

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

| | |
|--|--|
| School Name: Stuart Middle School | District Name: Martin County School District |
| Principal: Mrs. Sigrid O'Connor George | Superintendent: Mrs. Nancy Kline |
| SAC Chair: Mrs. Celeste Nugent | Date of School Board Approval: |

Student Achievement Data:

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](#)

Highly Effective Administrators

List your school's highly effective administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

| Position | Name | Degree(s)/ Certification(s) | Number of Years at Current School | Number of Years as an Administrator | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year) |
|-----------|-----------------------------|---|-----------------------------------|-------------------------------------|---|
| Principal | Mrs. Sigrid O'Connor George | School Principal, Social Science, Middle Grades | 43 | 30 | 2012: A, AYP-- 2011: A, AYP--No 2010: A, AYP--No 2009: A, AYP--No 2008: A, AYP--Yes 2007: A, AYP--No 2006: A, AYP--No 2005: A, AYP--No 2004: A, AYP--No 2003: A, AYP--No 2002: A, AYP--No 2001: A, AYP--No 2000: A, AYP--No |

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|---------------------|---------------------|--|--------|---|--|
| Assistant Principal | Dr. Wachera Ragland | <p>Doctor of Education in Educational Leadership/Supervision</p> <p>Masters of Science in Science Education/Curriculum and Instruction</p> <p>Bachelors of Science in Biology 6-12</p> <p>Educational Leadership, Biology 6-12</p> | ½ year | 6 | 2012: A, AYP-- |
| Assistant Principal | Mrs. Marty Moon | <p>MS Ed in Leadership</p> <p>BS Ed in Spanish and English</p> <p>Educational Leadership, English, English for Speakers of Other Languages, Foreign Languages, Middle Grades</p> | 23 | 8 | <p>2012: A, AYP--</p> <p>2011: A, AYP--No</p> <p>2010: A, AYP--No</p> <p>2009: A, AYP--No</p> <p>2008: A, AYP--Yes</p> <p>2007: A, AYP--No</p> <p>2006: A, AYP--No</p> <p>2005: A, AYP--No</p> <p>2004: A, AYP--No</p> <p>2003: A, AYP--No</p> <p>2002: A, AYP--No</p> <p>2001: A, AYP--No</p> <p>2000: A, AYP--No</p> |

Highly Effective Instructional Coaches

List your school’s highly effective 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 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 | Mrs. Debbie Riley | B.S. in Elementary | 11 | 4 | 2012: A, AYP-- |

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|--|--|--|--|--|--|
| | | Education and Exceptional Student Education (K-12) Master's in Ed Leadership Reading Endorsement & ELL Endorsement | | | 2011: A, AYP--No 2010: A, AYP--No 2009: A, AYP--No |
|--|--|--|--|--|--|

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 | Not Applicable (If not, please explain why) |
|---|--|---------------------------|---|
| Determine job openings, review resumes of highly qualified applicants, and interview applicants | Principal, Assistant Principal | July 2012 | |
| Select teachers based a instructional approaches, HQT status, middle school experiences, etc. | Principal, Assistant Principal | July 2012 | |
| Attend teacher recruitment events to identify highly qualified candidates | Principal, Assistant Principal | ongoing | |
| Provide mentorship for all new instructors to school and/or education. | Lead- teachers Principal, Assistant Principal | ongoing | |

Non-Highly Effective Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly effective.

| Name | Certification | Teaching Assignment | Professional Development/Support to Become Highly Effective |
|----------------|---|---|---|
| Marsha Valmyr | English and Gifted Endorsement | 8 th Grade Reading and Language Arts | Pursuing both Reading and ELL Endorsements |
| Lisa Cryderman | English (Grades 6-12) and Foreign Language- Spanish (Grades K-12) | 8 th Grade Reading and Language Arts | Pursuing both Reading and ELL Endorsements |
| Angela Torres | English and ELL Endorsement | 7 th Grade Reading and Language Arts | Pursuing Reading Endorsement |
| Fran Farinos | English (Grades 6-12), | 8 th Grade Reading and | Pursuing Reading Endorsement |

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| | English (Grades 5-9), ELL, and Foreign Language-Spanish (Grades K-12) | Language Arts, Spanish | |
| Diane McMurray | English, ELL, and Educational Leadership | 7 th Grade Reading and Language Arts | Pursuing Reading Endorsement |
| Lynn Winn | English | 8 th Grade Reading and Language Arts | Pursuing both Reading and ELL Endorsements |
| William Bickley | Elementary Education; Middle Grades Integrated Curriculum | 6 th Grade Language Arts and Reading | Pursuing ELL Endorsement |
| Michelle Piasecki | English & Reading | 8 th Grade Reading and Language Arts | Pursuing ELL Endorsement |
| Debra Warmuskerken | Elementary Education, English, ELL Endorsement | 6 th Grade Gifted/on-level Reading and Language Arts | Pursuing Gifted Endorsement |
| Patricia Barlow | Guidance Counseling, Reading Endorsement, SLD | ESE Teacher (6-8) | Pursuing ELL Endorsement |
| Kim Littrell | English, Reading Endorsement, ESE | 7 th Grade Reading and Language Arts | Pursuing ELL Endorsement |
| Susan Rager | Elementary Education, ESE | ESE (Grades 6-8) | Pursuing ELL Endorsement |

Staff Demographics

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

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

| Total Number of Instructional Staff | % of First-Year Teachers | % of Teachers with 1-5 Years of Experience | % of Teachers with 6-14 Years of Experience | % of Teachers with 15+ Years of Experience | % of Teachers with Advanced Degrees | % Highly Effective Teachers | % Reading Endorsed Teachers | % National Board Certified Teachers | % ESOL Endorsed Teachers |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|
| 63 | 6% (4) | 38% (24) | 44% (28) | 15.8% (10) | 33% (21) | 66% (33) | 25% (16) | 3% (2) | 25% (16) |

Teacher Mentoring Program

Please describe the school’s teacher mentoring program 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 |
|--------------------|--------------------|-----------------------------------|--|
| Debra Warmuskerken | Jessica Highstreet | Common grade levels, content area | Assistance establishing routines and procedures within the |

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| | | and planning. Mentors and knowledge of our school and positive attitudes. | classroom and throughout the school, lesson planning, preparation and implementation of lessons and units of study, assistance with Pinnacle, Microsoft Outlook and day to day operations of the school. Developing learning goals, incorporating differentiated instruction, support with technology and data analysis |
| Dee Ann Cox | Kim Littrell | Common grade levels, content area and planning. Mentors and knowledge of our school and positive attitudes. | Assistance establishing routines and procedures within the classroom and throughout the school, lesson planning, preparation and implementation of lessons and units of study, assistance with Pinnacle, Microsoft Outlook and day to day operations of the school. Developing learning goals, incorporating differentiated instruction, support with technology and data analysis |
| Nicole Rathnaw/Lisa Cryderman | Valerie Mariano | Common grade levels, content area and planning. Mentors and knowledge of our school and positive attitudes. | Assistance establishing routines and procedures within the classroom and throughout the school, lesson planning, preparation and implementation of lessons and units of study, assistance with Pinnacle, Microsoft Outlook and day to day operations of the school. Developing learning goals, incorporating differentiated instruction, support with technology and data analysis |
| Celeste Nugent | Sara Barner | Common grade levels, content area and planning. Mentors and knowledge of our school and positive attitudes. | Assistance establishing routines and procedures within the classroom and throughout the school, lesson planning, preparation and implementation of lessons and units of study, assistance with Pinnacle, Microsoft Outlook and day to day operations of the school. Developing learning goals, incorporating differentiated instruction, support with technology and data analysis |
| Alec McIntyre | Marie Ely | Common grade levels, content area and planning. Mentors and | Assistance establishing routines and procedures within the classroom and throughout the school, lesson planning, preparation |

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| | | knowledge of our school and positive attitudes. | and implementation of lessons and units of study, assistance with Pinnacle, Microsoft Outlook and day to day operations of the school. Developing learning goals, incorporating differentiated instruction, support with technology and data analysis |
|--|--|---|--|

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 NA |
| Title I, Part C- Migrant NA |
| Title I, Part D NA |
| Title II NA |
| Title III NA |
| Title X- Homeless NA |
| Supplemental Academic Instruction (SAI) NA |
| Violence Prevention Programs NA |
| Nutrition Programs NA |
| Housing Programs NA |

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| Head Start NA |
| Adult Education NA |
| Career and Technical Education NA |
| Job Training NA |
| Other |

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

| |
|--|
| School-Based MTSS/RtI Team |
| <p>Identify the school-based MTSS Leadership Team. Camille Aloï (District RtI Coach); Sigrid George (Principal); Marty Moon, Dr. Wachera Ragland (Assistant Principals); Robb Drellich (Psychologist); Debbie Riley (Reading Coach); Mikal Cruse, Nicole Rathnaw (Mainstream Consultants); Rebecca Hartman, Dyron Curry (Counselors); Paul Chasse, Celeste Nugent, Kelly Dawedeit, Simone Flood (Team Leaders); Megan Dillon (Speech & Language Pathologist);</p> |
| <p>Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? Teachers meet in grade level teams to identify students who may need interventions. The teachers will start to collect data and do a GAP Analysis to determine if the problem is a Core issue or a student problem. If it is a Core issue, teachers will collaborate with members of the RtI/MTSS Leadership/Core Team to strengthen the Core. If it is a student problem, teachers will forward the data to the RtI Coach who will collect, analyze and graph additional data and list the student on the RtI/MTSS Meeting agenda. The RtI/MTSS Problem Solving Team will meet twice a month to discuss the needs of these individual students and to monitor student progress. The Core RtI/MTSS Team will meet 2-3 times a year to evaluate how the RtI/MTSS process is working and/or to review school wide data.</p> |
| <p>Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP? The RtI/MTSS Leadership/Core Team will meet 2-3 times a year to evaluate how the RtI/MTSS process is working and/or to review school wide data for academics, behaviors and attendance.</p> |
| MTSS Implementation |
| <p>Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. We use data from Performance Matters, Pinnacle, TERMS, RtI B Database, Read 180, System 44, Imagine Learning, IPT FAIR, and FCAT. Student Cumulative Records and Individual Behavior Plans are reviewed. Information will be organized using EXCEL spreadsheets and/or graphs.</p> |

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Describe the plan to train staff on MTSS.

Staff was trained using district developed RtI/MTSS presentations. Continued Professional Development/Trainings and support will be provided throughout the school year during grade level meetings by RtI/MTSS Team members.

Describe plan to support MTSS.

Staff members will be encouraged to review material developed for Florida educators and parents on the state website at www.florida-rti.org.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Sigrid George- Principal
Wachera Ragland- Assistant Principal
Marty Moon- Assistant Principal
Deborah Riley- Reading Coach
Camille Aloï- RtI Coach
Bill Bickley- 6th Grade Reading /LA
James Dessi-7th Grade Reading/LA
Lisa Cryderman-8th Grade Reading/LA
Kelloryn Dayton- 8th Grade Social Studies
Alec McIntyre- 8th Grade Math
Heather Greenwood- 7th Grade Science

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The LLT team will meet bi-monthly to discuss school wide literacy needs and develop strategies to support student achievement. The team will plan and implement training in areas, such as, text structures, text complexity, informational text, and integrating reading across content areas.

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

- Identify areas of need by analyzing student performance data. Plan, develop and implement targeted PD to address subgroups and individual needs.
- Common Core State Standards Implementation in the areas of Science, Social Studies, and Technical Subjects.
- Common Core State Standards unpacking and integration in the areas of Language Arts and Math.

Public School Choice

- **Supplemental Educational Services (SES) Notification**

Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

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

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

NA

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

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

The Literacy Leadership team facilitates and provides on-going training and resources to support reading in content areas. These strategies include, but are not limited to, activating prior knowledge, guided readings, vocabulary development, and the use of interactive notebooks. The Literacy Leadership Team will continue to increase teacher knowledge of text structure and informational text strategies through focused professional development. Teacher implementation of reading and literacy standards will be documented and evidenced through teacher observations and lesson plans.

****High Schools Only***

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

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

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

Postsecondary Transition

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

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

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

| Reading Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|--|-------------------------------------|--------------------------------------|---|--|---|---|---|
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading. | | | 1a.1. Lack of engaged reading to improve and strengthen vocabulary | 1a.1. Incorporate all context clues strategies during reading | 1a.1. Administration, Reading Coach, Teacher, Support Facilitators | 1a.1. Formative Assessments, Students will chart progress for Learning Goals, monitoring tool for student growth | 1a.1. Rubrics, quizzes, questioning, Interactive Notebooks, informal visits, Lesson Plans, Student Growth Charts, Formative Assessments with Feedback, Student Generated Progress Report, Student Success Celebrations |
| Reading Goal #1a: <i>Each grade level will increase the number of students scoring at Achievement Level 3 by 3 %</i> | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | 6 th - 27% (88) | 6 th - 30% (81) | | | | | |
| | 7 th - 30% (88) | 7 th - 33% (112) | | | | | |
| | 8 th - 25% (77) | 8 th - 28% (87) | | | | | |
| | | | 1a.2. Lack of interest and engagement in Nonfiction Text | 1a.2. Scope Magazine | 1a.2. Administration, Reading Coach, Teacher, Support Facilitators | 1a.2. Formative Assessments, Students will chart progress for Learning Goals, monitoring tool for student growth | 1a.2. Rubrics, quizzes, questioning, Interactive Notebooks, informal visits, Lesson Plans, Student Growth Charts, Formative Assessments with Feedback, Student Generated Progress Report, Student Success Celebrations |
| | | | 1a.3. Overlooking of Text Features when working with a text | 1a.3. Previewing and Chunking | 1a.3. Administration, Reading Coach, Teacher, Support Facilitators | 1a.3. Formative Assessments, Students will chart progress for Learning Goals, monitoring tool for student growth | 1a.3. Rubrics, quizzes, questioning, Interactive Notebooks, informal visits, Lesson Plans, Student Growth Charts, Formative Assessments with Feedback, Student Generated Progress Report, Student Success Celebrations |
| 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. | | | 1b.1. Compliance | 1b.1. . Direct small group or 1:1 instruction: | 1b.1. Susan Rager Teacher of IND/VE students | 1b.1. Baseline assessment, | 1b.1. Edmark Mastery Test, and teacher-made word recognition checklist |

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| Reading Goal #1b: The student uses a variety of strategies to comprehend a reading passage. | 2012 Current Level of Performance: % based on class total: 10% scored level1 10% scored a level2 30% scored a level3 40% scored a level 4 10% scored a level 5 | 2013 Expected Level of Performance: Students will make point increase of 5 points | Organizational skills Self-Confidence Retention of skills Participation Generalization skills Socialization | 1.Read and comprehend frequently seen vocabulary words, phrases, & sentences 2.Read & follow directions in phrases & sentences 3.Read & comprehend stories 4.Read fluently 5.Generalize skills to a variety of reading activities 6.Read, comprehend, & generalize words while playing games & interacting with peers 7.Comprehend & use words in sign language (for students with language difficulties) | | Mid-year, & Post assessment using periodic Posttests, Lesson Plan/Record Book for recording ongoing student progress, Edmark Mastery Test, and teacher-made word recognition checklist Baseline assessment, Mid-year, & Post assessment of use of Dual Head Switch Activation | Lesson Plans, Daily Participation Charts, Student Rubrics |
| | | | 1b.2. | 1b.2. | 1b.2. | 1b.2. | 1b.2. |
| | | | | 1b.3. | 1b.3. | 1b.3. | 1b.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 |
| 2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading. | | | 2a.1. Students need to move beyond simple comprehension to making more complex connections when engaging with various text and media sources. | 2a.1. Class discussion, student small group talks, debates, Socratic circles, Comprehension Instructional Sequence (CIS) Lessons | 2a.1. Administration, Reading Coach, Teacher, Support Facilitators | 2a.1. Formative Assessments, Students will chart progress for Learning Goals, monitoring tool for student growth | 2a.1. Rubrics, quizzes, questioning, Interactive Notebooks, informal visits, Lesson Plans, Student Growth Charts, Formative Assessments with Feedback, Student Generated Progress Report, Student Success Celebrations |
| Reading Goal #2a: Each grade level will increase the number of students scoring at Achievement Level 4 and 5 by 3 % | 2012 Current Level of Performance: 6 th - 45% (146) 7 th - 36% (106) 8 th - 43% (135) | 2013 Expected Level of Performance: 6 th - 48% (129) 7 th - 39% (133) 8 th - 46% 9142) | | | | | |
| | | | 2a.2. Depth of Student response to text are | 2a.2. Teacher Modeling through Think Aloud in Reading | 2a.2. Administration, Reading Coach, Teacher, Support | 2a.2. Formative Assessments, Students will chart | 2a.2. Rubrics, quizzes, questioning, Interactive Notebooks, informal visits, Lesson Plans, Student Growth Charts, Formative |

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| | | lacking detail and explanation (how & why) | and Writing | Facilitators | progress for Learning Goals, monitoring tool for student growth | Assessments with Feedback, Student Generated Progress Report, Student Success Celebrations |
| | | 2a.3 | 2a.3 | 2a.3 | 2a.3 | 2a.3 |
| 2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading. | | 2b.1. | 2b.1. Direct Reading Instruction -Sight Word Flash Cards | 2b.1. Patty Barlow- VE/InD Teacher | 2b.1. Students will show improvement from baseline to interim to end of year evaluation | 2b.1. Brigance Word Identification and Reading Comprehension Inventory |
| Reading Goal #2b: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | Low attention | | | |
| The student uses a variety of strategies to comprehend a reading passage. | <i>Scores based on total of class size: 14.2% level 7 14.25 level 8 62.5 % level 9</i> | <i>Those that are testing at the level 9 will be re-evaluated to possibly take the FCAT Level 7 improve points of test by 5 from 99 to 104 Level 8 improve 120 to a 125- 5 point increase Level 9 students will increase their scores by 5 points</i> | | | | |
| | | 2b.2. | 2b.2. . Direct Reading Instruction -Sight Word Flash Cards | 2b.2. Patty Barlow- VE/InD Teacher | 2b.2. Students will show improvement from baseline to interim to end of year evaluation | 2b.2. Brigance Word Identification and Reading Comprehension Inventory |
| | | 2b.3 | 2b.3 -Direct Reading Instruction -Vocabulary Word Walls -GIST Main Idea Strategy | 2b.3 Patty Barlow- VE/InD Teacher | 2b.3 Students will show improvement from baseline to interim to end of year evaluation | 2b.3 Brigance Word Identification and Reading Comprehension Inventory |
| 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 | |

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| 3a. FCAT 2.0: Percentage of students making Learning Gains in reading. | | | 3a.1. | 3a.1. | 3a.1. | 3a.1. | 3a.1. |
| Reading Goal #3a: 73% of students will making Learning Gains in Reading on the 2013 FCAT 2.0 | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | Limited vocabulary knowledge due to lack of engagement to read texts independently. | Content Specific Vocabulary Instruction Study of Etymology My Access Writing Program used as instructional tool for synonyms and metaphors used in writing Read Alouds Audio versions of text through videos, cd's, etc. | All Teachers, Reading Coach, Support Facilitators, Administration | Benchmark Test Results, Student Writing Samples using My Access Word Bank Rubrics, Self- Monitoring tool for Student Growth | My Access Language Use/Style Score Report Lesson Plans Formative Assessments Interactive Notebook Student and Teacher Questioning |
| | 70% (657) | 73% (679) | 3a.2. Limitations of cultural knowledge to support background knowledge needed to access various texts and media sources | 3a.2. Exposure to multiple media sources to build background knowledge (i.e. video clips of speeches and related content, audio clips of text, pictures) | 3a.2. All Teachers, Reading Coach, Support Facilitators, Administration | 3a.2. Benchmark Test Results, Student Writing Samples using My Access Word Bank Rubrics, Self- Monitoring tool for Student Growth | 3a.2. Lesson Plans Formative Assessments Interactive Notebook Student and Teacher Questioning |
| | | | 3a.3. Resistance to engage in Nonfiction Text | 3a.3. CIS Model Use of Multi Media Interactive Notebook Previewing & Chunking Strategies Note-taking Strategies | 3a.3. All Teachers, Reading Coach, Support Facilitators, Administration | 3a.3. Benchmark Test Results, Student Writing Samples using My Access Word Bank Rubrics, Self- Monitoring tool for Student Growth | 3a.3. Lesson Plans Formative Assessments Interactive Notebook Student and Teacher Questioning |
| 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. | | | 3b.1. | 3b.1. | 3b.1. | 3b.1. | 3b.1. |
| Reading Goal #3b: The student uses a variety of strategies to comprehend a reading passage. | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | Compliance Organizational skills Self-Confidence Retention of skills Participation Generalization skills Socialization | 3b.1. Direct small group or 1:1 instruction: 1.Read and comprehend frequently seen vocabulary words, phrases, & sentences 2.Read & follow directions in phrases & sentences 3.Read & comprehend stories 4.Read fluently 5.Generalize skills to a variety of reading activities 6.Read, comprehend, & | 3b.1. Susan Rager Teacher of IND/VE students Patty Barlow Teacher of Ind/VE students | 3b.1. Baseline assessment, Mid-year, & Post assessment using periodic Posttests, Lesson Plan/Record Book for recording ongoing student progress, Edmark Mastery Test, and teacher-made word recognition checklist Baseline assessment, Mid-year, & Post assessment of use of Dual Head Switch Activation | 3b.1. Edmark Mastery Test, and teacher-made word recognition checklist Teacher-made assessment of use of Dual Switch Activation Lesson Plans, Daily Participation Charts, Student Rubrics |
| | % based on class total: 10% scored level1 10% scored a level2 30%scored a | Students will make point increase of 5 points | | | | | |

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| | level3 40%scored a level 4 10%scored a level 5 | | | generalize words while playing games & interacting with peers 7. Comprehend & use words in sign language (for students with language difficulties) 1:1 Switch-activated activities: learn use of dual head switches | | | |
| | | | 3b.2. | 3b.2. | 3b.2. | 3b.2. | 3b.2. |
| | | | 3b.3. | 3b.3. | 3b.3. | 3b.3. | 3b.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 |
| 4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. | | | 4a.1. Limited vocabulary knowledge due to lack of engagement to read texts independently | 4a.1. Content Specific Vocabulary Instruction Study of Etymology My Access Writing Program used as instructional tool for synonyms and metaphors used in writing Read Alouds Audio versions of text through videos, cd's, etc. | 4a.1. All Teachers, Reading Coach, Support Facilitators, Administration | 4a.1. Benchmark Test Results, Student Writing Samples using My Access Word Bank Rubrics, Self- Monitoring tool for Student Growth | 4a.1. My Access Language Use/Style Score Report Lesson Plans Formative Assessments Interactive Notebook Student and Teacher Questioning |
| Reading Goal #4a: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| 65% of students in Lowest 25% will make Learning Gains in Reading on the 2013 FCAT 2.0 | 62% (577) | 65%(610) | | | | | |
| | | | 4a.2. Limitations of cultural knowledge to support background knowledge needed to access various texts and media sources | 4a.2. Exposure to multiple media sources to build background knowledge (i.e. video clips of speeches and related content, audio clips of text, pictures) | 4a.2. All Teachers, Reading Coach, Support Facilitators, Administration | 4a.2. Benchmark Test Results, Student Writing Samples using My Access Word Bank Rubrics, Self- Monitoring tool for Student Growth | 4a.2. Lesson Plans Formative Assessments Interactive Notebook Student and Teacher Questioning |

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|---|--|--|---|---|--|--|--|-----------|
| | | | 4a.3 Resistance to engage in Nonfiction Text | 4a.3. CIS Model Use of Multi Media Interactive Notebook Previewing & Chunking Strategies Note-taking Strategies | 4a.3. All Teachers, Reading Coach, Support Facilitators, Administration | 4a.3. Benchmark Test Results, Student Writing Samples using My Access Word Bank Rubrics, Self- Monitoring tool for Student Growth | 4a.3. Lesson Plans Formative Assessments Interactive Notebook Student and Teacher Questioning | |
| <p>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.</p> <p>Reading Goal #4b:</p> <p>The student uses a variety of strategies to comprehend a reading passage.</p> | <p><u>2012 Current Level of Performance:*</u></p> <p><i>2 students in the lowest quartile: will make level learning gains.</i></p> | <p><u>2013 Expected Level of Performance:*</u></p> <p><i>Student 1 will increase score of 5 to make a gain of 5 points total points expected 10</i></p> <p><i>Student 2 will increase score of 41 to make a gain of 5 points total pointed expected 46</i></p> | 4b.1. Compliance Organizational skills Self-Confidence Retention of skills Participation Generalization skills Socialization | 4b.1. Direct small group or 1:1 instruction: 1.Read and comprehend frequently seen vocabulary words, phrases, & sentences 2.Read & follow directions in phrases & sentences 3.Read & comprehend stories 4.Read fluently 5.Generalize skills to a variety of reading activities 6.Read, comprehend, & generalize words while playing games & interacting with peers 7.Comprehend & use words in sign language (for students with language difficulties) 1:1 Switch-activated activities: learn use of dual head switches | 4b.1. Susan Rager Teacher of IND/VE students | 4b.1. Baseline assessment, Mid-year, & Post assessment using periodic Posttests, Lesson Plan/Record Book for recording ongoing student progress, Edmark Mastery Test, and teacher-made word recognition checklist Baseline assessment, Mid-year, & Post assessment of use of Dual Head Switch Activation | 4b.1. Edmark Mastery Test, and teacher-made word recognition checklist Teacher-made assessment of use of Dual Switch Activation Lesson Plans, Daily Participation Charts, Student Rubrics | |
| | | | 4b.2. | 4b.2. | 4b.2. | 4b.2. | 4b.2. | |
| | | | | 4b.3 | 4b.3. | 4b.3. | 4b.3. | 4b.3. |
| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target | | | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |

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| | | | | | | | | |
|---|---|---------------------|---|---|--|--|--|--|
| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Baseline data 2010-2011 <u>70% Proficient Reading</u> Black: 33 % Hispanic: 56% White: 77% ELL: 19% SWD: 36% ED: 57% | | All-70% Proficiency Rate Asian: 64% Black: 38 % Hispanic: 61% White: 75% ELL: 32% SWD: 41% ED: 55% | All- 72% Proficiency rate Black: 44 % Hispanic: 63% White: 81% ELL: 33% SWD: 47% ED: 64% | All- 75% Proficiency rate Black: 50 % Hispanic: 67% White: 83% ELL: 39% SWD: 52% ED: 68% | All- 77% Proficiency rate Black: 55 % Hispanic: 71% White: 85% ELL: 46% SWD: 57% ED: 71% | All- 80% Proficiency rate Black: 44 % Hispanic: 63% White: 81% ELL: 33% SWD: 47% ED: 64% | All- 83% Proficiency rate Black: 67 % Hispanic: 78% White: 89% ELL: 60% SWD: 68% ED: 79% |
| | Reading Goal #5A: Decrease the percentage of students that are not proficient in Reading, thus increasing our proficiency 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 subgroup: | | 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: 2012 Current Level of Performance:* 2013 Expected Level of Performance:* Students in each subgroup will increase by 3% on the 2013 FCAT 2.0 Reading | | 5B.1. White: Black: Hispanic: Asian: American Indian: For students in all subgroups- limited vocabulary knowledge | 5B.1. Content Specific Vocabulary Instruction Study of Etymology Small Group Instruction My Access Writing Program used as instructional tool for synonyms and metaphors used in writing Read Alouds Audio versions of text through videos, cd's, etc | 5B.1. All Teachers, Reading Coach, Support Facilitators, Administration | 5B.1. Teacher Observation Benchmark Test Results, Student Writing Samples using My Access Word Bank Rubrics, Self- Monitoring tool for Student Growth | 5B.1 Lesson Plans Formative Assessments Interactive Notebook Student and Teacher Questioning | |
| | | | 5B.2. Limitations of cultural knowledge to support background | 5B.2. Exposure to multiple media sources to build background knowledge (i.e. video clips of speeches and related | 5B.2. All Teachers, Reading Coach, Support Facilitators, Administration | 5B.2. Benchmark Test Results, Student Writing Samples using My Access Word Bank Rubrics, Self- Monitoring | 5B.2 Lesson Plans Formative Assessments Interactive Notebook Student and Teacher Questioning | |

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|---|---|---|---|--|---|---|---|
| | | knowledge needed to access various texts and media sources | content, audio clips of text, pictures) Multicultural Materials | | tool for Student Growth, Informal Observations | | |
| | | 5B.3. Overlooking of Text Features when working with a text | 5B.3. Previewing and Chunking | 5B.3. All Teachers, Reading Coach, Support Facilitators, Administration | 5B.3. Teacher Observation Benchmark Test Results, Student Writing Samples using My Access Word Bank Rubrics, Self- Monitoring tool for Student Growth | 5B.3. Lesson Plans Formative Assessments Interactive Notebook Student and Teacher Questioning | |
| 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. | 5C.1. | 5C.1 | 5C.1. | 5C.1. | |
| Reading Goal #5C: Students in ELL subgroup will increase by 3% on the 2013 FCAT 2.0 Reading | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | Limited Vocabulary and English Language | 5C.1 Use of visual representations (i.e. pictures, drawings, etc) Content Specific Vocabulary Instruction Study of Etymology Small Group Instruction My Access Writing Program used as instructional tool for synonyms and metaphors used in writing Read Alouds Audio versions of text through videos, cd's, etc | 5C.1 All Teachers, Reading Coach, Support Facilitators, Administration | 5C.1. Teacher Observation Benchmark Test Results, Student Writing Samples using My Access Word Bank Rubrics, Self- Monitoring tool for Student Growth | 5C.1. Lesson Plans Formative Assessments Interactive Notebook Student and Teacher Questioning |
| | 6 th - 7% (1) 7 th - 13%(2) 8 th -8% (1) | 6 th - 10% (2) 7 th - 25% (3) 8 th 25% (3) | | | | | |
| | | | 5C.2. Limitations of cultural knowledge to support background knowledge needed to access various texts and media sources | 5C.2. Exposure to multiple media sources to build background knowledge (i.e. video clips of speeches and related content, audio clips of text, pictures) Multicultural Materials | 5C.2. All Teachers, Reading Coach, Support Facilitators, Administration | 5C.2. Benchmark Test Results, Student Writing Samples using My Access Word Bank Rubrics, Self- Monitoring tool for Student Growth, Informal Observations | 5C.2. Lesson Plans Formative Assessments Interactive Notebook Student and Teacher Questioning |
| 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. | 5D.1. | 5D.1. | 5D.1. | 5D.1. | |
| | | | Use of visual representations | All Teachers, Reading | Teacher Observation | Lesson Plans | |

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|--|---|--|---|---|--|--|--|--|
| <p>Reading Goal #5D:</p> <p>Students in SWD subgroup will increase by 3% on the 2013 FCAT 2.0 Reading</p> | <p><u>2012 Current Level of Performance:</u></p> <p>6th- 17% (8) 7th-36%(18) 8th-33%(13)</p> | <p><u>2013 Expected Level of Performance:*</u></p> <p>6th- 20% (12) 7th- 50%(20) 8th-40%(19)</p> | <p>Limited vocabulary knowledge due to lack of engagement to read texts independently</p> | <p>(i.e. pictures, drawings, etc) Content Specific Vocabulary Instruction Study of Etymology Small Group Instruction My Access Writing Program used as instructional tool for synonyms and metaphors used in writing Read Alouds Audio versions of text</p> | <p>Coach, Support Facilitators, Administration</p> | <p>Benchmark Test Results, Student Writing Samples using My Access Word Bank Rubrics, Self- Monitoring tool for Student Growth</p> | <p>Formative Assessments Interactive Notebook Student and Teacher Questioning</p> | |
| | | | | <p>5D.2. Resistance to engage in Nonfiction Text</p> | <p>5D.2. CIS Model Use of Multi Media Interactive Notebook Previewing & Chunking Strategies Note-taking Strategies</p> | <p>5D.2. All Teachers, Reading Coach, Support Facilitators, Administration</p> | <p>5D.2. Teacher Observation Benchmark Test Results, Student Writing Samples using My Access Word Bank Rubrics, Self- Monitoring tool for Student Growth</p> | <p>5D.2. Lesson Plans Formative Assessments Interactive Notebook Student and Teacher Questioning</p> |
| | | | | <p>5D.3. Overlooking of Text Features when working with a text</p> | <p>5D.3. Previewing and Chunking</p> | <p>5D.3. All Teachers, Reading Coach, Support Facilitators, Administration</p> | <p>5D.3. Teacher Observation Benchmark Test Results, Student Writing Samples using My Access Word Bank Rubrics, Self- Monitoring tool for Student Growth</p> | <p>5D.3. Lesson Plans Formative Assessments Interactive Notebook Student and Teacher Questioning</p> |
| <p>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:</p> | | | <p>Anticipated Barrier</p> | <p>Strategy</p> | <p>Person or Position Responsible for Monitoring</p> | <p>Process Used to Determine Effectiveness of Strategy</p> | <p>Evaluation Tool</p> | |
| <p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p> | | | <p>5E.1. Computer/Internet access at home</p> | <p>5E.1. More time scheduled in computer lab and classroom computers at school</p> | <p>5E.1. Teacher Administration Media Specialist</p> | <p>5E.1. Teacher Observation</p> | <p>5E.1. Lesson Plans Computer Lab Logs Student Grades</p> | |
| <p>Reading Goal #5E:</p> <p>Students in ED subgroup will increase by 3% on the 2013 FCAT 2.0 Reading</p> | <p><u>2012 Current Level of Performance:</u></p> <p>6th- 35%(37) 7th- 53%(55) 8th-58% (58)</p> | <p><u>2013 Expected Level of Performance:*</u></p> <p>6th- 50% (53) 7th- 56% (59) 8th-61%(63)</p> | | | | | | |

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|--|--|--|--|--|---|--|---|
| | | | | | | | |
| | | | 5E.2. Limited vocabulary knowledge due to lack of engagement to read texts independently | 5E.2 Content Specific Vocabulary Instruction Study of Etymology My Access Writing Program used as instructional tool for synonyms and metaphors used in writing Read Alouds Audio versions of text through videos, cd's, etc. | 5E.2 All Teachers, Reading Coach, Support Facilitators, Administration | 5E.2. Teacher Observation Benchmark Test Results, Student Writing Samples using My Access Word Bank Rubrics, Self- Monitoring tool for Student Growth | 5E.2. Lesson Plans Formative Assessments Interactive Notebook Student and Teacher Questioning |
| | | | 5E.3 Limitations of cultural knowledge to support background knowledge needed to access various texts and media sources | 5E.3 Exposure to multiple media sources to build background knowledge (i.e. video clips of speeches and related content, audio clips of text, pictures) Multicultural Materials | 5E.3 All Teachers, Reading Coach, Support Facilitators, Administration | 5E.3 Teacher Observation Benchmark Test Results, Student Writing Samples using My Access Word Bank Rubrics, Self- Monitoring tool for Student Growth | 5E.3 Lesson Plans Formative Assessments Interactive Notebook Student and Teacher Questioning |

Reading 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| ELA Common Core Standards | 6,7,8- Reading & Language Arts | Reading Coach, Administration, Common Core Leadership Team | All Reading and Language Arts Teachers including Support Facilitators | Pre-School In-service (8/9/12, 8/10/12) Early Release (10/3/12, 1/30/13, 3/6/13, 5/1/13) Department Meetings (9/12/12,10/10/12,10/24/12, 11/7/12,12/5/12,12/19/12,1/16/13, 2/13/13,2/27/13,3/13/13, 4/3/13, 4/17/13, 5/15/13) | MCSD In-Service Evaluation Sheets Incorporation of CCSS into Lesson Plans Teacher Sharing of CCSS Lesson Plans/Activities on the SMS Common Drive in the CCSS folder | Teacher, Administration, Reading Coach |
| Literacy Common Core State Standards | 6,7,8- Science, Social Studies, Math, Technical subjects | Reading Coach, Administration, Common Core Leadership Team | All Teachers, including Support Facilitators | Pre-School In-service (8/9/12, 8/10/12) Early Release (10/3/12, 1/30/13, 3/6/13, 5/1/13) | MCSD In-Service Evaluation Sheets Incorporation of CCSS into Lesson Plans Teacher Sharing of CCSS Lesson Plans/Activities on the SMS Common Drive | Teacher, Administration, Reading Coach |

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|--|--|--|--|--|--------------------|--|
| | | | | Department Meetings (9/12/12,10/10/12,10/24/12 11/7/12,12/5/12,12/19/12,1/16/13 2/13/13,2/27/13,3/13/13, 4/3/13, 4/17/13, 5/15/13) | in the CCSS folder | |
| | | | | | | |

Reading 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 |
| Informational Text | Scholastic | General Funds | 1000.00 |
| | | | |
| | | | Subtotal:1000 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | Subtotal: NA |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Data analysis | Use Performance Matters to analyze student data and monitor progress | General Funds | 2000.00 |
| | | | |
| | | | Subtotal:2000.00 |
| Other | | | |

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| Strategy | Description of Resources | Funding Source | Amount |
|----------|--------------------------|----------------|----------------------|
| | | | |
| | | | Subtotal: |
| | | | Total:3000.00 |

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

| CELLA Goals | | Problem-Solving Process to Increase Language Acquisition | | | | |
|---|---|--|---|---|---|--|
| Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students. | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Students scoring proficient in Listening/Speaking. | | 1.1. Non-English speaking homes | 1.1. Encourage parent meetings to review scores, using translator when necessary | 1.1. Administrators, Guidance, Counselors, Teachers, Paraprofessionals | 1.1. Benchmark Test Results, Student Samples, Self- Monitoring tool for Student Growth | 1.1 Teacher developed tests, lesson plans CELLA. |
| CELLA Goal #1: Students scoring proficient in listening/speaking will increase by 3%. | 2012 Current Percent of Students Proficient in Listening/Speaking: 75.8% (33) | | | | | |
| | | 1.2. Translation time to process information | 1.2Provide ELL strategies to teachers and continue to promote the use of strategies within the classroom. | 1.2. Administrators, Guidance, Counselors, Teachers, | 1.2. Benchmark Test Results, Student Samples, Self- Monitoring tool for Student Growth | 1.2. Teacher developed tests, lesson plans CELLA. |
| | | 1.3. Lack of parental assistance in completing homework assignments | 1.3. Encourage students to use ELL tools | 1.3. Teachers, Paraprofessionals | 1.3. Benchmark Test Results, Student Samples, Self- Monitoring tool for Student Growth | 1.3. Teacher developed tests, lesson plans CELLA. |
| Students read in English at grade level text 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. | | 2.1. Non-English speaking homes | 2.1. Encourage Independent Reading based on Lexile Levels | 2.1. Teachers, Paraprofessionals | 2.1. Benchmark Test Results, Student Samples, Self- Monitoring tool for Student Growth | 2.1. Teacher developed tests, lesson plans CELLA. |
| CELLA Goal #2: Students scoring proficient in | 2012 Current Percent of Students Proficient in Reading : | | | | | |
| | | | | | | |

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|---|---|---|--|---|---|--|
| Reading will increase by 3%. | 41.9% (18) | | | | | |
| | | 2.2. Translation time to process information | 2.2. Provide individualized instruction and additional assistance/clarification | 2.2. Teachers, Paraprofessionals | 2.2. Benchmark Test Results, Student Samples, Self- Monitoring tool for Student Growth | 2.2. Teacher developed tests, lesson plans CELLA. |
| | | 2.3 Lack of parental assistance in completing homework assignments | 2.3 Encourage parents to attend conferences | 2.3 Guidance Counselors, Teachers, Paraprofessionals | 2.3 Benchmark Test Results, Student Samples, Self- Monitoring tool for Student Growth | 2.3 Teacher developed tests, lesson plans CELLA. |
| | | 2.4 Resistance to use accessible resources/tools | 2.4 Provide tutorials on use of resources | 2.4 Guidance Counselors, Teachers, Paraprofessionals | 2.4 Benchmark Test Results, Student Samples, Self- Monitoring tool for Student Growth | 2.4 Teacher developed tests, lesson plans CELLA. |
| | | 2.5 Social concerns about being different than others | 2.5 Provide individual and group counseling | 2.5 Guidance Counselors, Teachers, Paraprofessionals | 2.5 Benchmark Test Results, Student Samples, Self- Monitoring tool for Student Growth | 2.5 Teacher developed tests, lesson plans CELLA. |
| 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. | 2.1. | 2.1. | 2.1. | 2.1. |
| <u>CELLA Goal #3:</u> | <u>2012 Current Percent of Students Proficient in Writing :</u> | Non-English speaking homes and language acquisition | Individualized instruction | Teachers, Paraprofessionals, students | Benchmark Test Results, Student Samples, Self- Monitoring tool for Student Growth | Teacher developed tests, lesson plans CELLA. |
| Students scoring proficient in Writing will increase by 3%. | 33.3% (15) | | | | | |
| | | 2.2. Translation time to process | 2.2. Provide home language | 2.2. Teachers, | 2.2. Benchmark Test Results, Student | 2.2. Teacher developed tests, lesson |

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|--|--|---|---|-----------------------|---|--|
| | | information, vocabulary development, limited sentence structure formation | dictionary | Paraprofessionals | Samples, Self- Monitoring tool for Student Growth | plans CELLA. |
| | | 2.3 Resistance to use accessible resources/tools | 2.3 Use of Imagine Learning with LES and NES students | 2.3 Paraprofessionals | 2.3 Benchmark Test Results, Student Samples, Self- Monitoring tool for Student Growth | 2.3 Teacher developed tests, lesson plans CELLA. |

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 |
| Language and Literacy acquisition | Imagine Learning | | |
| | Provide home language dictionary | | |
| | | | Subtotal: |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| One-on-one instruction through engaging activities | Computer software for Imagine Learning | | |
| | | | |
| | | | 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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Elementary School Mathematics Goals

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

| Elementary Mathematics Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|--|--|---|---|----------|---|---|-----------------|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics. | | | 1a.1. | 1a.1. | 1a.1. | 1a.1. | 1a.1. |
| <u>Mathematics Goal</u> #1a: NA | <u>2012 Current Level of Performance:*</u> NA | <u>2013 Expected Level of Performance:*</u> NA | | | | | |
| | | | 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. |
| <u>Mathematics Goal</u> #1b: NA | <u>2012 Current Level of Performance:*</u> NA | <u>2013 Expected Level of Performance:*</u> NA | | | | | |
| | | | 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. |
| <u>Mathematics Goal #2a:</u> NA | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | NA | NA | | | | | |
| | | | 2a.2. | 2a.2. | 2a.2. | 2a.2. | 2a.2. |
| | | | 2a.3 | 2a.3 | 2a.3 | 2a.3 | 2a.3 |
| 2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. | | | 2b.1. | 2b.1. | 2b.1. | 2b.1. | 2b.1. |
| <u>Mathematics Goal #2b:</u> NA | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | NA | NA | | | | | |
| | | | 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. |
| <u>Mathematics Goal #3a:</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| NA | NA | NA | | | | | |
| | | | 3a.2. | 3a.2. | 3a.2. | 3a.2. | 3a.2. |
| | | | 3a.3. | 3a.3. | 3a.3. | 3a.3. | 3a.3. |
| 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. | | | 3b.1. | 3b.1. | 3b.1. | 3b.1. | 3b.1. |
| <u>Mathematics Goal #3b:</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| NA | NA | NA | | | | | |
| | | | 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. |
| <u>Mathematics Goal</u> #4a: NA | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | NA | NA | | | | | |
| | | | 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. | 4b.1. | 4b.1. | 4b.1. |
| <u>Mathematics Goal</u> #4b: NA | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | NA | NA. | | | | | |
| | | | 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), Reading and Math Performance Target | | | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | | | | |
|---|---------------------------------|---|--|---|---|---|-----------------|-----------|-------|-------|-------|-------|
| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Baseline data 2010-2011 | | | | | | | | | | | |
| | Mathematics Goal #5A: NA | | | | | | | | | | | |
| 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 | | | | | |
| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. | Mathematics Goal #5B: NA | 2012 Current Level of Performance:* NA | 2013 Expected Level of Performance:* NA | 5B.1. White: Black: Hispanic: Asian: American Indian: | 5B.1. | 5B.1. | 5B.1. | 5B.1. | | | | |
| | | NA | | | | | | | | | | |
| | | | 5B.2. | | | | | | 5B.2. | 5B.2. | 5B.2. | 5B.2. |
| | | | 5B.3. | | | | | | 5B.3. | 5B.3. | 5B.3. | 5B.3. |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | | | | |

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|---|--|---|---------------------|----------|---|---|-----------------|
| 5C. English Language Learners (ELL) not making satisfactory progress in mathematics. | | | 5C.1. | 5C.1. | 5C.1. | 5C.1. | 5C.1. |
| <u>Mathematics Goal</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| #5C: | | | | | | | |
| NA | NA | NA | | | | | |
| | | | 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. |
| <u>Mathematics Goal</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| #5D: | | | | | | | |
| NA | NA | NA | | | | | |
| | | | 5D.2. | 5D.2. | 5D.2. | 5D.2. | 5D.2. |
| | | | 5D.3. | 5D.3. | 5D.3. | 5D.3. | 5D.3. |
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |

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|---|--|---|-------|-------|-------|-------|-------|
| 5E. Economically Disadvantaged students not making satisfactory progress in mathematics. | | | 5E.1. | 5E.1. | 5E.1. | 5E.1. | 5E.1. |
| <u>Mathematics Goal</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| #5E: | | | | | | | |
| NA | NA | NA | | | | | |
| | | | 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

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. | | | 1a.1. Student engagement | 1a.1. Variety of strategies in instruction and presentation. Games, Multi-Media activities or student presentations, group work, projects, provide opportunities for friendly competition, provide for physical movement during classroom activities, determine appropriate pacing for each group of students, teacher enthusiasm and intensity of content, and provide students an appropriate time to talk about themselves and how content relates to them personally. | 1a.1. Principal, Assistant Principals, Reading Coach, Mainstream Consultants, Support Facilitators, Classroom teachers and RTI Team | 1a.1. