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: Indiantown Middle School	District Name: Martin County
Principal: Jeffrey Raimann	Superintendent: Nancy Kline
SAC Chair: Michelle Garcia	Date of School Board Approval: November 20, 2012

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.
School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Administrators

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

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Jeffrey Raimann	BS, MA, Ed.S	7	7	2012 Grade A Rdg= 44% Math= 63% Rdg25 = 71% Math25= 65% 2011 Grade=A Rdg=66% Math=77% Rdg25=68% Math25=70% AYP=No 74% 2010 Grade=A Rdg=70% Math=79% Rdg25=69% Math25=82% AYP=No 92% 2009 Grade=A Rdg=56% Math=67% Rdg25=78% Math25=72% AYP=No 85%
Assistant Principal	Timothy Sinclair	BS, MA, Education Leadership Certification	1	1st Year	N/A
Assistant Principal	TBD	Pending – new hire	?	?	N/A

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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)
Reading	June Walsh	BA	2	2	2012 Grade A Rdg= 44% Math= 63% Rdg25 = 71% Math25= 65% 2011 Grade=A Rdg=66% Math=77% Rdg25=68% Math25=70% AYP=No 74% 2010 Grade=A Rdg=70% Math=79% Rdg25=69% Math25=82% AYP=No 92%

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. review resumes/NOVUS to find Highly Qualified teachers who have experience with Title I students	Jeff Raimann	August 2012
2. Provide professional development opportunities specific to the needs of IMS teachers to enhance each teacher's experience at IMS (retention strategy)	Jeff Raimann, Rose Rynca, AP-TBD	Ongoing
3. Conduct Climate Survey and other surveys to determine the needs of staff	Jeff Raimann, Michelle Garcia	Ongoing
4.		

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
2% (1)	Provide the teacher with available ESOL course information to complete school district requirements.

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
Sandy Pisano/Lorraine Gine	Matana Tiparak	New teacher to IMS/Common content area	Ongoing shadowing, coaching, and collaborative planning
Jamie McNealy	Kristina Johnson	New teacher to IMS/Volunteered to assist with transition to IMS	Ongoing shadowing, coaching, and collaborative planning
Andrea Dawedeit	Miriam Hernandez	New teacher to IMS/experienced in Pinnacle and is also a Related Arts teacher	Ongoing shadowing, coaching, and collaborative planning

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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 IMS coordinates with the Martin County District office on all matters involving Title I. This involves both formal, scheduled meetings and informal day-to-day contacts to insure the smooth coordination of all efforts. Both budgetary and programmatic issues are fully coordinated. Where others are needed (i.e., ESE, food services, etc.) they are contacted directly and invited to participate in meetings.
Title I, Part C- Migrant IMS has conducted a Comprehensive Needs Assessment for all students. In addition to looking at academic needs for student, this needs assessment considers staff development and addresses the priorities established for Title III, Migrant and Title I programs. IMS continues to work closely with the Parent Resource Center to provide as much support to our Migrant Program.
Title I, Part D The priorities established for Title I Part D are addressed in the Comprehensive Needs Assessment.
Title II Professional Development strategies outlined in the School Improvement Plan are tied to funds provided by Title II.
Title III The Comprehensive Needs Assessment considers student academic needs as well as staff development data that address the priorities established for Title III.
Title X- Homeless Homeless students and their families are offered support through the guidance department, school nurse and other school personnel. Brochures about services for the homeless are available in the front office.
Supplemental Academic Instruction (SAI) SAI funds will be used to fund an after-school tutorial program for students in grades 5 through 8. All are fully certified teachers and work with research based intervention programs for struggling students.
Violence Prevention Programs IMS uses the Drug Abuse Resistance Education Program (DARE) in grade 5. This is provided with a partnership between the Martin County School District and the Martin County Sheriff's Department. The guidance counselor and other staff provide interventions and assistance as requested. In addition, IMS will continue to communicate with the district's Certified Prevention Specialist and attempt to bring in guest speakers throughout the year.
Nutrition Programs IMS has established provisions so that every student is eligible for free breakfast and lunch. The cafeteria manager maintains a bulletin board in the cafeteria, detailing nutritional information.
Housing Programs N/A

Head Start N/A
Adult Education N/A
Career and Technical Education IMS has launched a brand new career academy in FY2013, the Medical Science Academy.   Students in grades 6-8 are eligible for this program, with 8th grades students having an opportunity to earn a HS credit.
Job Training N/A
Other

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

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School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Principal: J. Raimann Assistant Principal: TBD as of 8/28/12 Assistant Principal: T. Sinclair MTSS Coach: C. Cline School Psychologist: R. Pecci Reading Coach: J. Walsh Mainstream Consultant: R. Rynca Guidance Counselor: I. Ayala Parents, students, and teachers will be asked to participate depending on the student being considered.
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 team meets once each week to review student data. The basic functions of the team are to ensure interventions are being implemented with fidelity; teachers have the support necessary to implement the interventions and collect accurate data and to meet the individual needs of the students. The team's function is to monitor the effectiveness of core instruction.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? Members of the MTSS team provide input on the school improvement plan, as Response To Intervention is a critical element in the success of students that are struggling with academics or behavior. Much like the way students are at the center of a MTSS discussion, the development and implementation of the SIP is based upon analyzing data from last year and making predictions regarding the current school year (looking at historical data in PM, along with daily formative assessment).   By conducting weekly meetings "All About Students", the MTSS team is constantly monitoring our plan.
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Martin County uses an integrated data collection/assessment system to inform decisions at each tier of service delivery: 1. PMRN - FAIR data, SRI, Read 180, System 44 2. Performance Matters - Benchmark, FCAT, SAT-10 data 3. Pinnacle - Behavior data and attendance rates 4. Excel for charting student responses to intervention 5. RTI:B
Describe the plan to train staff on MTSS. During our pre-school teacher training days, the MTSS/RTI Coach, along with the School Psychologist conducted an over-view of MTSS to our staff. On-going PD will take place each Monday, during grade-level team meetings in which both the MTSS coach and School Psychologist will be present. Each meeting lasts nearly 45 minutes and is attended by teachers, guidance, and administration.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).   Jeff Raimann – Principal   TBD – Assistant Principal of Curriculum   June Walsh - Reading Coach   Rose Rynca - International Baccalaureate Coordinator   Sally Roegiers - Media Specialist   Suzi Gratz   Jamie McNealy   Jacqueline Scott   Christy Duane   Susi Wilbanks   Thadra Petkus   Consuelo Macedo   Michelle Garcia   Laura Pille   Elizabeth Fagley   Jenifer Kabis
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).   The LLT will share leadership in development and implementation of goals and objectives of the Language Policy. The team defines a vision and then devises a plan, implements it and then judges the plan's success, much like an action plan. Meetings will be held monthly and will be facilitated by our Reading Coach..
What will be the major initiatives of the LLT this year?   The team will continue to facilitate school wide literacy and oversee the implementation of the MYP School Language Policy. The main objective is to determine what our students needs are individually and personalize those needs through a diversity of interventions that will enhance literacy for each child. The LLT will be meeting once a month to discuss: Curriculum, IB - MYP/Assessment, data, types of interventions being used in different grade levels, possible needs, new ideas, Paws to Read, share ideas for Parent information night, and plans for a Literacy Night.

Public School Choice
  • **Supplemental Educational Services (SES) Notification**

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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?

Helping students think about and comprehend what they read ties directly into IMS's status as an International Baccalaureate School. As an International Baccalaureate School, IMS focuses on the following areas:

1. An inquiry-based approach that fosters students' ability to think critically and to construct knowledge through the use of holistic contexts and integrated subjects.

2. The engagement of students in social and collaborative interactions that promote their abilities to communicate in a wide range of communicative media.

3. Self-monitoring and higher-order thinking enhanced through systematic student reflection activities. These instructional components are embedded in all courses and are implemented daily as they comprise a large portion of the day by day instructional format.

The International Baccalaureate program offers site and on-line training to teachers in all curricular areas. This training will help the teachers coordinate reading and math instruction with content area teachers.

In addition, the Reading Coach will work with math, related arts, and content area teachers to incorporate reading strategies into lessons. The Instructional Focus calendars for Social Studies and Science will reference reading benchmarks/standards where appropriate.

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.			1.A.1. Non-reading content teachers find difficulty implementing reading strategies in the classroom	1.A.1. Utilize CIS model and CRISS strategies in their courses to engage students; implement reading strategies in curriculum.	1.A.1. Administration, Reading Coach, teachers.	1.A.1. Observations from both administration and teachers	1.A.1. Marzano-iObservation, Lesson Plans that depict specific Reading strategies
Reading Goal #1A: We will identify needs and strategies to support all learners in developing FCAT proficiency in FY2013	2012 Current Level of Performance:* *29 % 120 Students*	2013 Expected Level of Performance:* *32% 133 students*					
			1.A.2. Lack of parent involvement in enforcing reading skills with students	1.A.2. Host a Family Reading Night to address critical thinking skills, test taking skills, study skills, time management	1.A.2. Administration, Reading Coach, Guidance Counselor, The Parent Resource Center director.	1.A.2. Analyze data	1.A.2. Program attendance roster
			1.A.3. Establishing and communicating clear Learning Goals and Scales/Rubrics Students ability to recognize the difference between the learning goal and activities.	1.A.3. Professional Development with the staff, specifically geared towards Learning Goals and Scales Determine and set Learning Goals and Scales/Rubrics in student-friendly language Differentiate between what an activity is vs. a Learning Goal	1.A.3. Administration, Reading Coach, Mainstream Consultant, Support Facilitators, Gen. Ed. Teachers	1.A.3. Ask guiding/leading questions that will allow to students the opportunity to explain Learning Goals and their levels of performance	1.A.3. Observations, Formative Assessment, quizzes, students/teachers charting progress made on the Learning Goal
			1.A.4. Tracking student progress and communicating this to students in an established	1.A.4. Critical input experience that provides immediate feedback to students	1.A.4. Teachers, Guidance Counselor, Administration, Parent	1.A.4. Self-evaluation, students chart progress, guided reading, small groups,	1.A.4. Interims, Report Cards, IB Assessment Reports

		manner.		Liaison	Pinnacle, conferences student/parent and teacher	
		1.A.5. Authentic Student Engagement	1.A.5. Variety of instructional strategies to foster student engagement.	1.A.5. Administration, Reading Coach, Mainstream Consultant, Support Facilitators, Gen. Ed. Teachers	1.A.5. Student response and reflection, discussion, journals.	1.A.5. Observations by administration and teachers
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Reading Goal #1B: N/A <15	2012 Current Level of Performance:* / 2013 Expected Level of Performance:*					
		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 in reading.			2.A.1 Non-reading content teachers find difficulty implementing reading strategies in the classroom	2.A.1 Utilize CIS model and CRISS strategies in their courses to engage students; implement reading strategies in curriculum.	2.A.1 Administration, Reading Coach, teachers.	2.A.1 Observations from both administration and teachers	2.A.1 Marzano-iObservation, Lesson Plans that depict specific Reading strategies
Reading Goal #2A: We will drive the instruction to enhance student learning and increase the percentage of students scoring a Level 4 on the FCAT in FY2013	2012 Current Level of Performance:* *13%* *54 students*	2013 Expected Level of Performance:* *16%* *67 students*					
			2.A.2. Lack of parent involvement in enforcing reading skills with students	2.A.2. Host a Family Reading Night to address critical thinking skills, test taking skills, study skills, time management	2.A.2. Administration, Reading Coach, Guidance Counselor, Doris Saffron from Parent Center.	2.A.2. Program Attendance Roster	2.A.2. Evaluation of program implementation
			2.A.3. Developing Effective Lesson Plans for Maximum Student Achievement	2.A.3. Identify focus of unit, clearly stated learning goals, inquiry based learning, opportunity for student reflection	2.A.3. Administration, Reading Coach, Mainstream Consultant, Support Facilitators, Gen. Ed. Teachers	2.A.3. Create content specific lessons using primary source documents, text features. Provide critical input-informal and formal observations, lesson plans, student and teacher reflection, and progress monitoring.	2.A.3. Specific content assessments, FCAT scores, EOC exams, observations, lesson plans.
			2.A.4. Lack of variety when it comes to complexity addressed during delivery of lessons to students	2.A.4. Increase high cognitive complexity in instructional presentation.	2.A.4. Teachers and administrators	2.A.4. Teacher/student discussion	2.A.4. Observations
			2.A.5 Not enough instructional time on higher level thinking	2.A.5 Use inquiry based learning to promote high levels of thinking and problem solving skills as learned through International Baccalaureate	2.A.5 Teachers and administrators	2.A.5 Classroom observations; Data Team meetings	2.A.5 Common grade level assessments, Benchmark results and FCAT

			professional development for the Language A component.			
		2.A.6. Students not comfortable with higher order questioning on exams	2.A.6. Include higher order thinking questions and exams and classroom lessons, address information processing for students.	2.A.6. Classroom Teachers	2.A.6. Lesson plan review, test review, focus calendars and assessment.	2.A.6 Formative assessment, Tests, Quizzes, FCAT, Benchmark
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.		2B.1.				
Reading Goal #2B: N/A <15	2012 Current Level of Performance:* / 2013 Expected Level of Performance:*					
		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 reading. Reading Goal #3A: We will drive the instruction to enhance student learning and increase the percentage of students making learning gains on the FCAT in FY2013	2012 Current Level of Performance:* *67% 279 students*	2013 Expected Level of Performance:* *70% 292 students*	3.A.1 Students need greater challenge and practice with higher-order thinking skills in order to maximize their learning potential, increase motivation for achievement, and maintain focus and engagement.	3.A.1 Incorporate higher order thinking skills into lessons to increase cognitive complexity of activities	3.A.1 Administration, Reading Coach, Classroom Teachers	3.A.1 Lesson plan review, observations, data team discussion	3.A.1 Teacher observation, Pinnacle, Performance Matters to assess student achievement
			3.A.2. Need to increase the number of students who are academically successful in low level courses	3.A.2. More deliberate attention on remediation of students who may be struggling with skill comprehension	3.A.2. Teachers and Administration	3. A.2. Flexible grouping and teacher reflection	3. A.2. Student achievement; FCAT, benchmark exams, classroom assessments
			3. A.3. Establishing and communicating clear Learning Goals and Scales/Rubrics Students ability to recognize the difference between the learning goal and activities.	3. A.3. Professional Development with the staff, specifically geared towards Learning Goals and Scales Determine and set Learning Goals and Scales/Rubrics in student-friendly language Differentiate between what an activity is vs. a Learning Goal	3.A.3. Administration, Reading Coach, Mainstream Consultant, Support Facilitators, Gen. Ed. Teachers	3. A.3. Ask guiding/leading questions that will allow to students the opportunity to explain Learning Goals and their levels of performance	3. A.3. Observations, Formative Assessment, quizzes, students/teachers charting progress made on the Learning Goal
			3. A.4. Tracking student progress and communicating this to students in an established manner.	3. A.4. Critical input experience that provides immediate feedback to students	3. A.4. Teachers, Guidance Counselor, Administration, Parent Liaison	3. A.4. Self-evaluation, students chart progress, guided reading, small groups, Pinnacle, conferences student/parent and teacher	3. A.4. Interims, Report Cards, IB Assessment Reports

3B. **Florida Alternate Assessment:** Percentage of students making learning gains in reading.			3B.1.				3B.1.
Reading Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A <15							
			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
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4.A.1 Non-reading content teachers find difficulty implementing reading strategies in the classroom	4.A.1 Teachers will utilize CIS model and CRISS strategies in their courses to engage students; implement reading strategies in curriculum.	4.A.1 Administration, Reading Coach, Teachers.	4.A.1 Observations from both administration and teachers	4.A.1 Marzano-iObservation, Lesson Plans that depict specific Reading strategies
Reading Goal #4A: We will drive the instruction to enhance student learning and increase the percentage of students making learning gains in the lowest 25% on FCAT Reading FY2013	2012 Current Level of Performance:* *71 %* *73 Students*	2013 Expected Level of Performance:* *74 %* *77 Students*					
			4.A.2. Students may have cognitive barriers, difficulty with abstract thinking and retention deficiencies which require accommodations to be successful	Incorporate reading strategies and tools in lessons in order to increase student confidence. Teachers address different modalities to provide numerous opportunities for students to acquire and maintain knowledge	All Teachers, Reading Coach.	Lessons designed to allow for student practice and success in the use of learned strategies	Benchmark tests, class assignments, teacher-constructed assessments
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Reading Goal #4B: **N/A <15**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.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%. Reading Goal #5A: . Decrease the percentage of students that are not proficient in Reading, thus increasing our proficiency rate.	**Baseline data 2010-2011** 57% Proficient Reading	All- 44 % Proficiency Rate	All- 57% Proficiency Rate Black: 49 % Hispanic: 56 % White: 84% ELL: 52% SWD: 34% ED: 57%	All – 61 % Proficiency Rate Black: 54 % Hispanic: 60 % White: 86% ELL: 57% SWD: 41% ED: 61%	All - 65 % Proficiency Rate Black: 59 % Hispanic: 65 % White: 87 % ELL: 61 % SWD: 47% ED: 65 %	70% Proficiency Rate Black: 64 % Hispanic: 69 % White: 89 % ELL: 66 % SWD: 54 % ED: 70 %	74% Proficiency Rate Black: 70 % Hispanic: 74 % White: 91 % ELL: 71 % SWD: 61 % ED: 74 %

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 reading.** Reading Goal #5B: Increase the percentage of students that are not making satisfactory progress in reading.	**2012 Current Level of Performance:*** White: 71% 17 Black: 43% 18 Hispanic:43% 138 Asian: 80% 4 American Indian: N/A **2013 Expected Level of Performance:*** White: 74% 18 Black: 27% 20 Hispanic:46% 149 Asian:83% 4 American Indian:	5B.1 Non-reading content teachers find difficulty implementing reading strategies in the classroom	5B.1 Teachers will utilize CIS model and CRISS strategies in their courses to engage students; implement reading strategies in curriculum.	5B.1 Administration, Reading Coach, teachers.	5B.1 Observations from both administration and teachers	5B.1 Marzano-iObservation, Lesson Plans that depict specific Reading strategies	
		5B.2. Students may have cognitive barriers, difficulty with abstract thinking and retention deficiencies which require accommodations to be successful	5B.2. Incorporate reading strategies and tools in lessons in order to increase student confidence. Teachers address different modalities to provide numerous opportunities for students to acquire and maintain knowledge	5B.2. All Teachers, Reading Coach.	5B.2. Lessons designed to allow for student practice and success in the use of learned strategies	5B.2. Benchmark tests, class assignments, teacher-constructed assessments	

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		5B.3 Students need greater challenge and practice with higher-order thinking skills in order to maximize their learning potential, increase motivation for achievement, and maintain focus and engagement.	5B.3 Incorporate higher order thinking skills into lessons to increase cognitive complexity of activities	5B.3 Administration, Reading Coach, Classroom Teachers	5B.3 Lesson plan review, observations, data team discussion	5B.3 Teacher observation, Pinnacle, Performance Matters to assess student achievement

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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 reading.			5C.1 Non-reading content teachers find difficulty implementing reading strategies in the classroom	5C.1 Teachers will utilize CIS model and CRISS strategies in their courses to engage students; implement reading strategies in curriculum.	5C.1 Administration, Reading Coach, Teachers, ELL Paraprofessionals	5C.1 Observations from both administration and teachers	5C.1 Marzano-iObservation, Lesson Plans that depict specific Reading strategies
Reading Goal #5C: We will drive the instruction to enhance student learning and increase the percentage of ELL students scoring at the proficient level on the FCAT in FY2013	2012 Current Level of Performance:* *25% (50)*	2013 Expected Level of Performance:* *28% (60)*					
			5C.2. Students may have cognitive barriers, difficulty with abstract thinking and retention deficiencies which require accommodations to be successful	5C.2. Incorporate reading strategies and tools in lessons in order to increase student confidence. Teachers address different modalities to provide numerous opportunities for students to acquire and maintain knowledge	5C.2. Administration, Reading Coach, Teachers, ELL Paraprofessionals	5C.2. Lessons designed to allow for student practice and success in the use of learned strategies	5C.2. Benchmark tests, class assignments, teacher-constructed assessments
			5C.3 Students need greater challenge and practice with higher-order thinking skills in order to maximize their learning potential, increase motivation for achievement, and maintain focus and engagement.	5C.3 Incorporate higher order thinking skills into lessons to increase cognitive complexity of activities	5C.3 Administration, Reading Coach, Classroom Teachers, ELL Paraprofessionals	5C.3 Lesson plan review, observations, data team discussion	5C.3 Teacher observation, Pinnacle, Performance Matters to assess 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 subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1 Non-reading content teachers find difficulty implementing reading strategies in the classroom	5D.1 Teachers will utilize CIS model and CRISS strategies in their courses to engage students; implement reading strategies in curriculum.	5D.1 Administration, Reading Coach, Teachers, ESE Teachers, Mainstream Consultant	5D.1 Observations from both administration and teachers	5D.1 Marzano-iObservation, Lesson Plans that depict specific Reading strategies
Reading Goal #5D: We will drive the instruction to enhance student learning and increase the percentage of	2012 Current Level of Performance:* *12% (9)*	2013 Expected Level of Performance:* *15% (11)*					

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SWD students scoring at the proficient level on FCAT in FY2013		5D.2. Students may have cognitive barriers, difficulty with abstract thinking and retention deficiencies which require accommodations to be successful	5D.2. Incorporate reading strategies and tools in lessons in order to increase student confidence. Teachers address different modalities to provide numerous opportunities for students to acquire and maintain knowledge	5D.2. Administration, Reading Coach, Teachers, ESE Teachers, Mainstream Consultant	5D.2. Lessons designed to allow for student practice and success in the use of learned strategies	5D.2. Benchmark tests, class assignments, teacher-constructed assessments

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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 reading.			5E.1 Non-reading content teachers find difficulty implementing reading strategies in the classroom	5E.1 Teachers will utilize CIS model and CRISS strategies in their courses to engage students; implement reading strategies in curriculum.	5E.1 Administration, Reading Coach, Teachers, ESE Teachers, Mainstream Consultant, ELL Paraprofessionals	5E.1 Observations from both administration and teachers	5E.1 Marzano-iObservation, Lesson Plans that depict specific Reading strategies
Reading Goal #5E: We will drive the instruction to enhance student learning and increase the percentage of ED students at the proficient level on FCAT Reading FY2013	2012 Current Level of Performance:* *45% (177)*	2013 Expected Level of Performance:* *48% (190)*					
			5E.2. Students may have cognitive barriers, difficulty with abstract thinking and retention deficiencies which require accommodations to be successful	5E.2. Incorporate reading strategies and tools in lessons in order to increase student confidence. Teachers address different modalities to provide numerous opportunities for students to acquire and maintain knowledge	5E.2. Administration, Reading Coach, Teachers, ESE Teachers, Mainstream Consultant, ELL Paraprofessionals	5E.2. Lessons designed to allow for student practice and success in the use of learned strategies	5E.2. Benchmark tests, class assignments, teacher-constructed assessments
			5E.3 Students need greater challenge and practice with higher-order thinking skills in order to maximize their learning potential, increase motivation for achievement, and maintain focus and engagement.	5E.3 Incorporate higher order thinking skills into lessons to increase cognitive complexity of activities	5E.3 Administration, Reading Coach, Teachers, ESE Teachers, Mainstream Consultant, ELL Paraprofessionals	5E.3 Lesson plan review, observations, data team discussion	5E.3 Teacher observation, Pinnacle, Performance Matters to assess student achievement

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
Inquiry Based learning	Reading 5-8	Rynca	Reading teachers	Weekly MYP-IB meetings	Review of Unit plans	IB Coordinator, Administration

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Integrating Technology/Design Cycle	5-8	Raimann/Rynca	All Core teachers	Weekly MYP-IB meetings	Review of Unit Plans	IB Coordinator, Administration
CRISS	5-8	Walsh	All Reading, Language Arts, Social Studies, and Science Teachers	Early Release Day	Classroom observation	Reading Coach, 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
Target areas in need of improvement	Afterschool tutorial and supplies.	Title One, SAI, School Improvement	Pending allocation of SAI funds
			*SAI funding not announced as of 9/17/12
			Subtotal:$ 10,000
Technology			
Strategy	Description of Resources	Funding Source	Amount
Place students in appropriate evidence-based programs	Read180, Expert21, System44, Study Island	Title One	$3,500.00
			Subtotal: $3,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
MYP –IB workshops and Conference	International Baccalaureate Training at FLIBS, on-line, & IBO	Title One	$10,000.00
			Subtotal:$10,000.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Include a Reading Coach in our allocation	Reading Coach will provide data/support to teachers in order to drive instruction.	Title One	$63,000.00
			Subtotal: $63,500
			Total:$86,500

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. CELLA Goal #1: We will drive the instruction to enhance student learning and increase the percentage of ELL Students scoring proficient in listening/speaking on the CELLA test FY2013	2012 Current Percent of Students Proficient in Listening/Speaking: *70% (165)*	1.1 Lack of opportunity for students to speak in class	1.1. Through the use of student-centered, inquiry based units of stud, the students will have greater opportunities to speak	1.1. Teachers, ELL Paraprofessionals	1.1 Observation	1.1 Formative Assessment
		1.2. Lack of instructional time devoted to listening	1.2. Read aloud or audio books	1.2. Teachers, ELL Paraprofessionals	1.2. Observation	1.2. Formative Assessment
		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
2. Students scoring proficient in reading. CELLA Goal #2: We will drive the instruction to enhance student learning and increase the percentage of ELL Students scoring proficient in reading on the CELLA test FY2013 .	2012 Current Percent of Students Proficient in Reading: *45 %(124)*	2.1 Non-reading content teachers find difficulty implementing reading strategies in the classroom	2.1 Teachers will utilize CIS model and CRISS strategies in their courses to engage students; implement reading strategies in curriculum.	2.1 Administration, Reading Coach, Teachers, ESE Teachers, Mainstream Consultant, ELL Paraprofessionals	2.1 Observations from both administration and teachers	2.1 Marzano-iObservation, Lesson Plans that depict specific Reading strategies
		2. 2 Students may have cognitive barriers, difficulty with abstract thinking and retention deficiencies which require accommodations to be successful	2. 2 Incorporate reading strategies and tools in lessons in order to increase student confidence. Teachers address different modalities to provide numerous opportunities for	2. 2 Administration, Reading Coach, Teachers, ESE Teachers, Mainstream Consultant, ELL Paraprofessionals	2. 2 Lessons designed to allow for student practice and success in the use of learned strategies	2. 2 Benchmark tests, class assignments, teacher-constructed assessments

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			students to acquire and maintain knowledge		
		2.3 Students need greater challenge and practice with higher-order thinking skills in order to maximize their learning potential, increase motivation for achievement, and maintain focus and engagement.	2.3 Incorporate higher order thinking skills into lessons to increase cognitive complexity of activities	2.3 Administration, Reading Coach, Teachers, ESE Teachers, Mainstream Consultant, ELL Paraprofessionals	2.3 Lesson plan review, observations, data team discussion	2.3 Teacher observation, Pinnacle, Performance Matters to assess student achievement

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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. Lack of time allotted for writing in the classroom	2.1. Daily Journal entries Quick Writes	2.1. Teachers, ELL Paraprofessionals	2.1. Daily Activities Observation	2.1. Formative Assessment
CELLA Goal #3: We will drive the instruction to enhance student learning and increase the percentage of ELL Students scoring proficient in writing on the CELLA test FY2013 .	2012 Current Percent of Students Proficient in Writing : *49% (115)*					
		2.2. Limited vocabulary/background knowledge	2.2. Word Walls Brainstorming Predictions Small group instruction	2.2. Teachers, ELL Paraprofessionals	2.2. Daily Activities Observation	2.2. Formative Assessment Quizzes HW
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
	Imagine Learning		
			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 CELLA Goals

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<u>Elementary School Mathematics Goals</u>

* 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.
Mathematics Goal #1A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
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: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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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.
Mathematics Goal #1A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
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: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			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: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			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.
Mathematics Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			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.
Mathematics Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			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
4A. 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 #4A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4B.1.				4B.1.
Mathematics Goal #4B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.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**						
Mathematics Goal #5A:							

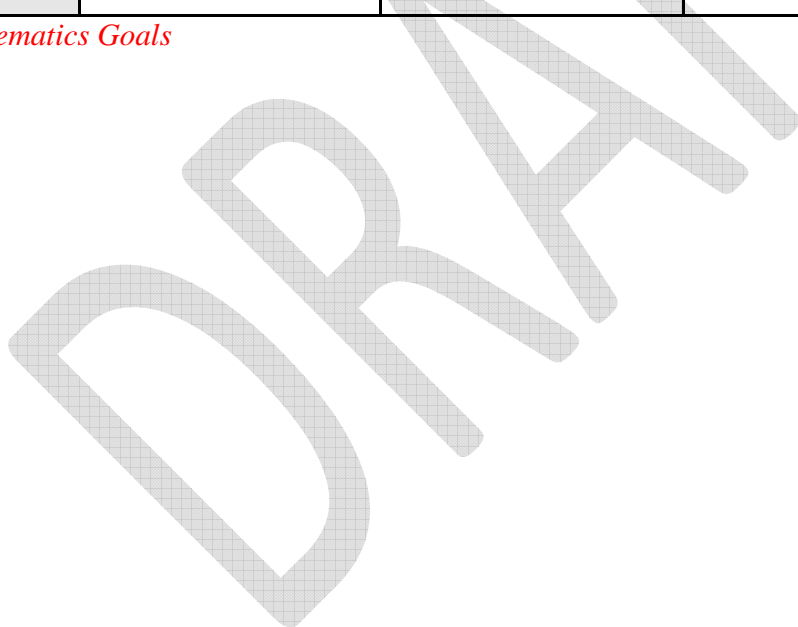| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation 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.	
Mathematics Goal #5B: *Enter narrative for the goal in this box.*	**2012 Current Level of Performance:*** / **2013 Expected Level of Performance:*** *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian: / *Enter numerical data for expected level of performance in this box.* 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: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			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
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Mathematics Goal #5D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			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.
Mathematics Goal #5E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			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 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. Mathematics Goal #1A: We will drive the instruction to enhance student learning and decrease the percent of students at level 1 and level 2, thus increasing the number of students earning a Level 3 or above.	2012 Current Level of Performance:* *34%* *141 students*	2013 Expected Level of Performance:* *37%* *154 students*	1A.1. Need to increase rigor and expectations for students	1A.1. Consider students in the upper level 3 range for advanced math classes and classes for high school credit so they can experience increased rigor.	1A.1.Administration, guidance and math teachers (recommendations)	1A.1. Student academic success, course curriculum calendar,	1A.1. Quarterly pinnacle reports, lesson plan documentation and benchmark tests.
			1A.2. Use of data generated from benchmark test(s) to differentiate instruction	1A.2. Use Performance Matters item analysis to identify deficient areas	1A.2. Math Teachers & Administration (data team & horizontal planning)	1A.2. Use I Can Learn to target specific area for individual or groups of students.	1A.2. Data from ICL progress reports and subsequent benchmark testing
			1A.3. Students have difficulty translating math word problems into equations or connecting the words to specific operations.	1A.3. Include higher order questions in assessments and focus on multi-step real world problems. Direct students to math vocabulary aids in their planner. Include more written communication of solutions to word problems.	1A.3. Math teachers & Administration	1A.3. Teacher created IB assessments that require students to communicate or solve real-world problems. Lesson plan review and iObservations.	1A.3. Chapter assessments, IB assessments, benchmark reports
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1B: N/A <15 students	2012 Current Level of Performance:* *N/A*	2013 Expected Level of Performance:*	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
			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. Need to communicate with students in the 5th and 6th grades an expectation that they will be enrolled in high school math courses in 7th or 8th grade	2A.1. Increased rigor in classes to keep students challenged and engaged through IB projects and investigations.	2A.1. Math Teachers and Administration	2A.1. Classroom assessments that effectively integrate real-world problem solving while assessing skill mastery	2A.1. Chapter tests, algebra readiness as determined by benchmark results.
Mathematics Goal #2A: We will drive the instruction to enhance student learning and increase the percentage of students scoring a Level 4 on the FCAT in FY2013	2012 Current Level of Performance:* *26% 108 students*	2013 Expected Level of Performance:* *29% 121 students*					
			2A.2. Address NGSSS "gaps" with students enrolled in honors classes in 7th and 8th grade	2A.2. Integrate grade-level NGSSS expectations through I Can Learn segments focused on areas in need of improvement.	2A.2. Math Teachers and Administration	2A.2. Include NGSSS curriculum weekly through ICL modules for students enrolled in high school classes. Create mini-assessments using FCAT Focus.	2A.2.ICL progress reports, Focus scores, and classroom assessments designed to address NGSSS.
			2A.3.Increasing instructional time on higher level thinking	2A.3.Use inquiry based learning to promote high levels of thinking and problem solving through IB math units of study	2A.3. Administration and Math Teachers	2A.3.iObservations, weekly data and MYP team meetings	2A.3. IB unit assessments, benchmark results, ICL progress reports
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.				2B.1.
Mathematics Goal #2B: *N/A <15 students*	2012 Current Level of Performance:* *N/A <15 students*	2013 Expected Level of Performance:*					
			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.Ensuring that assessments reflect the cognitive complexity necessary for students to grow	3A.1.Use FCAT Focus and materials that accompany the textbook adoption (Mastering NGSSS) for bell ringers or mini-assessments	3A.1. Administration and Math Teachers	3A.1.During weekly data meetings, reflect on the impact of increasing cognitive complexity of question – develop strategies to connect with other subject areas to reinforce learning	3A.1. IB unit assessments, benchmark results, ICL progress reports
Mathematics Goal #3A: We will drive the instruction to enhance student learning and increase the percentage of students making learning gains on FCAT Reading FY2013	2012 Current Level of Performance:* *70% 291 students*	2013 Expected Level of Performance:* *73% 304 students*					
			3A.2. Need to practice critical thinking on a more consistent basis	3A.2. Use inquiry based learning to promote high levels of thinking and problem solving through IB math units of study	3A.2. Administration and classroom math teachers	3A.2. iObservations, weekly data and MYP team meetings	3A.2. IB unit assessments, benchmark results, ICL progress reports
			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.
Mathematics Goal #3B: *N/A <15 students*	2012 Current Level of Performance:* *N/A <15 students*	2013 Expected Level of Performance:*					
			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
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1. Need for focus on specific skills and grade-level standards to address gaps in their leaning	4A.1. Use I Can Learn to remediate students at their own pace and understanding levels.	4A.1. Math teachers and Administration	4A.1. Daily monitoring of student progress in the ICL program, frequent ICL notebook checks to assess student understanding	4A.1. benchmark results, ICL progress reports
Mathematics Goal #4A: We will drive the instruction to enhance student learning and increase the percentage of students making learning gains in the lowest 25% on FCAT Math FY2013	2012 Current Level of Performance:* *65% 68*	2013 Expected Level of Performance:* *68% 71*					
			4A.2. Increased rigor of NGSSS and FCAT questions	4A.2. Review benchmark tests in context or as bell ringers with students.	4A.2. Math teachers and Administration	4A.2. Lesson plans, iObservations, horizontal math planning	4A.2. benchmark results, ICL progress reports
			4A.3. Students have difficulty translating math word problems into equations or connecting the words to specific operations.	4A.3. Include higher order questions in assessments focus on multi-step real world problems. Direct students to math vocabulary aids in their planner. Include more written communication of solutions to word problems.	4A.3. Math teachers & Administration	4A.3. Teacher created IB assessments that require students to communicate or solve real-world problems. Lesson plan review and iObservations.	4A.3. Chapter assessments, IB assessments, benchmark reports
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Mathematics Goal #4B: *N/A <15 students*	2012 Current Level of Performance:* *N/A <15 students*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.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** 72 % Proficiency Rate	**63 % Proficiency Rate**	**67 % Proficiency Rate** Black: 54% Hispanic: 69% White: 73% ELL: 63% SWD: 40% ED: 67%	**70% Proficiency Rate** Black: 59% Hispanic: 72% White: 75% ELL: 67% SWD: 46% ED: 70%	**73% Proficiency Rate** Black: 63% Hispanic: 75% White: 78% ELL: 71% SWD: 52% ED: 73%	**77% Proficiency Rate** Black: 68% Hispanic: 78% White: 81% ELL: 74% SWD: 58% ED: 77%	**80% Proficiency Rate** Black: 73% Hispanic: 82% White: 84% ELL: 78% SWD: 64% ED: 80%
Mathematics Goal #5A: We will drive the instruction to stretch student learning and decrease the % of students not proficient in Math.							

