initiatives will be to see the effect of literacy learning in the classroom and develop an action plan to address the information gained after reviewing the data. The initial data will be baseline data from FAIR and subsequent information will be gained from teacher observation and other FAIR administrations. The LLT will dedicate significant time to the evaluation of implementation of Literacy strategies in each classroom. Staff development focused on providing teachers with the training and support needed to implement these Literacy strategies will be conducted with the intent to increase the use of strategies that support increasing the amount of content-based reading, writing, and discussion in all content areas. LLT will identify model classrooms for the Literacy strategies and provide all teachers the opportunity to observe the Literacy strategies being used effectively by their colleagues.**

### *Public School Choice*

- **Supplemental Educational Services (SES) Notification**  
*Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.*

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

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

### *\*Grades 6-12 Only* Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

Each student will monitor and maintain reading logs to ensure each child has read at least 6 nonfiction and 6 fictional books throughout the school year. Teachers will model and use reading strategies in the reading, language arts and content areas. Carver Middle School will conduct appropriate staff development on reading strategies based on the need identified by the Literacy Leadership Team (LLT). The LLT will identify areas of need using self-assessment tools, FCAT, Lake Benchmark Assessments, and FAIR results, as well as Classroom Walk-throughs. Administration will conduct frequent Classroom Walk-throughs to ensure that the Literacy strategies are being used by every teacher. Administration will provide support for teachers demonstrating the need for assistance in this area. Assistance may include training in CRISS Project strategies, Differentiated Instruction, or Content-Area Reading Professional Development (NGCAR-PD).

### *\*High Schools Only*

Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.

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

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

### *Postsecondary Transition*

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#).

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**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b>			1.1. -Class size reduction -Teacher certification -Students do not have reading classes	1.1. -Appropriate scheduling of students -Integrate reading strategies in content area classes by providing reading professional development opportunities. Content Area Reading-Professional Development (NGCAR-PD)	1.1. -Guidance and School based Administration -Content area teachers Literacy Coach	1.1. -Administration will monitor Class Roster and Identified students - Master Schedule	1.1. -FCAT data -Class Rosters on AS400
Reading Goal #1A:  <i>To increase the percent of the number of students scoring Level 3 by 10%</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	49% (396)	54% (437)					
			1.2. -Professional Development of staff	1.2. -Authentic Literacy (Reading, Writing, and Discussion) in Content Area	1.2. -PLC-members -Literacy Coach and Team -School Administration	1.2. -PLC Meetings -Classroom Observation	1.2. -Mini Assessments -FCAT data results
		1.3. -Professional Development of staff -Student Engagement	1.3. -Literacy Strategy of the Week through FCIM process (mini benchmark lessons, instructional focus calendars, mini assessments, etc.)	1.3. -PLC-members -Literacy Coach and Team School Administration	1.3. -Student surveys -Data Chats through teams -Student grades	1.3 -Mini assessment -Classroom generated tests -Edusoft	
		1.4. -Cost of resources and training.	1.4. -Continue and expand implementation of the AVID program.	1.4. -AVID Site Team -Administration	1.4. -This program will be evaluated through student products such as Binders, tutoring	1.4. -Teacher generated tests and FCAT scores. AVID Binder Rubric	



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					logs, projects, etc.		
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>		2.1. The students need tiered learning.	2.1. Introduce classical literature by providing a booklist. Cooperative Grouping	2.1. Content area teachers Literacy Coach Media Specialist	2.1. Completed Plan for implementing individual reading.	2.1. FAIR testing FCAT	
<u>Reading Goal #1B:</u> NA	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>						<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</b>			2.1. -Class size reduction -Teacher certification	2.1. -Appropriate scheduling of students	2.1. -Guidance Department -School based Administration	2.1. -Administration will monitor Class Roster and identified students -Master Schedule	2.1. -FCAT data -Mini Assessments -Edusoft
<u>Reading Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>To increase the percent of the number of students scoring at or above level 4 by 10%</i>	20% (162)	22% (178)	2.2. -Professional Development of staff	2.2. -Implement Differentiated Instruction to include Real World Problem Solving. -Implement Thinking Maps	2.2. -PLC -School Administration	2.2. -PLC Meetings -Classroom Observation	2.2. -Mini Assessments -FCAT data results
			2.3 -Professional Development of staff	2.2. -Authentic Literacy (Reading, Writing, and Discussion) in Content Area	2.3 -PLC -Literacy Coach and Team -School Administration	2.3 -PLC Meetings -Classroom Observation	2.3 -Mini assessment -Classroom generated tests
			2.4 -Training and materials	2.4 -Springboard curriculum from College Board	2.4 -District Curriculum department -School Administration	2.4 -Student survey -Student grades -Data chats through teams	2.4 -Mini assessment -Classroom generated tests -edusoft
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Reading Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool					
<b>3A. FCAT 2.0: Percentage of students making learning gains in reading.</b>			3.1. -Class size reduction -Teacher certification	3.1. -Schedule struggling readers into appropriate Intensive Reading classes according to needs demonstrated in FCAT results and FAIR performance	2.1. -Guidance Department -School Administration	2.1. -Administration will monitor Class Roster and Master Schedule identified students -Data Progress Monitoring	2.1. -FCAT data -FAIR -Edusoft					
<u>Reading Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>										
<i>We will increase the number of students making learning gains in reading by 10%</i>	59% (477)	65% (510)	3.2. -Professional Development of staff	3.2. -Implement Read 180 with fidelity. Teachers will attend Read180 professional development.	3.2. -Intensive Reading Teachers -Literacy Coach -Administrators	3.2. -Periodic monitoring of Read 180 reports -CWT	3.2. -Read 180 Report -Formative Assessments -FAIR Testing -FCAT data					
								3.3. -Professional Development of staff	3.3 -Authentic Literacy (Reading, Writing, and Discussion) in Content Area	3.3 -Curriculum Based Teams -Literacy Coach and Team -School Administration	3.3 -PLC Meetings -Classroom Observation	3.3 -Mini assessment -Classroom generated tests
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</b>			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.					
<u>Reading Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>										
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in</i>	<i>Enter numerical data for expected level of performance in</i>										

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	<i>this box.</i>	<i>this box.</i>					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<p><b>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</b></p> <p><u>Reading Goal #4:</u></p> <p><i>We will increase the percentage of students in the lowest 25% making learning gains by 10%</i></p>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	<p>4.1.</p> <ul style="list-style-type: none"> <li>-Class size reduction</li> <li>-Teacher certification</li> </ul>	<p>4.1.</p> <ul style="list-style-type: none"> <li>-Schedule struggling readers into appropriate Intensive Reading classes according to needs demonstrated in FCAT results and FAIR performance</li> </ul>	<p>4.1.</p> <ul style="list-style-type: none"> <li>-Guidance</li> <li>-Administration</li> <li>-Literacy Coach</li> </ul>	<p>4.1.</p> <ul style="list-style-type: none"> <li>-Administration will monitor Class Roster and identified students</li> <li>- Master Schedule</li> </ul>	<p>4.1.</p> <ul style="list-style-type: none"> <li>-FCAT data</li> <li>-FAIR data</li> </ul>	
	65%	71%						
				<p>4.2.</p> <ul style="list-style-type: none"> <li>-Professional Development of staff</li> </ul>	<p>4.2.</p> <ul style="list-style-type: none"> <li>-Implement Read 180 with fidelity.</li> <li>Use Edusoft mini assessments for Progress monitoring</li> </ul>	<p>4.2.</p> <ul style="list-style-type: none"> <li>-Intensive Reading Teachers</li> <li>-Literacy Coach</li> </ul>	<p>4.2.</p> <ul style="list-style-type: none"> <li>-Periodic monitoring of Read 180 reports</li> <li>-CWT</li> </ul>	<p>4.2.</p> <ul style="list-style-type: none"> <li>-Read 180 Reports</li> <li>-Formative Assessments</li> <li>-FAIR Testing</li> <li>-FCAT data</li> <li>Mini Assessments</li> </ul>
				<p>4.3.</p> <ul style="list-style-type: none"> <li>-Professional Development of staff</li> </ul>	<p>4.3</p> <ul style="list-style-type: none"> <li>-Authentic Literacy (Reading, Writing, and Discussion) in Content Area</li> </ul>	<p>4.3</p> <ul style="list-style-type: none"> <li>-PLC</li> <li>-Literacy Coach and Literacy Team</li> <li>-School Administration</li> </ul>	<p>4.3</p> <ul style="list-style-type: none"> <li>-PLC Meetings</li> <li>-Classroom Observation</li> </ul>	<p>4.3</p> <ul style="list-style-type: none"> <li>-Mini assessment</li> <li>-Classroom generated tests</li> </ul>
			<p>4.4</p> <ul style="list-style-type: none"> <li>-Professional Development</li> <li>-Student Engagement</li> </ul>	<p>4.4</p> <ul style="list-style-type: none"> <li>-Literacy Strategy of the Week through FCIM process (mini benchmark lessons, instructional focus calendars, mini assessments, etc.)</li> </ul>	<p>4.4</p> <ul style="list-style-type: none"> <li>-PLC</li> <li>-Literacy Coach and Literacy Team</li> <li>-School Administration</li> </ul>	<p>4.4</p> <ul style="list-style-type: none"> <li>-Student survey</li> <li>-Data Chats through teams</li> <li>-Student grades</li> </ul>	<p>4.4</p> <ul style="list-style-type: none"> <li>-Mini assessment</li> <li>-Classroom generated tests</li> </ul>	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>5A. In six years school will reduce their achievement gap by 50%.</b> <b>Reading Goal #5A:</b>  <i>Enter narrative for the goal in this box.</i>	<b>Baseline data 2010-2011</b>			<b>58</b>	<b>63</b>	<b>67</b>	<b>71</b>	<b>75</b>
	<i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b>			5B.1. All subgroups are 1 or more years behind in reading progress	5B.1 Use Thinking Maps Provide NGCAR-PD for content area teachers.	5B.1. Teachers Administrators Instructional Coaches	5B.1 FCAT 2.0 assessment Mini Assessments Data Chats.	5B.1. FCAT 2.0 assesment.	
<b>Reading Goal #5B:</b>  <i>We will decrease the number of students not making satisfactory progress by 10%</i>	2012 Current Level of Performance:*  <i>Enter numerical data for current level of performance in this box.</i> White: 44% Black: 63% Hispanic: 51% Asian: 50% American Indian: Na	2013 Expected Level of Performance:*  <i>Enter numerical data for expected level of performance in this box.</i> White: 40% Black: 57% Hispanic: 45% Asian: 45% American Indian: NA	White: Black: Hispanic: Asian: American Indian:					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>			5C.1. Language	5C.1. Rosetta Stone	5C.1. Classroom Teachers	5C.1. Progress reports for Rosetta Stone	5C.1. Rosetta Stone Unit Assessments.
<b>Reading Goal #5C:</b> <i>We will decrease the number of students not making satisfactory progress by 10%</i>	<u>2012 Current Level of Performance:*</u> 75%	<u>2013 Expected Level of Performance:*</u> 68%					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>			5D.1. Students are behind 2 years or more in reading.	5D.1. Use accommodations or modification for each SWD.  Parent meeting to discuss the progression of each student	5D.1. Guidance Counselors Instructional Coaches Administration	5D.1. Progress monitoring for each student. Data Chats with students  Parent Conferences	5D.1. Surveys FCAT 2.0 Progress Monitoring Assessment.
<b>Reading Goal #5D:</b> <i>We will decrease the number of students not making satisfactory progress by 10%</i>	<u>2012 Current Level of Performance:*</u> 73%	<u>2013 Expected Level of Performance:*</u> 66%					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.



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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>			5D.1. -Student engagement	5D.1. -Continue and enhance mentoring programs for struggling subgroups by implementing more opportunities and activities for students to work with mentors. Expand mentoring program throughout campus.	5D.1. -Guidance -School Administration	5D.1. -Student Survey -Observation	5D.1. -Survey Results FCAT 2.0
<b>Reading Goal #5E:</b> <i>We will decrease the number of students not making satisfactory progress by 10%</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	56%	50%					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

**Reading Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b>						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
AVID	7-8 grade core subjects	AVID Summer Institute	AVID Site team members	2012	AVID Site team monthly meetings, AVID certification binders	AVID Site team
Differentiated Instruction	All Instructional Staff	PLC Chair	PLC Teams	Fall 2012	Teacher lesson plans, student grades, classroom walk-throughs	PLC Chair
Read-180	6-8 grade Intensive Reading	LCS Staff Development	Intensive Reading Teachers	Fall 2012	Read-180 report and FCAT scores	Literacy Coach
Inclusion	6-8 core subjects	LCS ESE department and	Math, science, and support facilitation ESE teachers	Fall 2012	Teacher lesson plans, student grades, classroom walk-throughs	ESE School Specialist, PLC team leaders, administration, ESE

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		Florida Inclusion Network trainer				program specialist, FINS
Edusoft training	6-8 core subjects	LCS Testing Staff through on-line learning	All Core Subject Instructional Staff	Fall 2012	Edusoft reports, PLC meetings	District Testing Staff, School Administration, PLC Leaders
NG-CAR PD	6-8 Core Subjects	Literacy Coach	All Core Subject Instructional Staff	Fall 2012	Teacher lesson plans, student grades, classroom walk-throughs	Literacy Coach
Thinking Maps	6-8 Core Subjects	District Staff	All Core Subject Instructional Staff	Fall 2012	Teacher lesson plans, student grades, classroom walk-throughs	Administration

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**Reading Budget (Insert rows as needed)**

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Thinking Maps	Professional Development Binders, Facilitator's Fees	Title I	\$3,000
Reading Materials for Differentiated Instruction	Various academic hands-on materials	SAI	\$ 2,700
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Accelerated Reader	Online resources for books	Title I	\$3,381.00
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Reading Goals*

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**Comprehensive English Language Learning Assessment (CELLA) Goals**

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

<b>CELLA Goals</b>		<b>Problem-Solving Process to Increase Language Acquisition</b>				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring proficient in listening/speaking.</b>		1.1. Language	1.1. Rosetta Stone	1.1. Guidance Counselors	1.1. Rosetta Stone Reports	1.1. Florida Comprehensive English Language Learning Assessment CELLA
<b>CELLA Goal #1:</b> To increase each student's proficiency in Listening and Speaking by 10%	2012 Current Percent of Students Proficient in Listening/Speaking: 6 grade 75% 7 grade 43% 8 <sup>th</sup> Grade 50%					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring proficient in reading.</b>		2.1 -Language - 2-3 years reading below grade level	2.1. Rosetta Stone	2.1. Guidance Counselors	2.1. Rosetta Stone Reports	2.1. Florida Comprehensive English Language Learning Assessment CELLA
<b>CELLA Goal #2:</b> To increase each student's proficiency in Reading by 10%	2012 Current Percent of Students Proficient in Reading: 6 grade 50% 7 grade 14% 8 <sup>th</sup> Grade 67%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3. Students scoring proficient in writing.</b>		2.1. - Language -FCAT writing scores below 4.0	2.1. Differentiated Instruction for Writing  Writing Rubrics	2.1. Classroom Teachers	2.1 Scoring FCAT Prompts	2.1 FCAT Writes!!.
<b>CELLA Goal #3:</b>  <b>To increase each student's proficiency in Writing by 10%</b>	2012 Current Percent of Students Proficient in Writing :					
	6 grade 25%					
	7 grade 29%					
	8 <sup>th</sup> Grade 33%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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**CELLA Budget** (Insert rows as needed)

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

*End of CELLA Goals*

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**Middle School Mathematics Goals**

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

<b>Middle School Mathematics Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>			1.1. -Professional Development on Edusoft	1.1. -Implement the FCIM model (mini benchmark lessons, instructional focus calendars, mini assessments, etc.) Edusoft reports	1.1. -PLC -Department Chairperson -Administration -Program Specialist	1.1. -Curriculum Based Team meetings -Data Progress Monitoring -Instructional Focus Calendars	1.1. -Mini Assessments -Data Chats -LBA -edusoft
<b>Mathematics Goal #1A:</b> Increase by 10% the number of students scoring Level 3.	<b>2012 Current Level of Performance:*</b> 47% (380)	<b>2013 Expected Level of Performance:*</b> 52% (421)	1.2. Students scoring below expectations in math on FCAT 2.0	1.2. -Students will be appropriately scheduled according to academic need.	1.2. -Guidance Department -School based Administration	1.2 -Administration will monitor Class Roster and identified students -Master Schedule	1.2 -FCAT data -AS400
			1.3. -Computer access -Professional Development of staff	1.3. -Utilize PENDA throughout Math classes	1.3. -PLC -Curriculum Based Teams -Math Teachers	1.3. -Usage of PENDA and Mastery of Benchmarks -Data Chats	1.3. -PENDA Usage Reports -Mini-Assessments -FCAT Data -edusoft
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<b>Mathematics Goal #1B:</b> NA- FAA Does not apply	<b>2012 Current Level of Performance:*</b> Enter numerical data for current level of performance in this box.	<b>2013 Expected Level of Performance:*</b> Enter numerical data for expected level of performance in this box.	1B.2.	1B.2.	1B.2.	1B.2.	1B.2.

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		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>			2.1. -Class size reduction -Teacher certification	2.1 -Students will be appropriately scheduled according to academic need.	2.1 -Guidance department -School based Administration	2.1 -Administration will monitor Class Roster and identified students - Master Schedule	2.1 -FCAT data
<u>Mathematics Goal</u> #2A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the number of students scoring levels 4 and 5 by 10%.	4% (31)	7% (34)					
			2.2 -Professional Development on Edusoft	2.2 -Implement the FCIM mode I(mini benchmark lessons, instructional focus calendars, mini assessments, etc.)	2.2 -PLC -Department Chairperson -Administration -Program Specialist	2.2 -Curriculum Based Team meetings -Data Progress Monitoring -Instructional Focus Calendars	2.2 -Mini Assessments -Data Chats -LBA -edusoft
			2.3. -Professional Development of staff	2.3. -Implement Differentiated Instruction to include Real World Problem Solving and use Thinking Maps	2.3. -PLC -School Administration	2.3 -PLC Meetings -Classroom Observation	2.3 -Mini Assessments -FCAT data results -LBA -edusoft
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Mathematics Goal</u> #2B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
NA	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.

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		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b>			3.1. -Schedule constraints	3.1. -Content based remedial and enrichment activities in mathematics classrooms.	3.1. -PLC	3.1. -Student based Team Meetings -Homeroom Remediation/Enrichment	3.1. -Meeting Minutes -Mini Assessments -RTI documentation
<u>Mathematics Goal</u> #3A:  <i>Increase the number of students making learning gains by 10%</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	61% (494)	67% (542).					
			3.2 -Professional Development on Edusoft	3.2 -Implement the FCIM model (mini benchmark lessons, instructional focus calendars, mini assessments, etc.)	3.2 -PLC -Department Chairperson -Administration -Program Specialist	3.2 -Curriculum Based Team meetings -Data Progress Monitoring -Instructional Focus Calendars	3.2 -Mini Assessments -Data Chats -LBA -edusoft
			3.3. -Professional Development of staff	3.3. -Implement Differentiated Instruction to meet student needs	3.3. -PLC -School Administration	3.3 -CBT Meetings -Classroom Observation	3.3 -Mini Assessments -FCAT data results -LBA -edusoft
			3.4 -Computer access -Professional Development of staff	3.4 -Utilize PENDA throughout Math classes	3.4 -PLC -Curriculum Based Teams -Math Teachers	3.4 -Usage of PENDA and Mastery of Benchmarks -Data Chats	3.4 -PENDA Usage Reports -Mini-Assessments -FCAT Data -LBA -edusoft
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<u>Mathematics Goal</u> #3B:  NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of</i>	<i>Enter numerical data for expected level of</i>					

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	<i>performance in this box.</i>	<i>performance in this box.</i>					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b>  Mathematics Goal #4:  <i>Increase by 10% the number of students in the lowest 25% making learning gains in math.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	4.1 -Shortage of funding	4.1. -Pursue allocation for Intensive Math unit. (Completed)	4.1. -Principal	4.1. -Request forward to District office	4.1. -Staff Roster
	58% (361)	64% (397)					
			4.2 -Schedule constraints	4.2 -Content based remedial and enrichment activities	4.2 -PLC	4.2 -Student based Team Meetings -Homeroom Remediation/Enrichment	4.2 -Meeting Minutes -Mini Assessments -RTI documentation
			4.3 -Professional Development on Edusoft	4.3 -Implement the FCIM model (mini benchmark lessons, instructional focus calendars, mini assessments, etc.)	4.3 -PLC -Department Chairperson -Administration -Program Specialist	4.3 -Curriculum Based Team meetings -Data Progress Monitoring -Instructional Focus Calendars	4.3 -Mini Assessments -Data Chats -LBA -edusoft
			4.4 -Professional Development of staff	4.4 -Implement Differentiated Instruction to meet student needs	4.4 -PLC -School Administration	4.4 -PLC Meetings -Classroom Observation	4.4 -Mini Assessments -FCAT data results -LBA edusoft
			4.5 -Computer access -Professional Development of staff	4.5 -Utilize PENDA throughout Math classes	4.5 -PLC -Curriculum Based Teams -Math Teachers	4.5 -Usage of PENDA and Mastery of Benchmarks -Data Chats	4.5 -PENDA Usage Reports -Mini-Assessments -FCAT Data -LBA -edusoft

