

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: Booker Middle School	District Name: Sarasota
Principal: LaShawn Houston Frost	Superintendent: Lori White
SAC Chair: Ronnique Major-Hundley	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.

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)
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Principal	LaShawn Houston Frost	Bachelor of Science in Philosophy	3	7	<p>Assistant Principal of Booker Middle School in 2010-2011 Grade B, Reading 63%; Math Mastery 60%; Writing 80% Science 31%: AYP=69% 2009-2010: Grade C, Reading Mastery: 61%, Math mastery 61%, Science mastery 31%. AYP: 77%, Only the White subgroup made AYP in reading. Total, White, Hispanic, and Economically Disadvantaged met Proficiency in Math. 53% Lowest 25%tile made Annual Learning Gains in Reading; 65% of the Lowest 25%tile made Annual Gains in Math</p> <p>Assistant Principal of Venice High School 2008-2009 2008-2009: Grade C, Reading Mastery: 59%, Math mastery 86%, Science mastery 47%. AYP: 85%, None of the subgroups made AYP in reading. Only white and economically disadvantaged subgroup made AYP in math. 2007-2008: Grade A. Reading Mastery: 57%, Math mastery 84%, Science mastery 50%. AYP: 87%, None of the subgroups made AYP in reading. Only white and economically disadvantaged subgroup made AYP in math.</p>
Assistant Principal	Derek Jenkins		1	6	<p>Assistant Principal of Venice Middle School 2007-2012 Assistant Principal of Oak Park South in 2007-2012 Assistant Principal of Venice Middle School in 2011 - 2012 Grade A, Reading Level 3 and Above: 66% Met High Standards in Reading, 68% Made Annual Learning Goal, 67% of Lowest 25% Made Annual Learning Goal Math Level 3 and Above: 67% Met High Standards in Math , 72% Made Annual Learning Goal 61% of Lowest 25% Made L. Goal Science Level 3 and Above: 63% Met High Standards in Science Writing Level 3 and Above: 91% Met High Standards in Writing</p> <p>Oak Park South was a non-graded school 2011 - 2012</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)
N/A					

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. New Teacher Mentoring Program (SCIP)	SCIP Lead Mentor/Administration	On-Going
2. Professional Development Opportunities	Administration	On-Going
3. Observe, monitor, coach and support teacher effectiveness with regular classroom walkthroughs	Administration	On-Going
4. Provide additional curriculum resources and materials as needed	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 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
NONE	

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
67	10.4% (7)	24% (16)	34% (23)	42% (28)	70%(47)	10.4% (7)	16.4% (11)	3% (2)	24% (16)

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
Traci Bell	Christopher Pauling	Language Arts Background	Sarasota County Induction Program
JoAnna Fox	Emma Matejka	Arts Background	Sarasota County Induction Program
Cheri Kerr	James Leggett	ESE/Reading Background	Sarasota County Induction Program

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Brittany Shurley	Blake Goodwin-Crooks	Gifted Background	Sarasota County Induction Program
Sonny Talcott	Patricia Ungar	ESE/Reading Background	Sarasota County Induction Program
Henderson Riley	Cynthia Dickson	Math Background	Sarasota County Induction Program
Henderson Riley	Mary Viverito	Math Background	Sarasota County Induction Program

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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: Title I is a federally funded program designed to address the academic needs of low performing students in schools with a high percentage of economically disadvantaged students and to assist them in meeting the state's high standards, particularly in the areas of reading, writing, science and mathematics. The district coordinates with Title II in ensuring staff development needs are provided and with Title IV 21st Century Community Learning Centers grants to provide after school programs. Supplemental Educational Services are also provided for free tutoring to those who qualify.
Title I, Part C- Migrant: The district supports a Migrant Identifier/Recruiter provides referral services and support to migrant students and families. The ESOL Liaison coordinates with the Title I and other programs to ensure student and family needs are met.
Title I, Part D: The district receives funds to provide students in alternative schools with services needed to make a successful transition from at-risk programs to further schooling or employment.
Title II: Funds from Title IIA are used for teacher and principal quality training. Professional development activities are provided to improve the knowledge of teachers, principals and paraprofessionals, as appropriate. Instruction is provided to teach children with different learning styles and/or children with disabilities and special learning needs. Professional development activities are provided to improve behavior in the classroom. The district has opted not to assign Title I schools
Title III: Supplemental services and materials are provided to improve the academic achievement and language acquisition of immigrant and English Language Learner students throughout the district.
Title X- Homeless: Homeless education case managers provide resources (clothing, school supplies, and social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Program provides on-going outreach, training and tutoring. We partner with the YMCA to provide support for our homeless youth.
Supplemental Academic Instruction (SAI): SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers, support reading teachers at schools and offer credit retrieval and dropout prevention programs for high school students.
Violence Prevention Programs: Programs such as Second Step and Community of Caring support prevention of substance abuse and violence in around the school as well as promote character education. Law enforcement and Juvenile Justice are also program components. These programs foster a safe, drug-free learning environment that supports student achievement. The district also provides violence and drug prevention programs that incorporate bullying prevention, suicide prevention, internet safety and personal safety. Both intentional and unintentional injury prevention programs are provided.
Nutrition Programs N/A
Housing Programs N/A

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Head Start N/A
Adult Education N/A
Career and Technical Education N/A
Job Training N/A
Other

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

School-Based MTSS/RTI Team

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Identify the school-based MTSS leadership team: The School Wide Support Team is comprised of a member of the Administrative staff, school counselors, ESE Liaisons, School Social Worker, School Psychologist, truancy worker, Academic Intervention Teacher, Behavior Intervention Teacher, General and Special Education Teachers.

Select General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions; integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection; integrates core instructional activities/materials into Tier 3 instruction; collaborates with general education teachers through such activities as co-teaching. Guidance Counselor: Oversees the scheduling of MTSS meetings with parents; disseminate student MTSS files from year to year to teachers currently involved in the MTSS process; collects and keeps MTSS files of students; maintains documentation log of all students involved in the MTSS process; takes notes for intervention team during meetings for student folder; obtains parent permission for screenings, and provide Tier II interventions for behavior. Reading Instructional Specialist: planning; supports Provides guidance on k-12 reading plan; facilitates and support data collection activities; assist in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

ESE Liaison: Provides guidance related to special needs support and strategies. Assures access to needed interventions, while helping to identify children with disabilities. Assist with providing data about how a child responds to scientifically-based intervention as part of the comprehensive evaluation required for identification of any disability.

School Psychologist: Conducts needs assessments to identify potential obstacles, concerns, and initial training needs. Designs evidence-based models that best fit the school's needs and resources. Plans for and conducts necessary staff training for implementation (e.g., training in evidence-based instructional interventions, evaluating student progress). Develops school norms for academic achievement (e.g., curriculum-based measures and other measures of student progress) and monitoring the reliability and validity of these norms over time. Oversees district level implementation and ongoing evaluation. Engages in ongoing communication and consultation with administration, school board, teachers, and parents. Identifies systemic patterns of student need (e.g., persistent difficulties among kindergarten and first grade students in basic phonics skills) and working with district personnel to identify appropriate, evidence-based intervention strategies.

School Social Worker: Maintains accurate data that are relevant to planning, management, and evaluation of school social work service. Conducts assessments that are individualized and provide information that is directly useful for designing interventions that address behaviors of concern. Incorporates assessments in developing and implementing intervention and evaluation plans that enhance students' abilities to benefit from educational experiences. Works collaboratively to mobilize the resources of local education agencies (LEA) and communities to meet the needs of students and families.

Truancy Worker: Addresses truancy concerns and works collaboratively with families to ensure student success. Provides support to school personnel as needed to address attendance issues. Provides training to school personnel as needed.

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<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? The school based MTSS Leadership team is comprised of general education personnel that facilitate MTSS as a related but distinct process from the CARE (Children At-Risk in Education) eligibility determination process. This team of educators was chosen as a member of the MTSS Leadership Team due to Booker Middle’s desire to implement a systematic method for evaluating the needs of all students and for fostering positive student outcomes through carefully selected and implemented interventions. The team also assists the school in identifying students who may require more intensive instructional services and/or be eligible for an exceptional student education program. The team meets once a week to provide support to ALL students who are experiencing difficulties that may prevent them from achieving success to the best of their ability. The team engages in the following activities: The team will review summative and formative data to identify school, grade, team, and class level academic needs. Individual student information will be reviewed. Based on the data review, instructional strategies will be identified and a timeline of implementation will be constructed. Student progress will be monitored and individual cases reviewed periodically to determine progress and reassess further instructional interventions.</p>
<p>Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the MTSS problem-solving process is used in developing and implementing the SIP? The MTSS leadership team is a vital link to the development and implementation of the SIP. The team engages in a process of using data to improve the learning environment. This continuous improvement process allows the team to provide input and progress monitor their goals throughout the school year.</p>
MTSS Implementation
<p>Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. The school uses a variety of reports produced by the District Office of Research, Assessment and Evaluation on the academic achievement of students at all Tiers. Disaggregated AMO subgroup data by reading, mathematics, science and writing is utilized. Further, the school will participate in the FAIR Reading assessment and utilize the district-wide benchmark assessments to summarize data for students at Tier 1, 2, and 3.</p>
<p>Describe the plan to train staff on MTSS. The MTSS leadership team participated in a Summer Institute during the pre-service week. On-going training and support are being provided as we continue build capacity among the staff members.</p>
<p>Describe the plan to support MTSS. The MTSS process will be facilitated by a strong system of professional development and support. Continuous coaching from administration will allow for an effective feedback and progress monitoring system.</p>

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
<p>Identify the school-based Literacy Leadership Team (LLT). The LLT is comprised of site based administrative team, Language Arts Curriculum Leaders, Academic Intervention Specialist, ESOL Liaison, Media Specialist, and Star books Coordinator.</p>

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Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT team meets monthly to develop and review the implementation of campus wide literacy initiatives, agendas are created and shared with all stakeholders and all information from the Literacy Leadership Team meetings are shared with the staff of the school. It is the responsibility of the LLT to ensure that all stakeholders understand and support the school's Reading goals.

What will be the major initiatives of the LLT this year? Literacy Leadership Team will contribute to increase student achievement and create a culture of literacy learners. The committee will ensure that the focus, goals, and initiatives of the committee are developed based on student and teacher data and are aligned with the Reading SIP goals. The LLT will create a culture of engaging in effective Lesson Study, modeling in classrooms, using data to analyze the effectiveness of instruction and redesigning instruction and resources to meet student learning and intervention needs. The LLT will monitor and support the implementation of the reading program initiatives on campus and continue to research scientifically based reading instruction and strategies for continuous growth. Finally, the LLT will creating and share school-wide initiatives and activities (be specific) promote literacy throughout the learning community.

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?

Through monthly staff meetings and weekly Collaborative Planning Team meetings facilitated by Curriculum Leaders, all instructional staff will be directly involved in the design, deployment, and delivery of literacy learning for all students through the implementation of reading strategies focused on comprehension, fluency, vocabulary, and decoding non-fictional text.

****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		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1. Increased Rigor in test specifications	1A.1. Use of Close Reading Strategies to address skill deficiencies	1A.1. Title I Reading Teacher/Admin	1A.1. Review of FAIR and Performance data Classroom Walkthroughs Lesson Plan checks	1A.1. FAIR Internal Progress Benchmark Assessments		

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Reading Goal #1A: By the year 2012, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.	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>					
		1A.2. Skill level of Question Analysis	1A.2. I-Engage strategies: Modeling, Thinking Aloud, Guided Instruction and Productive Group Work	1A.2. Admin/District PD Department	1A.2. Classroom Walkthroughs Lesson Plan Checks Lesson Studies	1A.2. Benchmark Assessments	
		1A.3. Vocabulary Deficits	1A.3. Participation in school-wide vocabulary initiative	1A.3. Media Specialist	1A.3. Review of FAIR and student vocabulary journals	1A.3. FAIR Science/Math Benchmark Assessments	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1. Deficiency in Reading Skills	1B.1. Repeated Reading and Listening to Audio Books Decoding Skills	1B.1. ESE Liaison and Case Managers	1B.1. IEP Lesson Plan Checks	1B.1. Pre and Post DAR		

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<p><u>Reading Goal #1B</u> By the year 2012, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		<p>IB.2. Deficiency in Writing Skills</p>	<p>IB.2. One Minute Writes Sentence Framing</p>	<p>IB.2. ESE Liaison and Case Managers</p>	<p>IB.2. IEP Review of Writing Samples</p>	<p>IB.2. Rubrics IEP Goals</p>	
		<p>IB.3. Vocabulary</p>	<p>IB.3. Participation in school-wide vocabulary Initiative</p>	<p>IB.3. Media Specialist and Case Manager</p>	<p>IB.3. IEP Vocabulary notes</p>	<p>IB.3. IEP goals Benchmark assessments</p>	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	2A.1. Increase rigor of stem questions on FCAT 2.0.	2A.1. Focus Calendars. Follow district developed Instructional	2A.1. Site Administration Curriculum Leaders	2A.1. Administrative lesson plan review Classroom Walk Through	2A.1. FAIR FOCUS		
Reading Goal #2A: By the year 2012, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	

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		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1. Changes in standards and the Alternate Assessment	2B.1. I-Engage strategies: Modeling, Thinking Aloud, Guided Instruction and Productive Group Work	2B.1. Title I Reading Teacher, Case Manager and ESE Liaison	2B.1. Lesson Plans Formative Assessments	2B.1. Alternative Assessment Pre and Post DAR		
<u>Reading Goal #2B:</u> By the year 2012, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					
		2B.2. Prerequisite knowledge and skills	2B.2. I-Engage strategies: Modeling, Thinking Aloud, Guided Instruction and Productive Group Work	2B.2. Title I Reading Teacher, Case Manager and ESE Liaison Formative Assessments	2B.2. Lesson Plans Alternative Assessment Pre and Post DAR		

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		2B.3. Vocabulary deficits	2B.3. Engage in REV IT UP	2B.3. Title I Reading Teacher and ESE Liaison	2B.3. Lesson Plans Classroom Walkthroughs	2B.3. Alternative Assessment Pre and Post DAR	
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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>3A. FCAT 2.0: Percentage of students making learning gains in reading.</p>	<p>3A.1. More rigorous standards on the FCAT 2.0</p>	<p>3A.1. Follow district developed Instructional Focus Calendar</p> <p>Increase higher order thinking question stems in daily lessons</p> <p>Implementation of close reading strategies</p> <p>Design lessons to address specific standards-based concepts or skills</p>	<p>3A.1. Administration Instructional Staff</p>	<p>3A.1. Review of FAIR and performance data from benchmark assessments</p> <p>Classroom walkthrough</p>	<p>3A.1. FAIR Benchmark Assessments</p>		

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<u>Reading Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>By the year 2012, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.</p>							
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		<p>3A.2. Deficiency in reading skills and their knowledge of application.</p>	<p>3A.2. Effective Scheduling Methods Provide integrated remedial Reading and grade level Language Arts instruction in a block "LA FUSION" course. I-Engage strategies: Modeling, Thinking Aloud, Guided Instruction and Productive Group Work</p>	<p>3A.2. Administration Instructional Staff</p>	<p>3A.2. Review FAIR and Performance data from benchmark assessments Classroom walk through Lesson Plan Checks</p>	<p>3A.2. FAIR Benchmark Assessments Internal progress monitoring</p>	

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		3A.3. Reading Endurance	3A.3. Increase opportunities for intermittent self-selected independent reading throughout the school day. Increase online reading practice	3A.3. Administration Instructional Staff	3A.3. Review FAIR and Performance data from benchmark assessments	3A.3. FAIR Benchmark Assessments Internal progress monitoring	
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1. Deficiency in reading skills and their application	3B.1. Effective Scheduling Methods Provide integrated remedial Reading and grade level Language Arts instruction in a block "LA FUSION" course. I-Engage strategies: Modeling, Thinking Aloud, Guided Instruction and Productive Group Work	3B.1. Site Administration Instructional Staff Case Managers ESE Liaison	3B.1. Formative assessments Classroom walk through	3B.1. Pre and Post DAR Internal progress monitoring		

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<p><u>Reading Goal #3B:</u> By the year 2012, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		<p>3B.2. Changes in Alternate Assessment requirements</p>	<p>3B.2. Increase rigor of question stems</p>	<p>3B.2. Site Administration Instructional Staff Case Managers ESE Liaison</p>	<p>3B.2. Formative assessments Classroom walk through</p>	<p>3B.2. Pre and Post DAR Internal progress monitoring</p>	
		<p>3B.3.</p>	<p>3B.3.</p>	<p>3B.3.</p>	<p>3B.3.</p>	<p>3B.3.</p>	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</p>	<p>4A.1. More rigorous standards on the FCAT 2.0</p>	<p>4A.1. Follow district developed Instructional Focus Calendar</p> <p>Increase higher order thinking question stems in daily lessons</p> <p>Implementation of close reading strategies</p> <p>Design lessons to address specific standards-based concepts or skills</p>	<p>4A.1. Administration Instructional Staff</p>	<p>4A.1. Review of FAIR and performance data from benchmark assessments</p> <p>Classroom walkthrough</p>	<p>4A.1. FAIR Benchmark Assessments</p>		

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<u>Reading Goal #4:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>By the year 2012, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.</p>							
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		<p>4A.2. Deficiency in reading skills and their knowledge of application.</p>	<p>4A.2. Effective Scheduling Methods Provide integrated remedial Reading and grade level Language Arts instruction in a block "LA FUSION" course. I-Engage strategies: Modeling, Thinking Aloud, Guided Instruction and Productive Group Work</p>	<p>4A.2. Administration Instructional Staff</p>	<p>4A.2. Review of FAIR and performance data from benchmark assessments Classroom walkthrough</p>	<p>4A.2. FAIR Benchmark Assessments Reading Logs Literacy Letters</p>	

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		4A.3. Reading Endurance	4A.3. Increase opportunities for intermittent self-selected independent reading throughout the school day. Increase online reading practice	4A.3. Administration Instructional Staff	4A.3. Review of FAIR and performance data from benchmark assessments Classroom walkthrough	4A.3. FAIR Benchmark Assessments Reading Logs Literacy Letters	
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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	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011	52	57	61	65	70	
<u>Reading Goal #5A:</u> By the year 2012, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.							
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		

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<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>	<p>5B.1. Deficiency in reading skills and their application.</p>	<p>5B.1. Provide integrated remedial reading and grade level Language Arts instruction in a double block "LA Fusion" course during the school day.</p> <p>Implementation of close reading strategies</p> <p>Design lessons to address specific standards-based concepts or skills</p> <p>I-Engage strategies: Modeling, Thinking Aloud, Guided Instruction and Productive Group Work</p>	<p>5B.1. Administration Instructional Staff</p>	<p>5B.1. Review FAIR and performance data from Compass</p> <p>Classroom walk through</p> <p>Lesson Plan checks</p>	<p>5B.1. FAIR</p> <p>Compass Learning Odyssey</p> <p>Internal progress monitoring</p>		
<p><u>Reading Goal #5B:</u> By the year 2012, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		5B.2. Reading Endurance	5B.2. Increase opportunities for intermittent self-selected independent reading throughout the school day.	5B.2. Administration Instructional Staff	5B.2. Review FAIR and performance data from Benchmark Assessments	5B.2. FAIR and Internal progress monitoring	
		5B.3. Level of rigor on FCAT 2.0	5B.3. Follow district developed Instructional Focus Calendars. Implementation of close reading strategies I-Engage strategies: Modeling, Thinking Aloud, Guided Instruction and Productive Group Work Increase in higher order stem questions	5B.3. Administration Instructional Staff	5B.3. Review FAIR and performance data from Compass (ILS) Frequent Formative Assessments	5B.3. FAIR and Internal progress monitoring	

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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		
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<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	<p>5C.1. Deficiency in reading skills and their application.</p>	<p>5C.1. Provide integrated remedial reading and grade level Language Arts instruction in a double block "LA Fusion" course during the school day.</p> <p>Implementat ion of close reading strategies</p> <p>Design lessons to address specific standards-based concepts or skills</p> <p>I-Engage strategies: Modeling, Thinking Aloud, Guided Instruction and Productive Group Work</p>	<p>5C.1. Administration Instructional Staff</p>	<p>5C.1. Review FAIR and performance data from Compass</p> <p>Classroom walk throughs</p> <p>Lesson Plan checks</p>	<p>5C.1. FAIR</p> <p>Compass Learning Odyssey</p> <p>Internal progress monitoring</p>		
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Reading Goal #5C: By the year 2012, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.	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>					
		5C.2. Reading Endurance	5C.2. Increase opportunities for intermittent self-selected independent reading throughout the school day.	5C.2. Administration Instructional Staff	5C.2. Review FAIR and performance data from Compass (ILS)	5C.2. FAIR and Internal progress monitoring	
		5C.3. Level of rigor on FCAT 2.0	5C.3. Follow district developed Instructional Focus Calendars. Implementation of close reading strategies I-Engage strategies: Modeling, Thinking Aloud, Guided Instruction and Productive Group Work Increase in higher order stem questions	5C.3. Administration Instructional Staff	5C.3. Review FAIR and performance data from Compass (ILS) Frequent Formative Assessments	5C.3. FAIR and Internal progress monitoring	

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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		
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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5D.1. Deficiency in reading skills and their application.</p>	<p>5D.1. Provide integrated remedial reading and grade level Language Arts instruction in a double block "LA Fusion" course during the school day.</p> <p>Implementat ion of close reading strategies</p> <p>Design lessons to address specific standards-based concepts or skills</p> <p>I-Engage strategies: Modeling, Thinking Aloud, Guided Instruction and Productive Group Work</p>	<p>5D.1. Administration Instructional Staff ESE Liaison Case Manger</p>	<p>5D.1. Review FAIR and performance data from Compass</p> <p>Classroom walk through</p> <p>Lesson Plan checks</p>	<p>5D.1. FAIR</p> <p>Compass Learning Odyssey</p> <p>Internal progress monitoring</p>		
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Reading Goal #5D: By the year 2012, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.	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>					
		5D.2. Reading Endurance	5D.2. Increase opportunities for intermittent self-selected independent reading throughout the school day.	5D.2. Administration Instructional Staff ESE Liaison Case Manger	5D.2. Review FAIR and performance data from Compass (ILS)	5D.2. FAIR and Internal progress monitoring	
		5D.3. Level of rigor on FCAT 2.0	5D.3. Follow district developed Instructional Focus Calendars. Implementation of close reading strategies I-Engage strategies: Modeling, Thinking Aloud, Guided Instruction and Productive Group Work Increase in higher order stem questions	5D.3. Administration Instructional Staff ESE Liaison Case Manger	5D.3. Review FAIR and performance data from Compass (ILS) Frequent Formative Assessments	5D.3. FAIR and Internal progress monitoring	

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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		
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<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p>	<p>SE.1. Deficiency in reading skills and their application</p>	<p>SE.1. Provide integrated remedial reading and grade level Language Arts instruction in a double block "LA Fusion" course during the school day.</p> <p>Implementat ion of close reading strategies</p> <p>Design lessons to address specific standards-based concepts or skills</p> <p>I-Engage strategies: Modeling, Thinking Aloud, Guided Instruction and Productive Group Work</p>	<p>SE.1. Administration Instructional Staff</p>	<p>SE.1. Review FAIR and performance data from Compass</p> <p>Classroom walk through</p> <p>Lesson Plan checks</p>	<p>SE.1. FAIR</p> <p>Compass Learning Odyssey</p> <p>Internal progress monitoring</p>		
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Reading Goal #5E: By the year 2012, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.	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>					
		5E.2. Reading Endurance	5E.2. Increase opportunities for intermittent self-selected independent reading throughout the school day.	5E.2. Administration Instructional Staff	5E.2. Review FAIR and performance data from Compass (ILS)	5E.2. FAIR and Internal progress monitoring	

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		SE.3. Level of rigor on FCAT 2.0	SE.3. Follow district developed Instructional Focus Calendars. Implementation of close reading strategies I-Engage strategies: Modeling, Thinking Aloud, Guided Instruction and Productive Group Work Increase in higher order stem questions	SE.3. Administration Instructional Staff	SE.3. Review FAIR and performance data from Compass (ILS) Frequent Formative Assessments	SE.3. FAIR and Internal progress monitoring	
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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities 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
	I-Engage Instructional Strategies	6,7 and 8	District Specilaist Curriculum Coordinators Administration	School-wide	Ongoing	Classroom walk through	Administration
Fusion Training	6,7 and 8	District Specialist Curriculum Coordinators	6,7 and 8 LA Reading Teachers	Ongoing	Classroom walk through	Administration	

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Redesigning Lessons for students based on FAIR Assessment	6,7 and 8	District Specialist Curriculum Coordinators Leadership Team Administration	6,7 and 8 LA/SS Teachers	Ongoing	Lesson Plan Checks and PLC's	Administration
Transitioning to Common Core	6,7 and 8	Leadership Team	School-wide	Summer Institute/Ongoing	Classroom walk through PLC's Lesson Plan Checks	Administration
Close Reading Workshop	6,7 and 8	Tim Shanahan District Specialist Curriculum Coordinators Leadership Team Administration	School-wide	Ongoing	Classroom walk through PLC's Lesson Plan Checks	Administration
How to Engage the 21st Century Learner	6,7 and 8	Consultant Chad Prather	Curriculum Leaders		Classroom walk through PLC's Lesson Plan Checks	Administration
Engaging the Gifted Learner	6,7 and 8	District Specialist Curriculum Coordinators Leadership Team Administration	Gifted Teachers	Ongoing	PLC's Classroom walk throughs	Administration
Analyzing Teacher Data: Using Guiding Questions for Reflective Planning	6,7 and 8	District Specialist Curriculum Leaders	School-wide	Ongoing	Lesson Plan Checks and PLC's	Administration
FAIR Toolkit workshop for Leaders	6,7 and 8	District Specialist Curriculum Coordinators Leadership Team Administration	Media Specialist ESE Liaisons Curriculum Leaders	November Curriculum Coordinator's meeting	Lesson Plan Checks and PLC's	Administration

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Text Complexity: How to sort texts into correct "bands" for any subject area.	6,7 and 8	District Specialist Curriculum Coordinators Leadership Team Administration	School-wide	Ongoing	PLC's Classroom walk through	Administration
Coaching Days	6,7 and 8	Curriculum Leaders Administration	School-wide	Ongoing	PLC's Classroom walk through	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
Increase Student Engagement through the use of technology	Kids College: A computerized learning system is designed to increase student engagement in reading, writing and math. The systems are grade-level appropriate and aligned to national and state core standards	Title I	\$1500.00
Homework Assistance	After School Program designed to assist students with mastery of grade level standards	Title I	\$8000.00
Booker Brain Train	Saturday School program is designed to provide students with additional academic support	Title I	\$3000.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Designing Lesson with use of Kindle Fires	Kindle Fires	Title I/Gulf Coast Community Foundation	\$4000.00
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Transition to Common Core	Summer Institute for Teachers	Title I	\$30,000.00
Close Reading	Close Reading Strategies for Teachers	Title I	\$3,000.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Reader's Theatre		Title I	\$3000.00
Subtotal:			

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\$52,500.00 Total:			
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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]).

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
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	
1. Students scoring proficient in listening/speaking.	1.1. Deficiencies in vocabulary	1.1. Increase vocabulary development through word walls, drawing and vocabulary games	1.1. ESOL Liaison Site Administration	1.1. Classroom Walkthroughs Formative Assessments	1.1. Pre and Post Assessments	
CELLA Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Percent of Students Proficient in Listening/Speaking:					
	<i>Enter numerical data for current level of performance in this box.</i>					
		1.2. Deficiencies in fluency skills	1.2. Increase activities that involve group interaction, role playing and oral presentation	1.2. ESOL Liaison Site Administration	1.2. Classroom Walkthroughs Formative Assessments	1.2. Pre and Post Assessments
		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	

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<p>2. Students scoring proficient in reading.</p>	<p>2.1. Deficiency in reading skills and their application due to language acquisition needs</p>	<p>2.1. Provide inclusive and sheltered reading instruction in a “fused” model which allows for remediation and grade level instruction during the school day. Use the Gradual Release of Responsibility and Fusion Model to differentiate instruction in order to address skill deficits.</p>	<p>2.1. Site Administration Instructional Staff</p>	<p>2.1. Review FAIR and performance data from Compass (ILS) Classroom walk throughs Lesson Plan checks</p>	<p>2.1. FAIR Focus Internal progress monitoring</p>	
<p><u>CELLA Goal #2:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Percent of Students Proficient in Reading:</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>					
		<p>2.2. Reading Endurance</p>	<p>2.2. Increase opportunities for intermittent self-selected independent reading throughout the school day</p>	<p>2.2. Site Administration Instructional Staff</p>	<p>2.2. Review FAIR and performance data</p>	<p>2.2. FAIR and Internal progress monitoring</p>
		<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>

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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	
3. Students scoring proficient in writing.	2.1. Deficit in Writing	2.1. Implementation of writing instruction for all students aligned with district Instructional Focus Calendar Train teachers using the rubric outlined in the comprehensive school-wide writing plan.	2.1. Site Administrators Curriculum Leaders	2.1. Analysis of student writings. Administrative lesson plan review Classroom Walk Through	2.1. District Benchmark Prompts	
CELLA Goal #3: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	<i>Enter numerical data for current level of performance in this box.</i>					
		2.2. Writing Stamina	2.2. Increase opportunities for students to do demand writing across contents.	2.2. Site Administrators Curriculum Leaders	2.2. Results on demand writing assessments	2.2. Writing rubrics and District Writing Assessment Spreadsheet
		2.3. Deciphering Writing Prompts and Planning.	2.3. Practice in reading and understanding writing prompts as well as practicing the use of planning strategies. Implement the use of a writing resource notebook for students and teachers to include expository, narrative, paragraphs, rubrics, journal prompts, and thinking.	2.3. Site Administrators Curriculum Leaders	2.3. Results on demand writing assessments Review Data from formal and informal assessments	2.3. Writing rubrics and District Writing Assessment Spreadsheet.

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CELLA 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
Increase listening and Speaking Skills	Kids College	Title I	\$1500.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
NONE			
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Data Analysis for ELL Students	Teachers will learn to analyze data for ELL and develop strategies to increase student achievement	Title I	\$2000.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
\$3500.00 Total:			

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
<u>Mathematics Goal #1A:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Mathematics Goal #1B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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.	

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

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<u>Mathematics 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>					
		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		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.		
Mathematics Goal #3A: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

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<u>Mathematics 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 this box.</i>	<i>Enter numerical data for expected level of 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		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.		
Mathematics Goal #4: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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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	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Mathematics Goal</u> #5A: <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		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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<u>Mathematics Goal #5B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		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		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Mathematics Goal #5C: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					
		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		

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5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
Mathematics Goal #5D: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					
		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		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Mathematics Goal #5E:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

Middle School Mathematics	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		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1. Increased Rigor in test specifications	1A.1. Use of Close Reading Strategies to address skill deficiencies	1A.1. Title I Reading Teacher/Admin	1A.1. Review of FAIR and Performance data Classroom Walkthroughs Lesson Plan checks	1A.1. FAIR Internal Progress Benchmark Assessments		
Mathematics Goal #1A: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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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		1A.2. Skill level of Question Analysis	1A.2. I-Engage strategies: Modeling, Thinking Aloud, Guided Instruction and Productive Group Work	1A.2. Admin/District PD Department	1A.2. Classroom Walkthroughs Lesson Plan Checks Lesson Studies	1A.2. Benchmark Assessments	
		1A.3. Vocabulary Deficits	1A.3. Participation in school-wide vocabulary initiative	1A.3. Media Specialist	1A.3. Review of FAIR and student vocabulary journals	1A.3. FAIR Science/Math Benchmark Assessments	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1. Deficiency in Math	1B.1. Use of Visual Representati ons Teacher Modeling	1B.1. ESE Liaison and Case Manager Admin	1B.1. IEP Classroom Walkthroughs	1B.1. Pre and Post Assessments		
Mathematics Goal #1B: <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>					
		1B.2. Vocabulary	1B.2. Participation in school-wide vocabulary Initiative	1B.2. Media Specialist and Case Manager	1B.2. IEP Vocabulary notes	1B.2. IEP goals Benchmark assessments	
		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		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1. Increased Rigor in test specifications	2A.1. Use of Close Reading Strategies to address skill deficiencies	2A.1. Title I Reading Teacher/ Admin	2A.1. Review of FAIR and Performance data Classroom Walkthroughs Lesson Plan checks	2A.1. FAIR Internal Progress Benchmark Assessments		
Mathematics Goal #2A: <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>					
	1A.2. Skill level of Question Analysis 1A.3. Vocabulary Deficits	2A.2. I-Engage strategies: Modeling, Thinking Aloud, Guided Instruction and Productive Group Work	2A.2. Admin/District PD Department	2A.2. Classroom Walkthroughs Lesson Plan Checks Lesson Studies	2A.2. Benchmark Assessments	2A.2. Benchmark Assessments	
		12.3. Participation in school-wide vocabulary initiative	2A.3. Media Specialist	1A.3. Review of FAIR and student vocabulary journals	2A.3. FAIR Science/Math Benchmark Assessments	2A.3. FAIR Science/Math Benchmark Assessments	

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<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</p>	<p>2B.1. Deficiency in Math</p>	<p>2B.1. Use of Visual Representations Teacher Modeling</p>	<p>2B.1. ESE Liaison and Case Manager Admin</p>	<p>2B.1. IEP Classroom Walkthroughs</p>	<p>2B.1. Pre and Post Assessments</p>		
<p><u>Mathematics Goal #2B:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
	<p>1B.2. Vocabulary</p>	<p>2B.2. Participation in school-wide vocabulary Initiative</p>	<p>2B.2. Media Specialist and Case Manager</p>	<p>2B.2. IEP Vocabulary notes</p>	<p>2B.2. IEP goals Benchmark assessments</p>	<p>2B.2. IEP goals Benchmark</p>	
		<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</p>	<p>3A.1. More rigorous standards on the FCAT 2.0 in Math</p>	<p>3A.1. Follow district developed Instructional Focus Calendar</p> <p>Increase higher order thinking question stems in daily lessons</p> <p>Develop inquiry and problem solving focused lessons</p> <p>Design lessons to address specific standards-based concepts or skills</p>	<p>3A.1. Administration Instructional Staff</p>	<p>3A.1. Performance data from benchmark assessments</p> <p>Formative Assessments</p>	<p>3A.1. Summative Assessments</p> <p>Benchmark Assessments</p> <p>Internal progress monitoring</p>		

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<u>Mathematics Goal #3A:</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>					
		3A.2. Deficiencies in math skills and application	3A.2. I-Engage strategies: Modeling, Thinking Aloud, Guided Instruction and Productive Group Work Provide integrated remedial Math and Intensive Math instruction in a block "Math FUSION" course. Differentiate instruction through flexible grouping, individualizing lessons, compacting, using tiered assignments, and varying question levels	3A.2. Administration Instructional Staff	3A.2. Performance data from benchmark assessments Formative Assessments Classroom walk through Lesson Plan Checks	3A.2. Summative Assessments Benchmark Assessments Internal progress monitoring	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	

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<p>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</p>	<p>3B.1. Deficiency in reading skills and their application</p>	<p>3B.1. Effective Scheduling Methods Provide integrated remedial Reading and grade level Language Arts instruction in a block "LA FUSION" course. I-Engage strategies: Modeling, Thinking Aloud, Guided Instruction and Productive Group Work</p>	<p>3B.1. Site Administration Instructional Staff Case Managers ESE Liaison</p>	<p>3B.1. Formative assessments Classroom walk through</p>	<p>3B.1. Pre and Post DAR Internal progress monitoring</p>		
<p><u>Mathematics Goal #3B:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					

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		<p>3B.2. Changes in Alternate Assessment requirements</p>	<p>3B.2. Ensure that instructional activities are learner-centered and emphasize inquiry/problem-solving</p> <p>Use experience and prior knowledge as a basis for building new knowledge</p> <p>Use scaffolding to make connections to concepts, procedures and understanding</p>	<p>3B.2 Site Administration Instructional Staff Case Managers ESE Liaison.</p>	<p>3B.2. Formative assessments</p> <p>Classroom walk through</p>	<p>3B.2. Summative Assessments</p> <p>Internal progress monitoring</p>	
		<p>3B.3. Deficiency in Math skills and their application</p>	<p>3B.3. Focus lessons on specific concept/skills that are standards based</p> <p>Use productive group work strategies and make real life connections</p>	<p>3B.3. Site Administration Instructional Staff Case Managers ESE Liaison</p>	<p>3B.3. Ensure assessment strategies are aligned with standards/ concepts being taught</p> <p>Provide guided practice with feedback</p>	<p>3B.3. Inclusion of diagnostic, formative and summative strategies</p> <p>Utilize both traditional and alternative assessment strategies</p>	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</p>	<p>4A.1. More rigorous standards on the FCAT 2.0</p>	<p>4A.1. Follow district developed Instructional Focus Calendar</p> <p>Increase higher order thinking question stems in daily lessons</p> <p>Develop inquiry and problem solving focused lessons</p> <p>Design lessons to address specific standards-based concepts or skills</p>	<p>4A.1. Administration</p> <p>Instructional Staff</p>	<p>4A.1. Review of FOCUS and performance data from benchmark assessments</p> <p>Classroom walkthrough</p>	<p>4A.1. FOCUS</p> <p>Benchmark Assessments</p> <p>Summative Assessments</p>		
<p>Mathematics Goal #4:</p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<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>					
		4A.2. Deficiency in Math skills and their knowledge of application.	4A.2. I-Engage strategies: Modeling, Thinking Aloud, Guided Instruction and Productive Group Work Provide integrated remedial Math and Intensive Math instruction in a block "Math FUSION" course. Differentiate instruction through flexible grouping, individualizing lessons, compacting, using tiered assignments, and varying question levels.	4A.2. Administration Instructional Staff	4A.2. Review of FOCUS and performance data from benchmark assessments Classroom walkthrough	4A.2. FOCUS Benchmark Assessments Summative Assessments	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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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	
5A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011	49	53	58	63	67	
<u>Mathematics Goal #5A:</u> <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		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B1. Deficiency in foundational mathematics skills and their application.	5B.1. Provide Intensive Math Remediation during the school day and through afterschool support Provide direct tutorial support with skill deficits through trained volunteers in classrooms	5B.1. Administration Instructional Staff After School Director Volunteer Coordinator	5B.1. Review formative and summative assessment data. Review performance data from ILS Classroom walk through & Lesson Plan checks Monitor Volunteer hours	5B.1. Benchmark testing Common Assessments Internal progress monitoring		

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<u>Mathematics Goal #5B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:				
		5B.2. Level of rigor on FCAT 2.0	5B.2. Focus lessons on specific concept/skills that are standards based Differentiate instruction through flexible grouping, individualizing lessons, compacting, using tiered assignments, and varying question levels Ask probing questions which require students to justify their responses	5B.2. Administration Instructional Staff	5B.2. Formative Assessments Referrals to AI Classroom walk through Lesson Plan Checks	5B.2. Benchmark testing Common Assessments Internal progress monitoring
		5B.3. Level of rigor on FCAT 2.0	5B.3. Scaffolding and making connections to concepts, procedures, and understanding I-Engage strategies: Modeling, Thinking Aloud, Guided Instruction and Productive Group Work	5B.3. Curriculum Leaders Support Staff Administration	5B.3. Classroom walk through	5B.3. Benchmark testing Common Assessments Internal progress monitoring

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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		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C1. Deficiency in foundational mathematics skills and their application.	5C.1. Provide Intensive Math Remediation during the school day and through afterschool support Provide direct tutorial support with skill deficits through trained volunteers in classrooms	5C.1. Administration Instructional Staff After School Director Volunteer Coordinator	5C.1. Review formative and summative assessment data. Review performance data from ILS Classroom walk through & Lesson Plan checks Monitor Volunteer hours	5C.1. Benchmark testing Common Assessments Internal progress monitoring		
<u>Mathematics Goal #5C:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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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		5C.2. Level of rigor on FCAT 2.0	5C.2. Focus lessons on specific concept/skills that are standards based Differentiate instruction through flexible grouping, individualizing lessons, compacting, using tiered assignments, and varying question levels Ask probing questions which require students to justify their responses	5C.2. Administration Instructional Staff	5C.2. Formative Assessments Referrals to AI Classroom walk through Lesson Plan Checks	5C.2. Benchmark testing Common Assessments Internal progress monitoring	
		5C.3. Level of rigor on FCAT 2.0	5C.3. Scaffolding and making connections to concepts, procedures, and understanding I-Engage strategies: Modeling, Thinking Aloud, Guided Instruction and Productive Group Work	5C.3. Curriculum Leaders Support Staff Administration	5C.3. Classroom walk through	5C.3. Benchmark testing Common Assessments Internal progress monitoring	
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		

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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</p>	<p>5D.1. Level of rigor on FCAT 2.0</p>	<p>5D.1. Scaffolding and making connections to concepts, procedures, and understanding I-Engage strategies: Modeling, Thinking Aloud, Guided Instruction and Productive Group Work</p>	<p>5D.1. Curriculum Leaders Support Staff Administration</p>	<p>5D.1. Classroom walk through</p>	<p>5D.1. Benchmark testing Common Assessments Internal progress monitoring</p>		
<p><u>Mathematics Goal #5D:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		<p>5D.2. Deficiency in foundational mathematics skills and their application.</p>	<p>5D.2. Provide Intensive Math Remediation during the school day and through afterschool support Provide direct tutorial support with skill deficits through trained volunteers in classrooms</p>	<p>5D.2. Administration Instructional Staff After School Director Volunteer Coordinator</p>	<p>5D.2. Review formative and summative assessment data. Review performance data from ILS Classroom walk through & Lesson Plan checks Monitor Volunteer hours</p>	<p>5D.2. Benchmark testing Common Assessments Internal progress monitoring</p>	

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		<p>5D.3. Level of rigor on FCAT 2.0</p>	<p>5D.3. Focus lessons on specific concept/skills that are standards based</p> <p>Differentiate instruction through flexible grouping, individualizing lessons, compacting, using tiered assignments, and varying question levels</p> <p>Ask probing questions which require students to justify their responses</p>	<p>5D.3. Administration Instructional Staff</p>	<p>5D.3. Formative Assessments</p> <p>Referrals to AI</p> <p>Classroom walk through</p> <p>Lesson Plan Checks</p>	<p>5D.3. Benchmark testing</p> <p>Common Assessments</p> <p>Internal progress monitoring</p>	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E1. Deficiency in foundational mathematics skills and their application.	5E.1. Provide Intensive Math Remediation during the school day and through afterschool support Provide direct tutorial support with skill deficits through trained volunteers in classrooms	5E.1. Administration Instructional Staff After School Director Volunteer Coordinator	5E.1. Review formative and summative assessment data. Review performance data from ILS Classroom walk through & Lesson Plan checks Monitor Volunteer hours	5E.1. Benchmark testing Common Assessments Internal progress monitoring		
<u>Mathematics Goal #5E:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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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		SE.2. Level of rigor on FCAT 2.0	SE.2. Focus lessons on specific concept/skills that are standards based Differentiate instruction through flexible grouping, individualizing lessons, compacting, using tiered assignments, and varying question levels Ask probing questions which require students to justify their responses	SE.2. Administration Instructional Staff	SE.2. Formative Assessments Referrals to AI Classroom walk through Lesson Plan Checks	SE.2. Benchmark testing Common Assessments Internal progress monitoring	
		SE.3. Lack of student engagement during instructional delivery	SE.3. Scaffolding and making connections to concepts, procedures, and understanding I-Engage strategies: Modeling, Thinking Aloud, Guided Instruction and Productive Group Work	SE.3. Administration Instructional Staff	SE.3. Classroom walk through & Lesson Plan checks	SE.3. Benchmark testing Common Assessments Internal progress monitoring	

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

High School	Mathematics	Problem-Solving Process to Increase Student Achievement						
	Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1.1.	1.1.	1.1.	1.1.	1.1.		
	Mathematics Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		<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.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2.1.	2.1.	2.1.	2.1.	2.1.		
Mathematics Goal #2: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3.1.	3.1.	3.1.	3.1.	3.1.		
Mathematics Goal #3: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	

End of Florida Alternate Assessment High School Mathematics Goals

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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		
1. Students scoring at Achievement Level 3 in Algebra 1.	1.1. Skill level of Question Analysis	1.1. I-Engage strategies: Modeling, Thinking Aloud, Guided Instruction and Productive Group Work	1.1. Admin/District PD Department	1.1. Classroom Walkthroughs Lesson Plan Checks Lesson Studies	1.1. Benchmark Assessments		
Algebra 1 Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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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		1.2. Vocabulary Deficits	1.2. Participation in school-wide vocabulary initiative	1.2. Media Specialist	1.2. Review of FAIR and student vocabulary journals	1.2. FAIR Science/Math Benchmark Assessments	
		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		
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.	2.1. Deficiency in mathematics skills and their application.	2.1. I-Engage strategies: Modeling, Thinking Aloud, Guided Instruction and Productive Group Work	2.1. Admin/District PD Department	2.1. Classroom Walkthroughs Lesson Plan Checks Lesson Studies	2.1. Benchmark Assessments		
<u>Algebra Goal #2:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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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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	
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Algebra 1 Goal #3A:</u> <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		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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<p>Algebra 1 Goal #3B: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>	<p><i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>					
		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 subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
<u>Algebra 1 Goal #3C:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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		

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3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
<u>Algebra 1 Goal #3D:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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.	

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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		
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
<u>Algebra 1 Goal #3E:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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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Geometry End-of-Course Goals *(this section needs to be completed by all schools that have students taking the Geometry EOC)*

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

Geometry 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		
1. Students scoring at Achievement Level 3 in Geometry.	1.1. Skill level of Question Analysis	1.1. I-Engage strategies: Modeling, Thinking Aloud, Guided Instruction and Productive Group Work	1.1. Admin/District PD Department	1.1. Classroom Walkthroughs Lesson Plan Checks Lesson Studies	1.1. Benchmark Assessments		
Geometry Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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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		1.2. Vocabulary Deficits	1.2. Participation in school-wide vocabulary initiative	1.2. Media Specialist	1.2. Review of FAIR and student vocabulary journals	1.2. FAIR Science/Math Benchmark Assessments	
		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		
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	2.1. Skill level of Question Analysis	2.1. I-Engage strategies: Modeling, Thinking Aloud, Guided Instruction and Productive Group Work	2.1. Admin/District PD Department	2.1. Classroom Walkthroughs Lesson Plan Checks Lesson Studies	2.1. Benchmark Assessments		
<u>Geometry Goal #2:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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. Vocabulary Deficits	2.2. Participation in school-wide vocabulary initiative	2.2. Media Specialist	2.2. Review of FAIR and student vocabulary journals	2.2. FAIR Science/Math Benchmark Assessments	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2011-2012						
<u>Geometry Goal #3A:</u> <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		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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Geometry Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		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 subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
Geometry Goal #3C: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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		

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3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
<u>Geometry Goal #3D:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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.	

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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		
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
<u>Geometry Goal #3E:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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 Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional							
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Learning Community (PLC) or PD Activities 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
Classroom of Tomorrow (COT) Training	6, 7 and 8	District Specialist Math Curriculum Leaders Leadership Team	COT Math Teachers	Ongoing	Classroom walk through PLC's	Administration
Inquiry Based Learning in Math (including using data effectively)	6, 7 and 8	District Specialist Math Curriculum Leaders Leadership Team	Math Teachers	Ongoing	Classroom walk through PLC's	Administration
Coaching Days	6, 7 and 8	District Specialist Math Curriculum Leaders Leadership Team	Math Teachers	Ongoing	Classroom walk through PLC's	Administration
Analyzing Teacher Data: Using Guided Questions for Reflecting Planning	6, 7 and 8	District Specialist Math Curriculum Leaders Leadership Team	Math Teachers	Ongoing	Classroom walk through PLC's	Administration

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Redesigning Lessons for Students Based on Math Benchmark Assessments	6, 7 and 8	District Specialist Math Curriculum Leaders Leadership Team	Math Teachers	Ongoing	Classroom walk through PLC's	Administration
I-Engage strategies: Modeling, Thinking Aloud, Guided Instruction and Productive Group Work	6, 7 and 8	District Specialist Math Curriculum Leaders Leadership Team	School-wide	Ongoing	Classroom walk through PLC's	Administration
Intensive Math: Guided Math Workshop	6, 7 and 8	District Specialist Math Curriculum Leaders Leadership Team	Intensive Math Teachers	Ongoing	Classroom walk through PLC's	Administration
Engaging the Gifted Learner	6, 7 and 8	District Specialist Math Curriculum Leaders Leadership Team	Gifted Math Teachers	Ongoing	Classroom walk through PLC's	Administration

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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
Increase Math Proficiency	Kids College	Title I	\$1500.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Lesson Design in Math	A workshop designed to assist teachers with designing lessons based on Progress Monitoring	Title I	\$2000.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
\$3500.00Total:			

End of Mathematics Goals

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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		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1A.1. Vocabulary Deficits Reading stamina in nonfiction and technical texts	1A.1. Participate in school wide vocabulary initiative. Emphasize common science vocabulary Collaboration with LA teachers	1A.1. Site Administration Curriculum Leaders	1A.1. Collaborative planning Student data	1A.1. Benchmark assessments FOCUS testing		
<u>Science Goal #1A:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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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		1A.2. Increased rigor on high stakes assessment	1A.2. Focus Collaborative Planning Activities on lesson design and standards based instruction	1A.2. Site Administration Curriculum Leaders	1A.2. Lesson Plan Checks Classroom Walk Through	1A.2. Benchmark testing Common Assessments Internal progress monitoring	
		1A.3. Instructional delivery lack active engagement.	1A.3. .Ongoing I-Engage Training for increased knowledge of implementation of best practices in the classroom	1A.3. Curriculum Leaders Support Staff Administrative Team	1A.3. Classroom walk through	1A.3. Benchmark Assessments	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1B.1. Vocabulary Deficits Reading stamina in nonfiction and technical texts	1B.1. Participate in vocabulary initiative. Design Lessons to include Robust Vocabulary	1B.1. Site Administration Curriculum Leaders	1B.1. Lesson Plan Checks Classroom Walk Through	1B.1. Pre and Post assessments		
<u>Science Goal #1B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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. Cognitive abilities still developing	1B.2. Engage students in more inquiry based Science	1B.2. Site Administration Curriculum Leaders	1B.2. Lesson Plan Checks Classroom Walk Through	1B.2. Pre and Post assessments	
		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		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2A.1. Instructional delivery lack active engagement.	2A.1. Ongoing Training in I-Engage instructional Strategies	2A.1 Curriculum Leaders Site Administrators	2A.1. Classroom walk through	2A.1. Benchmark testing Common Assessments Internal progress monitoring		
Science Goal #2A: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					
		2A.2. Cognitive abilities still developing	2A.2. Follow district developed Instructional Focus Calendars Incorporation of inquiry based curriculum Require more involvement in Science Fair	2A.2. Curriculum Leaders Site Administrators	2A.2. Student product Administrative review of lesson plans	2A.2. Rubric to judge Science Fair project Teacher created common assessment	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

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<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</p>	<p>2B.1. Cognitive abilities still developing</p>	<p>2B.1. Follow district developed Instructional Focus Calendars Incorporation of inquiry based curriculum Require more involvement in Science Fair</p>	<p>2B.1. Curriculum Leaders Site Administrators</p>	<p>2B.1. Student product Administrative review of lesson plans</p>	<p>2B.1. Rubric to judge Science Fair project Teacher created common assessment</p>		
<p>Science Goal #2B: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		<p>2B.2. Vocabulary Deficits Reading stamina in nonfiction and technical texts</p>	<p>2B.2. Participate in school wide vocabulary initiative. Emphasize common science vocabulary Collaboration with LA teachers</p>	<p>2B.2. Site Administration Curriculum Leaders</p>	<p>2B.2. Collaborative planning Student data</p>	<p>2B.2. Benchmark assessments FOCUS testing</p>	
		<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

High School Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1.1.	1.1.	1.1.	1.1.	1.1.		
Science Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2.1.	2.1.	2.1.	2.1.	2.1.		
Science Goal #2: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	<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.	

End of Florida Alternate Assessment High School Science Goals

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

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

Biology 1 EOC Goals	Problem-Solving Process to Increase Student Achievem						

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	ent						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Biology 1.	1.1.	1.1.	1.1.	1.1.	1.1.		
Biology 1 Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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		
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.	2.1.	2.1.	2.1.	2.1.	2.1.		

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Biology 1 Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<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>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
<small>PD Content /Topic and/or PLC Focus</small>	<small>Grade Level/ Subject</small>	<small>PD Facilitator and/or PLC Leader</small>	<small>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</small>	<small>Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</small>	<small>Strategy for Follow-up/Monitoring</small>	<small>Person or Position Responsible for Monitoring</small>
Inquiry Based Science	6-8	PDF	Science Teachers	October	Classroom Walk Through	Administration
Analyzing Data in Science	6-8	PDF/PLC	Science Teachers	Ongoing	Progress Monitoring Data	Administration
COT Workshops	6-8	PDF	COT SC Teachers	Ongoing	Classroom Walk Through	Administration
Science Lesson Design	6-8	PDF/PLC	Science Teachers	October/Weekly	PLC Documentation	Administration

Science Budget (Insert rows as needed)

<small>Include only school-based funded activities/materials and exclude district funded activities/materials.</small>			
<small>Evidence-based Program(s)/Materials(s)</small>			
<small>Strategy</small>	<small>Description of Resources</small>	<small>Funding Source</small>	<small>Amount</small>
Classroom of Tomorrow	21 st Century Classroom of Technology	Gulf Coast Community Foundation	\$20,000.00
Subtotal:			

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Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
\$20,000.00 Total:			

End of Science Goals

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Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. Deficient in Writing Skills	1A.1. Implementation of writing instruction for all students aligned with district Instructional Focus Calendar Train teachers using the rubric outlined in the comprehensive school-wide writing plan.	1A.1. Administration PLC Leaders	1A.1. Results on demand writing	1A.1. District Benchmark Writing Assessments		
<u>Writing Goal #1A:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<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>					
		1A.2. Writing Stamina and Strategy Development	1A.2. Practice self-regulation skills that help to manage writing strategies and the writing process	1A.2. Administration PLC Leaders	1A.2. Results on demand writing	1A.2. District Benchmark Writing Assessments	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1B.1. Deficient in Writing Skills	1B.1. Implementation of writing instruction for all students	1B.1. Administration PLC Leaders	1B.1. Results on Writing samples	1B.1. Formative and Summative Assessments		
Writing Goal #1B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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. Writing Stamina	1B.2. Increase opportunities for students to do demand writing across contents.	1B.2. Administration PLC Leaders	1B.2. Results on Writing samples	1B.2. Formative and Summative Assessments	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Writing 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
Writing Workshop	6-8	Patti Brustad	LA/Reading Teachers	Ongoing	Classroom Walkthroughs	Administration

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
NONE			
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Writing Goals

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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		
1. Students scoring at Achievement Level 3 in Civics.	1.1.	1.1.	1.1.	1.1.	1.1.		
Civics Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	2.1.	2.1.	2.1.	2.1.	2.1.		
Civics Goal #2: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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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Civics Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</p> <p>Please note that each Strategy does not require a professional development or PLC activity.</p>							
	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

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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Civics Goals

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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		
1. Students scoring at Achievement Level 3 in U.S. History.	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>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	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>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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

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

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

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

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of U.S. History Goals

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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		
1. Attendance	1.1. Student issues with punctuality, time management and making school a priority	1.1. Institute Assertive Attendance procedures to hold students accountable for punctuality at the start of the day and between classes	1.1. Administration	1.1. Monitor of daily attendance and tardiness. Monitor frequency of lunch detention	1.1. Attendance reports		
Attendance Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	<i>Enter numerical data for current attendance rate in this box.</i>	<i>Enter numerical data for expected attendance rate in this box.</i>					

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	<u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Absences</u> <u>(10 or more)</u>	<u>2013 Expected</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Absences</u> <u>(10 or more)</u>					
	<i>Enter numerical data for current number of absences in this box.</i>	<i>Enter numerical data for expected number of absences in this box.</i>					
	<u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Tardies (10 or more)</u>	<u>2013 Expected</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Tardies (10 or more)</u>					
	<i>Enter numerical data for current number of students tardy in this box.</i>	<i>Enter numerical data for expected number of students tardy in this box.</i>					
		1.2. Classroom time on task due to tardiness	1.2. Use Positive Behavior Support to reinforce expectations	1.2. PBS Coach	1.2. Monitor attendance rates of targeted students	1.2. Attendance reports	
		1.3. Parental support in dealing with attendance issues	1.3. Correspond with families through multiple communication tools	1.3. Teachers, counselors and Administration	1.3. Log communication efforts	1.3. Referrals to SWST or CINC/FINS	