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. Lack of data analysis follow-up	5B.1. Identify areas in need of remediation - Focus on geometry and data analysis strands	5B.1. Math Teachers and Administration	5B.1. Chart student progress in areas of need. Meet with data team weekly to discuss.	5B.1. I Can learn progress reports, IB assessments, benchmark reports	
Mathematics Goal #5B: It is our goal to increase the number of students that are proficient in Math, within each subgroup.	**2012 Current Level of Performance:*** White: 71% 17 Black: 55% 23 Hispanic:61% 202 Asian:80% 4 American Indian: N/A						
	2013 Expected Level of Performance:* White: 74% 18 Black: 58% 24 Hispanic:64% 211 Asian:83% 4 American Indian:						
		5B.2. Not enough time on task	5B.2. Encourage students to take advantage of afterschool tutoring opportunities at IMS or with outside SES providers	5B.2. Guidance, math teachers and Administration	5B.2. Student participation in the various tutoring programs	5B.2. Classroom assessments, IB unit assessments, ICL progress reports and benchmark tests.	
		5B.3.Increasing instructional time on higher level thinking	5B.3.Use inquiry based learning to promote high levels of thinking and problem solving through IB math units of study	5B.3. Administration and Math Teachers	5B.3.iObservations, weekly data and MYP team meetings	5B.3. IB unit assessments, benchmark results, ICL progress reports	

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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. Lack of data analysis follow-up	5C.1. Using Performance Matters, analyze FCAT and Benchmark test data to identify areas that need remediation - focus on geometry and data analysis strands	5C.1. Math Teachers, ELL Paraprofessionals, and Administration	5C.1. Chart student progress in areas of need. Meet with data team weekly to discuss.	5C.1. I Can learn progress reports, IB assessments, benchmark reports
Mathematics Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
We will drive the instruction to enhance student learning and increase the percentage of ELL students proficient on FCAT Math FY2013	*48%* *101*	*51%* *107*					
			5C.2. Not enough time on task	5C.2. Encourage students to take advantage of afterschool tutoring opportunities at IMS or with outside SES providers	5C.2. Guidance, Math Teachers, ELL Paraprofessionals and Administration	5C.2. Student participation in the various tutoring programs	5C.2. Classroom assessments, IB unit assessments, ICL progress reports and benchmark tests.
			5C.3. Increasing instructional time on higher level thinking	5C.3.Use inquiry based learning to promote high levels of thinking and problem solving through IB math units of study	5C.3. Administration and Math Teachers	5C.3.iObservations, weekly data and MYP team meetings	5C.3. IB unit assessments, benchmark results, ICL progress reports

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
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. Lack of data analysis follow-up	5D.1. Using Performance Matters, analyze FCAT and Benchmark test data to identify areas that need remediation - focus on geometry and data analysis strands	5D.1. Math Teachers, ESE Teachers, and Administration	5D.1. Chart student progress in areas of need. Meet with data team weekly to discuss.	5D.1. I Can learn progress reports, IB assessments, benchmark reports
Mathematics Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
We will drive the instruction to enhance student learning and increase the percentage of SWD students proficient on FCAT Math FY2013 .	*25%* *19*	*28%* *21*					
			5D.2. Not enough time on task	5D.2.Use support facilitation to assist SWD in mainstream classes. Encourage students to take advantage of afterschool tutoring opportunities at IMS or with outside SES providers.	5D.2. Guidance, Math teachers, ESE Teachers and Administration	5D.2. Student participation in the various tutoring programs	5D.2. Classroom assessments, IB unit assessments, ICL progress reports and benchmark tests.
			5D.3. Increasing instructional time on higher level thinking	5D.3.Use inquiry based learning to promote high levels of thinking and problem solving through IB math units of study	5D.3. Math Teachers, ESE Teachers, and Administration	5D.3.iObservations, weekly data and MYP team meetings	5D.3. IB unit assessments, benchmark results, ICL progress reports

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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. Need to increase the amount of follow-up with the data analysis plan	5E.1. Using Performance Matters, analyze FCAT and Benchmark test data to identify areas that need remediation - focus on geometry and data analysis strands	5E.1. Math Teachers, ESE Teachers, and Administration	5E.1. Chart student progress in areas of need. Meet with data team weekly to discuss.	5E.1. I Can learn progress reports, IB assessments, benchmark reports
Mathematics Goal #5E: We will drive the instruction to enhance student learning and increase the percentage of ED students proficient on FCAT Math FY2013	2012 Current Level of Performance:* *61%* *245*	2013 Expected Level of Performance:* *64%* *257*					
			5E.2. Not enough time on task	5E.2. Encourage students to take advantage of afterschool tutoring opportunities at IMS or with outside SES providers	5E.2. Guidance, Math Teachers, ESE Teachers and Administration	5E.2. Student participation in the various tutoring programs	5E.2. Classroom assessments, IB unit assessments, ICL progress reports and benchmark tests.
			5E.3. Increasing instructional time on higher level thinking	5E.3.Use inquiry based learning to promote high levels of thinking and problem solving through IB math units of study	5E.3. Math Teachers, ESE Teachers, and Administration	5E.3.iObservations, weekly data and MYP team meetings	5E.3. IB unit assessments, benchmark results, ICL progress reports

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 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 mathematics.			1.1.	1.1.	1.1.	1.1.	1.1.
Mathematics Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			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. 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: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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
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:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
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
4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4.1.	4.1.	4.1.	4.1.	
Mathematics Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.	4.3.

End of Florida Alternate Assessment High School Mathematics Goals

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<u>Algebra 1 End-of-Course (EOC) Goals</u> *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*
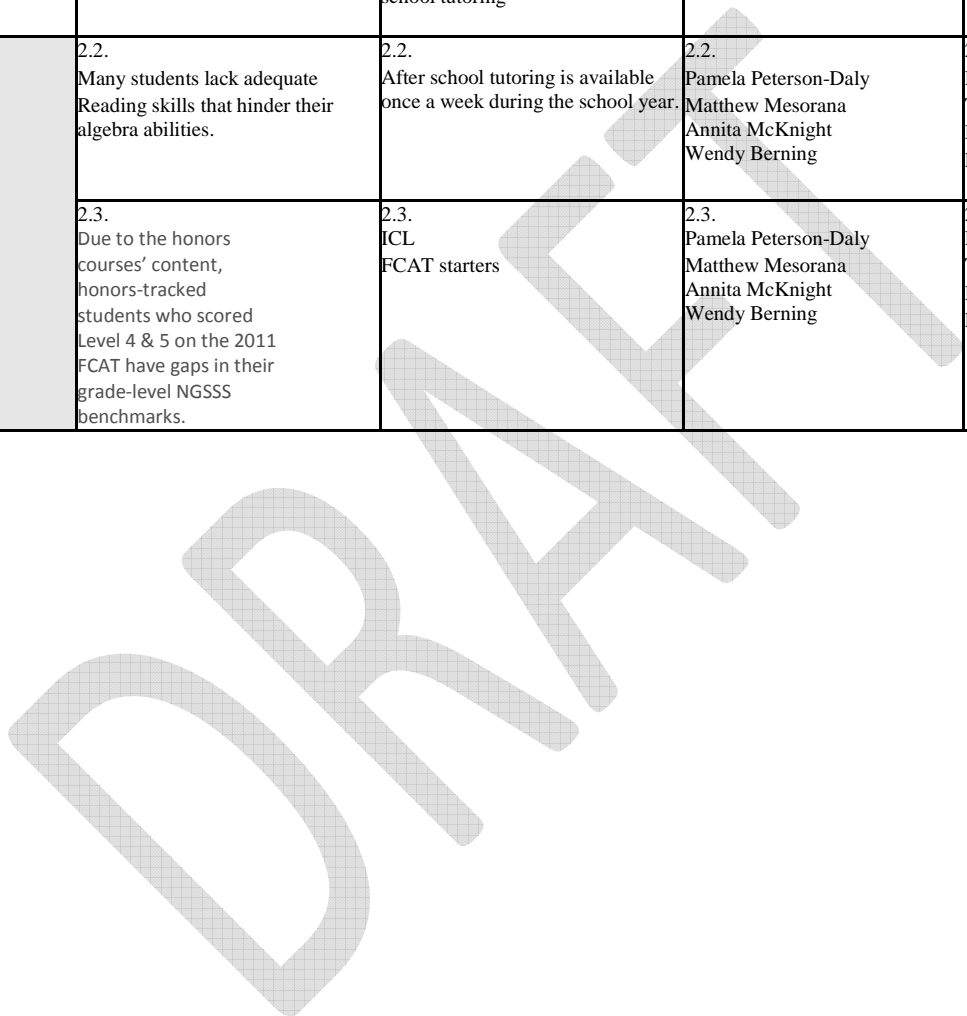
* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

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. <u>Algebra 1 Goal #1:</u> Our goal is to continue to utilize the use of daily progress monitoring by implementing effective strategies from the Marzano Framework, in order to drive instruction.			1.1. Many students lack higher order thinking skills that hinder their algebra abilities.	1.1. After school EOC prep is available twice a week the month before EOC I Can Learn (I CL) web based product Textbook supplements & after school tutoring	1.1. Pamela Peterson-Daly Matthew Mesorana Annita McKnight Wendy Berning	1.1. Benchmark testing Textbook quiz/test ICL data Homework monitoring	1.1. End of Course Exam Results
Our goal is to stretch the learning for every child at IMS. It is our goal to decrease the percentage of students that score at level 3 on the Alg. 1 EOC, with the intent of raising their score.	<u>2012 Current Level of Performance:*</u> *39%* *9 students*	<u>2013 Expected Level of Performance:*</u> *35%* *14 students*	1.2. Many students lack adequate Reading skills that hinder their algebra abilities.	1.2. After school EOC prep is available twice a week the month before EOC	1.2. Pamela Peterson-Daly Matthew Mesorana Annita McKnight Wendy Berning	1.2. Benchmark testing Textbook quiz/test ICL data Homework monitoring	1.2. End of Course Exam Results
			1.3. Due to the honors courses' content, honors-tracked students who scored Level 3 & 4 & 5 on the 2011 FCAT have gaps in their grade-level NGSSS benchmarks.	1.3. **ICL** **FCAT Starters**	1.3. Pamela Peterson-Daly Matthew Mesorana Annita McKnight Wendy Berning	1.3. Benchmark testing Textbook quiz/test ICL data Homework monitoring	1.3. End of Course Exam Results
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. <u>Algebra Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	2.1 Many students lack higher order thinking skills that hinder their algebra abilities.	2.1 After school EOC prep is available twice a week the month before EOC	2.1 Pamela Peterson-Daly Matthew Mesorana Annita McKnight Wendy Berning	2.1 Benchmark testing Textbook quiz/test ICL data Homework monitoring	2.1 End of Course Exam Results