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		<p>4.6 -Student engagement</p>	<p>4.6 -Continue and enhance mentoring program for struggling subgroups by implementing more opportunities and activities for students to work with mentors. -Expand mentoring program throughout campus.</p>	<p>4.6 -Guidance -School Administration</p>	<p>4.6 -Student Survey -Observation</p>	<p>4.6 -Survey Results</p>
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>5A. In six years, school will reduce their achievement gap by 50%.</b> Mathematics Goal #5A: 60 % of all students in grades 6-8 will score a 3 or better on the mathematics portion of the 2013 FCAT. <i>Enter narrative for the goal in this box.</i>	<b>Baseline data 2010-2011</b>  47		49	58	63	67	71	75
	Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b> Mathematics Goal #5B: <i>Meet Safe Harbor with all subgroups.</i>			2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: 53% Black: 30% Hispanic:48% Asian:61% American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: 58% Black:33% Hispanic:53% Asian: 66% American Indian:	5B.1. Students classified as Economically Disadvantaged.  Cooperative groups  Differentiated instruction to reach all levels and subgroups of students.	5B.1. Math teachers  5B.1. PLC Discussion	5B.1 FCAT Mathematics 2.0.	
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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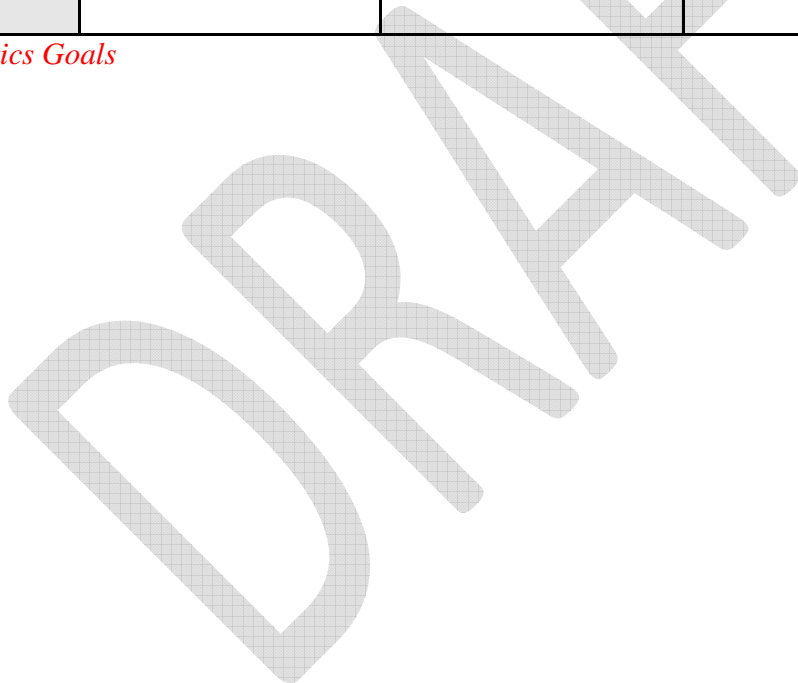
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>			5C.1. Cognitive Language Levels are below expectations	5C.1. Differentiated Instructions  Rosetta Stone  Hands on activities	5C.1. Teachers Paraprofessionals Instructional Coaches ESE Specialist	5C.1. Mini Assessments Summative math evaluations	5C.1. CELLA FCAT 2.0
<u>Mathematics Goal #5C:</u>  81% of the ELL students will make satisfactory progress in math by 10%	<u>2012 Current Level of Performance:*</u> 19%	<u>2013 Expected Level of Performance:*</u> 22%					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>			5D.1. Accommodations indicated in IEPS. (Individualized)  Access to PENDA at home	5D.1. Differentiated Instruction  Encourage the use of PENDA  Use Math Manipulatives	5D.1. Math teacher Paraprofessional Math Instructional Coach ESE Specialist	5D.1. Mini Assessment Data Chats  Progress Monitoring/RTI  IEP Goals	5D.1. FCAT Math, I EP Goals PENDA Reports
<u>Mathematics Goal #5D:</u>  83% of the ELL students will make satisfactory progress in math by 10%	<u>2012 Current Level of Performance:*</u> 17%	<u>2013 Expected Level of Performance:*</u> 19%					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.



**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>			5E.1. Limited resources at home	5E.1. Differentiated Instruction  Use PENDA	5E.1. Math teachers Instructional Math Coach ESE Specialist	5E.1. PENDA Learning Edusoft mini assessment reports	5E.1. FCAT Math Penda Learning Mini assessments
<u>Mathematics Goal</u> <b>#5E:</b> 57% of the ELL students will make satisfactory progress in math by 10%	<u>2012 Current Level of Performance:*</u> 43%	<u>2013 Expected Level of Performance:*</u> 47%					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

*End of Middle School Mathematics Goals*



**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**Algebra 1 End-of-Course (EOC) Goals** *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Algebra 1.</b>			1.1.	1.1.1	1.1.1	1.1.1	1.1.1
<b>Algebra 1 Goal #1:</b> We will increase the number of students scoring level 3 by 10%	<u>2012 Current Level of Performance:*</u> 79%	<u>2013 Expected Level of Performance:*</u> 86%	Limited math problem solving skills.	Edusoft Mini Assessments	AVID math teachers	Team meetings	Algebra EOC
			Limited resources for students who are Economically Disadvantaged	Use of PENDA Differentiated Instruction	Instructional Math Coach AVID Coordinator	Edusoft progress monitoring	LBA's PENDA Reports
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>Algebra Goal #2:</b> We will increase the number of students scoring level 4 and 5 by 10%	<u>2012 Current Level of Performance:*</u> 11% (30)	<u>2013 Expected Level of Performance:*</u> 13%	Rigorous above level tasks not implemented	Differentiated Instruction Edusoft Mini Assessments	Algebra Teachers Instructional Math Coach	Team Meetings Data chats Edusoft progress monitoring	Algebra EOC LBA's PENDA Reports
			2.2. New Algebra Teacher for AVID students.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>  <b>Algebra 1 Goal #3A:</b>  Each year Carve Algebra I students will increase their achievement level by at least 5% or more in subsequent years.	<b>Baseline data 2010-2011</b>  <u>87%</u>		<b>79%</b>	<b>86%</b>	<b>94%</b>	<b>95%</b>	<b>96%</b>	<b>98%</b>
	Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.</b>  <b>Algebra 1 Goal #3B:</b>  NA	2012 Current Level of Performance:*  <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:*  <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.</b>			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Algebra 1 Goal #3C: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.</b>			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Algebra 1 Goal #3D: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.</b>			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Algebra 1 Goal #3E: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

*End of Algebra 1 EOC Goals*

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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

*End of Geometry EOC Goals*

**Mathematics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b>						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCIM	6-8	LCS Curriculum Department	All Instructional Staff	Fall 2012	PLC meeting minutes, teacher lesson plans, administrative walk-throughs	PLC lead teachers and administration
AVID	7-8 core subjects	AVID Summer Institute	AVID Site team members	July, 2012	AVIS Site team monthly meetings, AVID certification binders	AVID Site team
PENDA	6-8 math and science	Webinar and PENDA Consultant	Math and science teachers	Fall 2012	Student e-portfolios	Math and Science PLC team leaders, administration
Inclusion	6-8 core subjects	LCS ESE department and Florida Inclusion Network trainer	Math, science, and support facilitation ESE teachers	Fall 2012	Teacher lesson plans, student grades, classroom walk-throughs	ESE School Specialist, PLC team leaders, administration, district ESE Program Specialist, FINS
Edusoft training	6-8 core subjects	LCS Testing Staff through on-line learning	All Core Subject Instructional Staff	Fall 2012	Edusoft reports, PLC meetings	District Testing Staff, School Administration, PLC Leaders
Differentiated Instruction	All Instructional Staff	PLC Chair	PLC Teams	Fall 2012	Teacher lesson plans, student grades, classroom walk-throughs	PLC Chair
Thinking Maps	All Instructional Staff	LCS Teaching and Learning	All Core Subject Instructional Staff	Fall 2012	Teacher lesson plans, student grades, classroom walk-throughs	Teacher lesson plans, student grades, classroom walk-throughs

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**Mathematics Budget** (Insert rows as needed)

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

*End of Mathematics Goals*

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**Elementary and Middle School Science Goals**

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.</b>			1a.1. Limited at home to complete higher cognitive level science projects.	1a.1. All students will have the opportunity to participate in at least one lab per week in science classes 6 – 8 <sup>th</sup> grade.  Use of PENDA	1a.1. Instructional Math Coach Teachers	1a.1. Teacher evaluations, Student work, FCAT test scores	1a.1.  FCAT science 2.0, Benchmark Testing PENDA reports
<b>Science Goal #1A:</b>  <i>To increase the science achievement level by 10%</i>	<b>2012 Current Level of Performance:*</b> 49%	<b>2013 Expected Level of Performance:*</b> 54%					
	1a.2.		1a.2.	1a.2.	1a.2.	1a.2.	1A.2.
			1a.3. Teachers will use 0	1a.3.	1a.3.	1a.3.	1A.3.
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<b>Science Goal #1B:</b>  NA	<b>2012 Current Level of Performance:*</b> <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b> <i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.



**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b>			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
<b>Science Goal #2A:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>	2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<b>Science Goal #2B:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>	2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

*End of Elementary and Middle School Science Goals*

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**Science Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCIM	6-8	LCS Curriculum Department	All Instructional Staff	Fall 2012	PLC meeting minutes, teacher lesson plans, administrative walk-throughs	PLC lead teachers and administration
AVID	7-8 core subjects	AVID Summer Institute	AVID Site team members	July, 2012	AVID Site team monthly meetings, AVID certification binders	AVID Site team
PENDA	6-8 math and science	Webinar and PENDA Consultant	Math and science teachers	Fall 2012	Student e-portfolios	Math and Science PLC team leaders, administration
Inclusion	6-8 core subjects	LCS ESE department and Florida Inclusion Network trainer	Math, science, and support facilitation ESE teachers	Fall 2012	Teacher lesson plans, student grades, classroom walk-throughs	ESE School Specialist, PLC team leaders, administration, district ESE Program Specialist, FINS
Edusoft training	6-8 core subjects	LCS Testing Staff through on-line learning	All Core Subject Instructional Staff	Fall 2012	Edusoft reports, PLC meetings	District Testing Staff, School Administration, PLC Leaders
Differentiated Instruction	All Instructional Staff	PLC Chair	PLC Teams	Fall 2012	Teacher lesson plans, student grades, classroom walk-throughs	PLC Chair
Thinking Maps	All Instructional Staff	LCS Teaching and Learning	All Core Subject Instructional Staff	Fall 2012	Teacher lesson plans, student grades, classroom walk-throughs	Teacher lesson plans, student grades, classroom walk-throughs

**Science Budget (Insert rows as needed)**

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Thinking Maps	Binders	Title	3, 000
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
PENDA	PENDA online Resources	District Funding	3, 000. 00
			<b>Subtotal:</b>
Professional Development			

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Science Goals*

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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**Writing Goals**

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

<b>Writing Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>			1A.1 Limited writing practice and grading.	1A.1. LBA writing prompts Non negotiable daily writing	1A.1. Classroom teachers Instructional Writing Coach	1A.1. Writing conventions in homeroom  Edusoft LBA assessments  Writing Professional Development	1A.1 FCAA writes.
Writing Goal #1A: Students will increase the FCAT writes score by 10%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Content area teachers have limited writing activities.				
	77%	85%					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
<b>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**Writing Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Strategies	All grade Levels	Instructional Writing Coach	All content area teachers	Teacher workday-ongoing	Classroom visitations and Progress Monitoring	Instructional Writing Coach
Edusoft training	6-8 core subjects	LCS Testing Staff through on-line learning	All Core Subject Instructional Staff	Fall 2012	Edusoft reports, PLC meetings	District Testing Staff, School Administration, PLC Leaders
Differentiated Instruction	All Instructional Staff	PLC Chair	PLC Teams	Fall 2012	Teacher lesson plans, student grades, classroom walk-throughs	PLC Chair
Thinking Maps	All Instructional Staff	LCS Teaching and Learning	All Core Subject Instructional Staff	Fall 2012	Teacher lesson plans, student grades, classroom walk-throughs	Teacher lesson plans, student grades, classroom walk-throughs

**Writing Budget (Insert rows as needed)**

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
TBA			\$1,200.00
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount

August 2012  
 Rule 6A-1.099811  
 Revised April 29, 2011

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

			<b>Subtotal:</b>
			<b>Total:</b>

*End of Writing Goals*

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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**Civics End-of-Course (EOC) Goals *(required in year 2014-2015)***

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

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Civics.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**Civics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
TBA	7	TBA	TBA	TBA	TBA	TBA

**Civics Budget (Insert rows as needed)**

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

*End of Civics Goals*

**August 2012  
Rule 6A-1.099811  
Revised April 29, 2011**



**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)***

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in U.S. History.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
U.S. History Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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U.S. History Professional Development

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

U.S. History Budget (Insert rows as needed)

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

*End of U.S. History Goals*

August 2012  
 Rule 6A-1.099811  
 Revised April 29, 2011

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**Attendance Goal(s)**

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance									
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool					
<b>1. Attendance</b>			1.1.	1.1.	1.1.	1.1.	1.1.					
<b>Attendance Goal #1:</b> <i>Enter narrative for the goal in this box.</i>  Carver Middle School will improve the rate of Average Daily Attendance (ADA) and reduce the rates of both chronic absences and chronic tardiness.	<b>2012 Current Attendance Rate:*</b> 93% (791)	<b>2013 Expected Attendance Rate:*</b> 95% (808)	-Mobility rate (homeless) -Bullying -Pre-approved absences -Lack of Parental supervision at home -Economic disadvantage (no resources, clothing) -Excessive illness	-Early intervention with students who display 5 absences -Conference with students who have excessive absences	-Guidance Counselors -Student's Team Leader -Administration	Periodic monitoring by: <ul style="list-style-type: none"> <li>• Teams</li> <li>• Administration</li> <li>• Guidance counselors</li> </ul> -follow-up meetings with excessive non-compliant students and parents -student climate survey -quarterly attendance reports generated by LCS Student Services Department	-eSembler -AS400 -FIDO					
	<b>2012 Current Number of Students with Excessive Absences (10 or more)</b> <i>Enter numerical data for current number of absences in this box.</i>	<b>2013 Expected Number of Students with Excessive Absences (10 or more)</b> <i>Enter numerical data for expected number of absences in this box.</i>										
	<b>2012 Current Number of Students with Excessive Tardies (10 or more)</b> 11% (93)	<b>2013 Expected Number of Students with Excessive Tardies (10 or more)</b> 5% (43)										
								1.2.	1.2.	1.2.	1.2.	1.2.
								1.3.	1.3.	1.3.	1.3.	1.3.
								1.2.	1.2.	1.2.	1.2.	1.2.

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

			parent notification (School Messenger)		reports generated by LCS Student Services Department	
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**Attendance Professional Development**

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

**Attendance Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
-Celebrate and reward good and/or improved attendance at <i>Carver Jam</i>	-awards for students	-PTO -community donations	\$1500.00
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
-Use automated call-out program for	-contract for call-out system	-District funded	
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

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*End of Attendance Goals*

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**Suspension Goal(s)**

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Suspension</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Suspension Goal #1:</b> <i>Carver Middle School will reduce the number of In-School Suspensions by twenty percent.</i>	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions	Funding  Options limited as to different types of discipline -Inconsistency exists between staff members on disciplinary procedures	Review Title I plan and redirect funds to hire an In-School Suspension teacher, with a beginning salary.  Positive Behavior Support (PBS) program will be implemented school-wide to clearly define Tier 1 expectations for staff and students and to ensure that staff and students understand expectations	Administration, Leadership Team PBS Team	Discipline data will be reviewed monthly and PBS action plan will be revised as necessary based on the monthly data reviews. -School will be monitored for improvement in school-wide behaviors. -Students and staff will be surveyed regarding	Discipline referral data. -Classroom Walk-throughs -Staff and Students interviews and surveys
	442	354					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	<i>The data is not available.</i>	<i>The data is not available.</i>					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	427	342					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	<i>The data is not available.</i>	<i>The data is not available.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			Inconsistency exists between staff members on disciplinary procedures	PBS Team and School Administration will work together to establish a consistent procedure for disciplinary procedures such as in-school and out-of school suspensions, referral writing policies, etc	PBS Team -School Administration	Suspension information will be reviewed to see if referrals are consistently completed and consistency exists between reasons for issuing in-school and out-of school suspensions. -Discipline referrals will be reviewed for correct completion procedures. -School-wide discipline data	Discipline referral data. -Classroom Walk-Through -Staff and Students interviews and surveys

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

					will be reviewed to check for consistency and improvements in the expectations of this goal.	
		1.3. staff awareness of resources	1.3. LEAPS” lessons in selected classes	1.3. School Administration ESE School Specialist	1.3. Student discipline records PBS reports and data	1.3. Discipline referral data. Staff and Students interviews and surveys

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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**Suspension Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Support	6-8	LCS RtI Coordinator	School-based PBS team	June 2012	Monthly data reviews by PBS team of School-wide discipline data	Administration, PBS Team

**Suspension Budget (Insert rows as needed)**

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

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*End of Suspension Goals*

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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**Dropout Prevention Goal(s)**

Note: Required for High School- F.S., Sec. 1003.53

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Dropout Prevention</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Dropout Prevention Goal #1:</b>  <i>Enter narrative for the goal in this box.</i>  <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Dropout Prevention Professional Development**

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

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**Dropout Prevention Budget** (Insert rows as needed)

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

*End of Dropout Prevention Goal(s)*

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**Parent Involvement Goal(s)**

**Upload Option-**For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.

**Online Template-** For schools completing the PIP a link will be provided that will direct you to this plan.

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

**( Carver Middle School used the online link)**

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Parent Involvement</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Parent Involvement Goal #1:</b>  <i>Enter narrative for the goal in this box.</i>  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	<b>2012 Current Level of Parent Involvement:*</b>  <i>Enter numerical data for current level of parent involvement in this box.</i>	<b>2013 Expected Level of Parent Involvement:*</b>  <i>Enter numerical data for expected level of parent involvement in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

**Parent Involvement Professional Development**

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

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**Parent Involvement Budget**

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

*End of Parent Involvement Goal(s)*

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:  <b>STEM Goal #1:</b>  <i>Enter narrative for the goal in this box.</i>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**STEM Professional Development**

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



**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**STEM Budget** (Insert rows as needed)

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

*End of STEM Goal(s)*

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>CTE Goal #1:</b>  <i>Enter narrative for the goal in this box.</i>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**CTE Professional Development**

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

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**CTE Budget** (Insert rows as needed)

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

*End of CTE Goal(s)*

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**Additional Goal(s)**

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Additional Goal</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Additional Goal #1:</b> To reduce the number of BULLYING INCIDENTS on campus	2012 Current Level :*	2013 Expected Level :*	Teachers and students knowledge about Bullying.	To educated teachers and students about Bullying and Prevention of Bullying.	School Resource Deputy Guidance Counselors Administration	Reported incidents in AS400 Observations Counseling Sessions	AS400 Reports Total number of referrals submitted regarding Bullying
		B					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

**Additional Goals Professional Development**

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

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**Additional Goal(s) Budget** (Insert rows as needed)

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

*End of Additional Goal(s)*

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**Final Budget** (Insert rows as needed)

Please provide the total budget from each section.	
<b>Reading Budget</b>	<b>Total:</b>
<b>CELLA Budget</b>	<b>Total:</b>
<b>Mathematics Budget</b>	<b>Total:</b>
<b>Science Budget</b>	<b>Total:</b>
<b>Writing Budget</b>	<b>Total:</b>
<b>Civics Budget</b>	<b>Total:</b>
<b>U.S. History Budget</b>	<b>Total:</b>
<b>Attendance Budget</b>	<b>Total:</b>
<b>Suspension Budget</b>	<b>Total:</b>
<b>Dropout Prevention Budget</b>	<b>Total:</b>
<b>Parent Involvement Budget</b>	<b>Total:</b>
<b>STEM Budget</b>	<b>Total:</b>
<b>CTE Budget</b>	<b>Total:</b>
<b>Additional Goals</b>	<b>Total:</b>
	<b>Grand Total:</b>

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**Differentiated Accountability**

**School-level Differentiated Accountability (DA) Compliance**

Please choose the school's DA Status. (To activate the checkbox: 1. Double click the desired box; 2. When the menu pops up, select *Checked* under "Default value" header; 3. Select *OK*, this will place an "x" in the box.)

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

Are you reward school?  Yes      X No

(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

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

**School Advisory Council (SAC)**

*SAC Membership Compliance*

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

x Yes       No

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

Describe the activities of the SAC for the upcoming school year.
Assist with the creating and implementation of the School Improvement Plan. Conduct various surveys to determine growth and needs. Advise the principal on the Budget. Positive community action.

Describe the projected use of SAC funds.	Amount
Student Initiatives	
Classroom Initiatives	

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