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Attendance 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
Truancy Strategies	6-8	Counselor	School-wide	Ongoing	School-wide Support Team	Counselor/Administration
Positive Behavior Support	6-8	District Specialist Behavior Teacher	School-wide	Pre-School In-service	PLC, Staff Meetings, & PD Days	Administration
Problem Solving/ Response to Intervention	6-8	District Specialist Academic Intervention Teacher	School-wide	Pre-School In-service	PLC, Staff Meetings, & PD Days	Administration

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

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Use of School-wide PBS Strategies	PBS Incentives by Grade-level	PTSA/Renaissance	\$5000.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Attendance Contracts	Incentives	PTSA/Renaissance	\$5000.00
Subtotal:			
Total:			

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		
1. Suspension	1.1. Teacher consistency of behavioral expectation across environments	1.1. Continue implementation of Positive Behavior Support using explicit instruction behavioral expectations for students	1.1. Administration Behavior Coach Teachers	1.1. Weekly meetings on targeted behaviors, Monthly data reviews	1.1. SESIR REPORTS Internal data collection tool		
Suspension Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	<i>Enter numerical data for current number of in-school suspensions</i>	<i>Enter numerical data for expected number of in-school suspensions</i>					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					

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	<i>Enter numerical data for current number of students suspended in-school</i>	<i>Enter numerical data for expected number of students suspended in-school</i>					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	<i>Enter numerical data for current number of students suspended out-of-school</i>	<i>Enter numerical data for expected number of students suspended out-of-school</i>					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	<i>Enter numerical data for current number of students suspended out-of-school</i>	<i>Enter numerical data for expected number of students suspended out-of-school</i>					
		1.2. Students lack tiered support and concise direction to address behavioral gaps	1.2. Continue Implementation of Response to Intervention, Functional Behavior Assessments, and Behavior Intervention Plans	1.2. School-wide Support Team	1.2. Weekly meetings and monthly data reviews	1.2. Referral summaries	
		1.3. Students lack positive models for personal accountability	1.3. Increase deployment of mentoring program targeting students with disciplinary issues	1.3. Administration	1.3. Regular meetings with mentors, monitoring academic and behavioral progress	1.3. KPIR SESIR Reports	

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
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 Teachers	District Specialist Behavior Teacher	School wide	Pre-School In-service	PLC, Staff Meetings, & PD Days	Administration
Problem Solving/ MTSS	6-8 Teachers	District Specialist Behavior Teacher Academic Intervention Teacher	School wide	Pre-School In-service	PLC, Staff Meetings, & PD Days	Administration
A Framework for Understanding Poverty	6-8 Teachers	District Specialist	School wide	October and January	Attendance Monitoring	Administration/Teachers

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)			

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Strategy	Description of Resources	Funding Source	Amount
Tornado Connection	PBS Incentives	PTSA/Renaissance	\$1500.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Behavior Contracts	PBS Incentives	PTSA/Renaissance	\$1500.00
Subtotal:			
Total:			

End of Suspension Goals

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Dropout Prevention Goal(s)

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

* When using percentages, include the number of students the percentage represents 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		
1. Dropout Prevention	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Dropout Prevention Goal #1:</u> <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>	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					

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	<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

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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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Dropout Prevention Goal(s)

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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)).

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		

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<p>1. Parent Involvement</p>	<p>1.1. Parent work schedule may prevent ability to get involved</p>	<p>1.1. Offer flexible parent involvement activities by collaborating with parents in an organized, ongoing, and timely manner. Parents will also be involved in the planning, review, and improvement of programs for students and families.</p>	<p>1.1. Administration Parent Involvement Coordinator</p>	<p>1.1. Flexible monthly meetings for parent input</p>	<p>1.1. Meeting agendas and attendance sheets PALS Volunteer hours</p>		
<p><u>Parent Involvement Goal #1:</u> <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></p>	<p><u>2012 Current Level of Parent Involvement:*</u></p>	<p><u>2013 Expected Level of Parent Involvement:*</u></p>					
	<p><i>Enter numerical data for current level of parent involvement in this box.</i></p>	<p><i>Enter numerical data for expected level of parent involvement in this box.</i></p>					

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		1.2. Limited communication between home and school	1.2. Provide each parent with ongoing information regarding strategies to help support their student(s) success in middle school	1.2. Administration Parent Involvement Coordinator Teachers	1.2. Parent Advisory Group Shared Decision Team School Advisory Council	1.2. PALS Volunteer enrollment and attendance sheets.	
		1.3. Parents are not aware of the expectation for involvement as members of the learning community	1.3. Jointly develop, with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement	1.3. Administration	1.3. Include Compact in Student Handbook/ Agenda Review Compact at annual Title I meeting.	1.3. Increased number of signed compacts on file	

Parent Involvement Professional Development

<p>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.</p>							
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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
Title I Annual Meeting	6-8	Title I Parent Involvement Coordinator	All Stakeholders	August/January	Agendas, Attendance Sheets	Administration
Parent University	6-8	School Staff	Parents	Ongoing	Agendas, Attendance Sheets	Administration
Parent Involvement Training	6-8	Principal	Teachers	September-November	Agendas, Attendance Sheets	Administration

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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
Implementation of Parent University	Parent Workshop	Title I	\$3000.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Parent Brochures	Materials for Distribution	Title I	\$1200.00
Subtotal:			
Total:			

End of Parent Involvement Goal(s)

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

STEM 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
STEM Goal #1: <i>Enter narrative for the goal in this box.</i>	1.1. Student drop-out rate in program	1.1. Develop an afterschool program to support success and implementation of academic interventions prior to student failure	1.1. Administration STEM Coordinator	1.1. After school enrollment Academic Interventionist	1.1. Pre and Post surveys Student Enrollment Sheets Report Cards
	1.2. Number of female students enrolled in program	1.2. Recruit and schedule an increased number of females in STEM programs	1.2. Administration STEM Coordinator	1.2. Student Enrollment Sheets	1.2. Pre and Post Surveys Student Enrollment Sheets
	1.3. Lack of student interest	1.3. Implementation of Odyssey of the Mind	1.3. Administration Odyssey of the Mind Coordinator	1.3. Student Enrollment Sheets	1.3. Student Enrollment Sheets Project Outcome

STEM Professional Development

Professional					
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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
STEM Workshop	6-8	A.Reasoner	Teachers	August/September	Monthly Updates	Administration/Stem Coordinator

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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
Odyssey of the Mind	STEM Competition Resources	Title I	\$500.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of STEM Goal(s)

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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
CTE Goal #1: <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 <small>Please note that each Strategy does not require a</small>						
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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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of CTE Goal(s)

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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		
1. Additional Goal	1.1. Deficiencies in reading skills for African American Males	1.1. Increase Reading opportunities for African American Males Purchase books of interest for African American Males	1.1. Title I Reading Teacher Administration Media Specialist	1.1. Number of books checked out in Media Center FAIR Benchmark Assessments	1.1. FAIR Benchmark Assessments		

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Additional Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level :*	2013 Expected Level :*					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
		1.2. Lack of Male Mentors	1.2. Increase male mentors for male students	1.2. Administration	1.2. Impact of mentor/student relationship	1.2. FAIR Referrals Attendance Grades	
		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
Mentoring Males	6-8	Jenkins	Mentors	Ongoing	Mentoring Activities	Administration

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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
Increase Reading Opportunities for Males	Man Cave Reading Room	Title I	\$2000.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Increase achievement for African American Males	Books for African American Males	Title I	\$3000.00
Subtotal:			
Total:			

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	\$52,500.00Total:
CELLA Budget	\$3,500.00Total:
Mathematics Budget	\$3,500.00Total:
Science Budget	\$20,000.00Total:
Writing Budget	Total:
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	\$10,000.00Total:
Suspension Budget	\$3000.00Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	\$4200.00Total:
STEM Budget	\$500.00Total:
CTE Budget	Total:
Additional Goals	\$5000.00Total:

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\$102,200.00Grand Total:

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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 checked="" type="checkbox"/> Focus	<input type="checkbox"/> Prevent

Are you reward school? Yes 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.

Yes No

If No, describe the measures being taken to comply with SAC requirements.
N/A
Describe the activities of the SAC for the upcoming school year.
Focus on Student Achievement and Increased Parent Involvement. SAC will also work to enhance the Renaissance Program.

Describe the projected use of SAC funds.	Amount
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Teacher Professional Development	\$2000.00
Renaissance Start-up Money	\$1500.00