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It is our goal to increase the percentage of students that score at a level 4 or 5 on the Alg. 1 EOC.	*61%* *14 students*	*65%* *26 students*		I Can Learn Textbook supplements & after school tutoring			
			2.2. Many students lack adequate Reading skills that hinder their algebra abilities.	2.2. After school tutoring is available once a week during the school year.	2.2. Pamela Peterson-Daly Matthew Mesorana Annita McKnight Wendy Berning	2.2. Benchmark testing Textbook quiz/test ICL data Homework monitoring	2.2. End of Course Exam Results
			2.3. Due to the honors courses' content, honors-tracked students who scored Level 4 & 5 on the 2011 FCAT have gaps in their grade-level NGSSS benchmarks.	2.3. ICL FCAT starters	2.3. Pamela Peterson-Daly Matthew Mesorana Annita McKnight Wendy Berning	2.3. Benchmark testing Textbook quiz/test ICL data Homework monitoring	2.3. End of Course Exam Results

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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** N/A						
Algebra 1 Goal #3A: *No baseline data for this section*							

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 Many students lack higher order thinking skills that hinder their algebra abilities.	3B.1 After school EOC prep is available twice a week the month before EOC I Can Learn (I CL) web based product Textbook supplements & after school tutoring	3B.1 Pamela Peterson-Daly Matthew Mesorana Annita McKnight Wendy Berning	3B.1 Benchmark testing Textbook quiz/test ICL data Homework monitoring	3B.1 End of Course Exam Results	
Algebra 1 Goal #3B: Our goal is to maintain our level of having 100% of our students (encompassing all subgroups) pass the Algebra 1 EOC in FY2013.	2012 Current Level of Performance:* White: 100% 2 Black: 100% 4 Hispanic: 100% 16 Asian: 100% 1 American Indian: n/a	2013 Expected Level of Performance:* White: 100% 4 Black: 100% 5 Hispanic: 100% 31 Asian: n/a American Indian:					
		3B.2 Many students lack adequate Reading skills that hinder their algebra abilities.	3B.2 After school EOC prep is available twice a week the month before EOC	3B.2 Pamela Peterson-Daly Matthew Mesorana	3B.2 Benchmark testing Textbook quiz/test ICL data Homework monitoring	3B.2 End of Course Exam Results	
		3B.3 Due to the honors courses' content, honors-tracked students who scored Level 3 & 4 & 5 on the 2011	3B.3 **ICL** **FCAT Starters**	3B.3 Pamela Peterson-Daly Matthew Mesorana	3B.3 Benchmark testing Textbook quiz/test ICL data Homework monitoring	3B.3 End of Course Exam Results	

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		FCAT have gaps in their grade-level NGSSS benchmarks.				

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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. Many students lack higher order thinking skills that hinder their algebra abilities.	3C.1. After school EOC prep is available twice a week the month before EOC Textbook supplements & after school tutoring Extra Time I Can Learn Small group	3C.1. Pamela Peterson-Daly Matthew Mesorana ELL Paraprofessionals	3C.1. Benchmark testing Textbook quiz/test ICL data Homework monitoring	3C.1. End of Course Exam Results
Algebra 1 Goal #3C: Any/all ELL students that are enrolled in this course will be proficient.	2012 Current Level of Performance:* *100%* *3*	2013 Expected Level of Performance:* *100%*					
			3C.2. Many students lack adequate Reading skills that hinder their algebra abilities.	3C.2. After school tutoring is available once a week during the school year. Extra Time Small Group	3C.2. Pamela Peterson-Daly Matthew Mesorana ELL Paraprofessionals	3C.2. Benchmark testing Textbook quiz/test ICL data Homework monitoring	3C.2. End of Course Exam Results
			3C.3. Due to the honors courses' content, honors-tracked students who scored Level 4 & 5 on the 2011 FCAT have gaps in their grade-level NGSSS	3C.3. ICL FCAT starters	3C.3. Pamela Peterson-Daly Matthew Mesorana ELL Paraprofessionals	3C.3. Benchmark testing Textbook quiz/test ICL data Homework monitoring	3C.3. End of Course Exam Results
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
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.			3D.1. Many students lack higher order thinking skills that hinder their algebra abilities.	3D.1. After school EOC prep is available twice a week the month before EOC Textbook supplements & after school tutoring Extra Time I Can Learn Small group	3D.1. Pamela Peterson-Daly Matthew Mesorana Annita McKnight Wendy Berning	3D.1. Benchmark testing Textbook quiz/test ICL data Homework monitoring	3D.1. End of Course Exam Results
Algebra 1 Goal #3D: It is our goal any/all SWD students that are enrolled in this course will be proficient.	2012 Current Level of Performance:* *N/A*	2013 Expected Level of Performance:* *100%* *1*					

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			3D.2. Many students lack adequate Reading skills that hinder their algebra abilities.	3D.2. After school tutoring is available once a week during the school year. Extra Time Small Group	3D.2. Pamela Peterson-Daly Matthew Mesorana	3D.2. Benchmark testing Textbook quiz/test ICL data Homework monitoring	3D.2. End of Course Exam Results
			3D.3. Due to the honors courses' content, honors-tracked students who scored Level 4 & 5 on the 2011 FCAT have gaps in their grade-level NGSSS benchmarks.	3D.3. ICL FCAT starters	3D.3. Pamela Peterson-Daly Matthew Mesorana	3D.3. Benchmark testing Textbook quiz/test ICL data Homework monitoring	3D.3. End of Course Exam Results

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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 Many students lack higher order thinking skills that hinder their algebra abilities.	3E.1 After school EOC prep is available twice a week the month before EOC I Can Learn (I CL) web based product Textbook supplements & after school tutoring	3E.1 Pamela Peterson-Daly Matthew Mesorana	3E.1 Benchmark testing Textbook quiz/test ICL data Homework monitoring	3E.1 End of Course Exam Results
Algebra 1 Goal #3E: All ED students that are enrolled in this course they will be proficient, as was the case in FY2012.	2012 Current Level of Performance:* *100% 23*	2013 Expected Level of Performance:* *100% 40*					
			3E.2 Many students lack adequate Reading skills that hinder their algebra abilities.	3E.2 After school EOC prep is available twice a week the month before EOC	3E.2 Pamela Peterson-Daly Matthew Mesorana	3E.2 Benchmark testing Textbook quiz/test ICL data Homework monitoring	3E.2 End of Course Exam Results
			3E.3 Due to the honors courses' content, honors-tracked students who scored Level 3 & 4 & 5 on the 2011 FCAT have gaps in their grade-level NGSSS benchmarks.	3E.3 **ICL** **FCAT Starters**	3E.3 Pamela Peterson-Daly Matthew Mesorana	3E.3 Benchmark testing Textbook quiz/test ICL data Homework monitoring	3E.3 End of Course Exam Results

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. Gaps in basic math skills based on high numbers which dropped levels on 7th grade FCAT, Demonstrating logical reasoning in algebraic work & proofs	1.1. FCAT study book to supplement study in Geometry Daily use of review drill problems to keep skills fresh Independent work in the school's individualized computer learning program	1.1. L. Gine	1.1. Benchmark Tests – including participation in the 8th grade on-level test Chapter Quizzes & Tests Graded Assignments	1.1. E.O.C. administered by state End of Semester Exams written at the county level & given by teachers.
Geometry Goal #1: Our goal is to maintain our level of having 100% of our students receive a passing score on the Geometry EOC in FY2013.	2012 Current Level of Performance:* *6%* *1 Student*	2013 Expected Level of Performance:* *3%* *1 Student*					
			1.2. Communication verbally in math; most are shy/quiet	1.2. Presentation of work derived cooperatively.	1.2. L. Gine	1.2. Benchmark Tests – including participation in the 8th grade on-level test. Chapter Quizzes & Tests Graded Assignments Cooperative Learning on problem solving	1.2. Quarterly Projects
			1.3. Early morning class; potential for tardiness	1.3. After school Tutoring program attendance.	1.3. L. Gine	1.3. Attendance records & computer program completion	1.3. EOC & Semester Exams
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. Resistance to communication in math by writing might be high because of easily gained past success	2.1. Cooperative Learning groups using a clearly defined outline of how to demonstrate work on large scale paper where some creativity of presentation is encouraged	2.1. L. Gine	2.1. 7-Step Grading Technique which places emphasis on demonstration of logical thinking instead of final result	2.1. Final project results EOC & Semester Exams
Geometry Goal #2: It is our goal to increase the percentage of students that score at a level 4 or 5 on the Geometry EOC.	2012 Current Level of Performance:* *94%* *15 Students*	2013 Expected Level of Performance:* *97%* *10 students*					
			2.2 Communication verbally in math; most are shy/quiet	2.2 Presentation of work derived cooperatively	2.2 L. Gine	2.2 7-Step Grading Technique which places emphasis on demonstration of logical thinking instead of final result.	2.2 Quarterly Projects

				Cooperative Learning on problem solving	
		2.3. Early morning class; potential for tardiness	After school Tutoring program attendance	L. Gine	Attendance records & computer program completion	EOC & Semester Exams

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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** 100% passed the EOC	**There is no achievement gap. (N/A)**	**There is no achievement gap. (N/A)**	**There is no achievement gap. (N/A)**	**There is no achievement gap. (N/A)**	**There is no achievement gap. (N/A)**
Geometry Goal #3A: *Students in Honors Geometry will continue to pass the EOC at a 90% or higher rate.*						

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. N/A There are no subgroups not making satisfactory progress in Geometry	3B.1.	3B.1.	3B.1.	3B.1.
Geometry Goal #3B: *N/A – Everyone was proficient* *It is our goal that all subgroups will continue to score at a proficient rate on the Geometry EOC.*	2012 Current Level of Performance:* White: 100% 2 Black: N/A Hispanic: 100% 14 Asian: N/A American Indian: N/A	2013 Expected Level of Performance:* White: 100% 1 Black:100% 1 Hispanic:100% 9 Asian: American Indian:				
		3B.2. There are no subgroups not making satisfactory progress in Geometry. (N/A)	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3. There are no subgroups not making satisfactory progress in Geometry. (N/A)	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 Gaps in basic math skills based on high numbers which dropped levels on 7th grade FCAT, Demonstrating logical reasoning in algebraic work & proofs	3C.1. FCAT study book to supplement study in Geometry, Daily use of review drill problems to keep skills fresh, Independent work in the school's individualized computer learning program	3C.1. Teacher = Ms. L. Gine	3C.1. Benchmark Tests – including participation in the 8th grade on-level test Chapter Quizzes & Tests Graded Assignments	3C.1. E.O.C. administered by state End of Semester Exams written at the county level & given by teachers
Geometry Goal #3C: It is our goal that any/all ELL students that are enrolled in this course will be proficient.	2012 Current Level of Performance:* *100% 2*	2013 Expected Level of Performance:* *100%*					
			3C.2. Communication verbally in math; most are shy/quiet.	3C.2. Presentation of work derived cooperatively.	3C.2. Teacher = Ms. L. Gine	3C.2. See above & Cooperative Learning on problem solving	3C.2. Quarterly Projects
			3C.3. Early morning class; potential for tardiness	3C.3. After school Tutoring program attendance.	3C .3. Teacher = Ms. L. Gine	3C.3 .Attendance records & computer program completion	3C.3. EOC & Semester Exams.
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
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			3D.1 Gaps in basic math skills based on high numbers which dropped levels on 7th grade FCAT, Demonstrating logical reasoning in algebraic work & proofs Difficulty hearing or seeing	3D.1. FCAT study book to supplement study in Geometry, Daily use of review Drill problems to keep skills fresh, Independent work in the school's individualized computer learning program, Monitor glasses use & wear microphone	3D.1. Teacher = Ms. L. Gine	3D.1. Benchmark Tests – including participation in the 8th grade on-level test Chapter Quizzes & Tests Graded Assignments	3D.1. E.O.C. administered by state End of Semester Exams written at the county level & given by teachers
Geometry Goal #3D: It is our goal that any/all SWD students that are enrolled in this course will be proficient.	2012 Current Level of Performance:* *N/A*	2013 Expected Level of Performance:* *N/A*					
			3D.2. Communication verbally in math; most are shy/quiet.	3D.2. Presentation of work derived cooperatively.	3D.2. Teacher = Ms. L. Gine	3D.2. See above & Cooperative Learning on problem solving	3D.2.Quarterly Projects
			3D.3. Early morning class; potential for tardiness.	3D.3.Afterschool Tutoring program attendance.	3D.3. Teacher = Ms. L. Gine	3D.3.Attendance records & computer program completion.	3D.3.EOC & Semester Exams.

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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. Geometry Goal #3E: *N/A* 2012 Current Level of Performance:* *100% 16* 2013 Expected Level of Performance:* *100% 11*	3E.1 Gaps in basic math skills based on high numbers which dropped levels on 7th grade FCAT, Demonstrating logical reasoning in algebraic work & proofs.	3E.1. FCAT study book to supplement study in Geometry, Daily use of review Drill problems to keep skills fresh, Independent work in the school's individualized computer learning program	3E.1. Teacher = Ms. L. Gine	3E.1. Benchmark Tests – including participation in the 8th grade on-level test, Chapter Quizzes & Tests Graded Assignments	3E.1. E.O.C. administered by state End of Semester Exams written at the county level & given by teachers
	3E.2. Communication verbally in math; most are shy/quiet	3E.2. Presentation of work derived cooperatively	3E.2. Teacher = Ms. L. Gine	3E.2. See above & Cooperative Learning on problem solving	3E.2. Quarterly Projects
	3E.3. Early morning class; potential for tardiness	3E.3.Afterschool Tutoring program attendance	3E.3. Teacher = Ms. L. Gine	3E.3.Attendance records & computer program completion	3E.3. EOC & Semester Exams

End of Geometry EOC Goals

Mathematics 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
IB Math Pilot	7th grade	IB pilot facilitator	7th grade Math Teachers	Pre-school day and monthly until January 2013	Monthly meetings to update Pilot	MYP Coordinator
DynaMath magazines	5th grade	5th grade Math Teachers	5th grade Math Teachers	October 2012	Lesson Plans	Principal

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<u>Mathematics Budget</u> (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
Magazine / Small Group	DynaMath magazines	Title One	$300.00
Target areas in need of improvement	Afterschool tutorial and supplies.	Title I, SAI, School Improvement	$ 10,000.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Online web based self paced program s	Study Island/ I Can Learn /I XL	Title One	38,000.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Mathematics Goals

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

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science. Science Goal #1A: It is our goal to increase the number of students that are deemed proficient on the FCAT Science Test in both grades 5 & 8. **2012 Current Level of Performance:*** *5th* *22%* *22 students* *8th* *27%* *30 students* **2013 Expected Level of Performance:*** *5th* *25%* *29 students* *8th* *30%* *35 students*	1A.1. Not enough instructional time on higher level thinking	1A.1. Use inquiry based learning to promote high levels of thinking and problem solving skills as learned through International Baccalaureate professional development for Science component	1A.1. Administration, Classroom Teachers	1A.1. Classroom observations; Data meetings	1A.1. Common grade level assessments, Benchmark results and FCAT
	1A.2. Reading material gets challenging thus students avoid reading	1A.2. Utilize graphic organizers to increase student comprehension.	1A.2. Reading Coach, Administration, Classroom Teachers	1A.2. evaluate student progress and monitor grades; share best practices	1A.2.Classroom observations, Lesson plans, discussions and student growth on Benchmarks
	1A.3. All grade levels are to incorporate NGSSS and CCSS in lessons	1A.3. Use district created "core" lessons each nine weeks, utilize vertical planning and share resources	1A.3. Administration and Classroom Teachers	1A.3. Evaluate lesson plans for effectiveness and share best practices	1A.3. performance matters reports, teacher created assessments
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1B: *N/A <15* **2012 Current Level of Performance:*** *N/A* *<15* **2013 Expected Level of Performance:***	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
	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 science.			2A.1.Not enough instructional time on higher level thinking	2A.1. Use inquiry based learning to promote high levels of thinking and problem solving skills as learned through International Baccalaureate professional development for Science component	2A.1. Administration, classroom teachers	2A.1. Classroom observations; Data meetings	2A.1. Common grade level assessments, Benchmark results and FCAT
Science Goal #2A: It is our goal to increase the number of students that score a level 4 or 5 on the FCAT Science Test in both grades 5 & 8.	2012 Current Level of Performance:* *5th* *3%* *3 students* *8th grade* *5%* *6 students*	2013Expected Level of Performance:* *5th* *6%* *7 students* *8th* *8%* *9 students*					
			2A.2. Reading material gets challenging thus students avoid reading	2A.2. Comprehension Instructional sequence based lessons Timed reading lessons in science	2A.2. Reading coach, Administration, classroom teachers	2A.2. evaluate student progress and monitor grades; share best practices	2A.2. Classroom observations, Lesson plans, discussions and student growth on Benchmarks
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B:	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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

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: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			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. 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: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			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

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

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 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 Biology 1.			1.1.	1.1.	1.1.	1.1.	1.1.
Biology 1 Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			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.
Biology 1 Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			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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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Science 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
Meetings/observations	5-8	District Coordinator	All grade level Science teachers	As needed throughout year	Classroom visitations, data analysis of prompts assessments	Principal and/or designee

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			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 Science Goals

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

Writing Goals

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

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. Increased emphasis on conventions	1A.1. Expand successful Language Arts strategies to develop Research & Reference skills in the content areas.	1A.1. Administration, Language Arts Teachers, along with all other content area teachers	1A.1. Chart student progress on areas parallel writing and discuss regularly with teachers and students	1A.1. Parallel writing assessments and FCAT
Writing Goal #1A: It is our goal to increase the percentage of students that are deemed proficient on the FCAT Writing Test for FY2013.	2012 Current Level of Performance:* *88% 98 students*	2013 Expected Level of Performance:* *91% 105 students*					
			1A.2. Students not being aware of the writing level, since they are only accessed via FCAT at the end of their 8th grade year	1A.2. Individual conferences with teachers and students, providing specific feedback as it relates to their writing	1A.2 Language Arts teachers Administration	1A.2. Writing samples	1A.2. Rubric aligned to State Standards for FCAT Writing
			1A.3. Staff not fully aware of rubric used to assess FCAT Writing prompts	1A.3. Send teacher to FL Rangefinder Meeting in Tallahassee and have her train colleagues	1A.3. L. Fagley	1A.3. Writing samples PD session	1A.3. Inter-rater reliability in scoring based upon in-house prompts
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B: N/A <15	2012 Current Level of Performance:* *N/A*	2013 Expected Level of Performance:*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			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
FCAT 2.0 Rangefinder Committee holistic scoring overview training	5-8 grade	L. Fagley	Grade level Language Arts teachers	October 22-26 training Follow-up with staff	Classroom visitations, data analysis of prompts assessments	Principal and/or designee

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
			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:

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

End of Writing Goals

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

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

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

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

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

Civics Professional Development

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

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

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

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			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 U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
U.S. History Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

U.S. History Professional Development

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			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 U.S. History Goals

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Rule 6A-1.099811
Revised April 29, 2011

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

Attendance Goal(s)

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

<table>
<tr><th colspan="2">Attendance Goal(s)</th><th colspan="5">Problem-solving Process to Increase Attendance</th></tr>
<tr><td colspan="2">Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr>
<td colspan="2">

1. Attendance

Attendance Goal #1:

To increase the percentage of our daily attendance rate for FY2013.

To reduce the percentage of students with 10 or more absences for FY2013.

To Reduce the percentage of students with 10 or more tardies for FY2013.

<table>
<tr><td>2012 Current Attendance Rate:*</td><td>2013 Expected Attendance Rate:*</td></tr>
<tr><td>*93.1%*
391</td><td>*95%*
412</td></tr>
<tr><td>2012 Current Number of Students with Excessive Absences (10 or more)</td><td>2013 Expected Number of Students with Excessive Absences (10 or more)</td></tr>
<tr><td>*23%*
99</td><td>*15%*
65</td></tr>
<tr><td>2012 Current Number of Students with Excessive Tardies (10 or more)</td><td>2013 Expected Number of Students with Excessive Tardies (10 or more)</td></tr>
<tr><td>*18%*
78</td><td>*15%*
65</td></tr>
</table>

</td>
<td>1.1.
Parents/Students may not be fully aware of the correlation between attendance and student performance</td>
<td>1.1.
Every time a student is absent, contact parents directly with a personal, not an automated, phone call

Send home Bring It 180 brochures, educating families

Conduct Parent Conferences when attendance becomes a concern</td>
<td>1.1.
Attendance Clerk
Guidance Counselor
Parent Liaison
Teachers
Administration</td>
<td>1.1.
Compare number of absences to previous years or measurable time-frames</td>
<td>1.1.
Database of absences & tardies</td>
</tr>
<tr>
<td colspan="2"></td>
<td>Not enough follow-up on attendance problems</td>
<td>Have the attendance team track absences, contact parents and involve the district when excessive absences are noted</td>
<td>AP of Discipline
Guidance Counselor
Administration
Grade-level Teachers</td>
<td>Compare number of absences to previous years or measurable time-frames</td>
<td>Database of absences & tardies</td>
</tr>
<tr>
<td colspan="2"></td>
<td>Not enough follow-up on tardiness</td>
<td>Follow corrective discipline plan when addressing tardiness</td>
<td>T. Sinclair
APC
M. Hernandez</td>
<td>Compare number of tardies to previous years</td>
<td>Database of absences & tardies.</td>
</tr>
</table>

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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
Parent Awareness program nights(5) held throughout the year to address importance of attendance	5-8	D. Saffron I. Ayala	Parents	5 meetings held throughout year	Attendance rosters	D. Saffron I. Ayala

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
N/A			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:

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	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 Suspension Goal #1: It is our goal to reduce the number of students that receive either an ISS or OSS during FY2013 by 25% in each category.	2012 Total Number of In –School Suspensions *219* 2012 Total Number of Students Suspended In-School *120* 2012 Total Number of Out-of-School Suspensions *86* 2012 Total Number of Students Suspended Out- of- School *46*	2013 Expected Number of In- School Suspensions *164* 2013 Expected Number of Students Suspended In -School *90* 2013 Expected Number of Out-of-School Suspensions *65* 2013 Expected Number of Students Suspended Out- of-School *35*	Lack of consistency in enforcing policy as it relates to discipline	Implement a school-wide discipline plan, Implement PBIS framework in an effort to shift our focus onto the many positive behaviors.	Administration, Teachers, MTSS Coach, School Psychologist	Compare rates of discipline and suspension referrals to previous years	RTI:b Database of referrals
			1.2. Teachers feel reluctant to follow the MTSS/RTI procedures	1.2. Utilize the MTSS framework and create individual plans when necessary to assist students that have a difficult time self-managing their own behaviors	1.2. Administration, Teachers, MTSS Coach, School Psychologist	1.2. Compare rates of discipline and suspension referrals to previous years	1.2 RTI:b Database of referrals
			1.3.	1.3.	1.3.	1.3.	1.3.

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Suspension 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
Positive Behavior Intervention and Support	5-8	T. Sinclair A. Yeater	PBIS Core Group and all staff	ongoing	Discuss effective of school-wide discipline plan	T.Sinclair

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy –	Description of Resources	Funding Source-	Amount-
Launch a Token Economy – rewarding Positive Behaviors	Purchase incentives to support School Wide Positive Behavioral Interventions and Support	University of South Florida – RTI-B Grant	$1,100.00
			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 Suspension Goals

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

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention			1.1.	1.1.	1.1.	1.1.	1.1.
Dropout Prevention Goal #1: N/A	2012 Current Dropout Rate:* *Enter numerical data for dropout rate in this box.*	2013 Expected Dropout Rate:* *Enter numerical data for expected dropout rate in this box.*					
	2012 Current Graduation Rate:* *Enter numerical data for graduation rate in this box.*	2013 Expected Graduation Rate:* *Enter numerical data for expected graduation rate in this box.*					
			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)

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

Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.
Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

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
1. Parent Involvement Parent Involvement Goal #1: Continue to meet the Title One requirement of making contact with every family at IMS	2012 Current Level of Parent Involvement:* 100%	2013 Expected Level of Parent Involvement:* 100%	1.1.Not enough translators	Seek assistance from Title One Office and obtain funding to pay for translators on Conference Nights	Administration Parent Liason	Monitor the number of parents that we have been in contact with during FY2013	Title One Monitoring Box
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

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

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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
Hire Parent Liaison	Parent contact, communication, and transportation	Title One	$ 26,200.00
Purchase student planners	Communicate with parents	Title One	$2,600.00
			Subtotal: $ 28,200.00
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: $ 29,600.00

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
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: Our primary goal is to educate our staff regarding STEM Literacy. After creating a level of understanding, the next step is to promote STEM Literacy across the content areas. As defined, the knowledge and understanding of scientific and mathematical concepts and processes required for personal decision-making, participation in civic and cultural affairs, and economic productivity for all students	1.1. Lack of PD on STEM	1.1. Invite District Level Staff to IMS to provide PD and make connections to STEM and IB	1.1. District Science Coordinator, Administrators	1.1. Observations	1.1. PD Evaluations
	1.1. Curriculum is not integrated (currently stand alone courses)	1.1. Through the use of grade-level common planning periods provide opportunities for interdisciplinary units and project-based lessons	1.1. Teachers, Administration, Science Coordinator, IB Coordinator	1.1. Observations Feedback from Professional development	1.1. Classroom observations Lesson/Unit Plans Integrated curriculum

STEM Professional Development

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

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

STEM Budget (Insert rows as needed)

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

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

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: *To launch a Medical Science Career Academy that will be available for students in grades 6-8.*	1.1. Lack of time to promote the purpose/role of the academy	1.1. Enroll students into the class based upon interest list created via a classroom visit done by the Guidance Counselor	1.1. Guidance Counselor Administration	1.1. Course selection cards	1.1. TERMS – Course enrollment data
	1.2. Students not being able to meet the requirements of IB due to taking this elective	1.2. Infuse the required Technology component of the IB program into the Medical Science Academy	1.2. IB Coordinator Medical Science Teacher Administration	1.2. Unit Plan review, Classroom Observation	1.2. IB Unit Plans
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

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CTE Budget (Insert rows as needed)

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

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

Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level :* *Enter numerical data for current goal in this box.*	2013 Expected Level :* *Enter numerical data for expected goal in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

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

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			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 Additional Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total: $86,500.00
CELLA Budget	
	Total:
Mathematics Budget	
	Total: $48,300.00
Science Budget	
	Total:
Writing Budget	
	Total:
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total: $1,100.00
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total: $ 30,800.00
STEM Budget	
	Total:
CTE Budget	
	Total:
Additional Goals	
	Total:
	Grand Total:$166,700

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

<u>Differentiated Accountability</u>

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		
☐Priority	☐Focus	☐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.

Describe the activities of the SAC for the upcoming school year.
Meet on monthly basis to provide input and oversight for FY2013.

Describe the projected use of SAC funds.	Amount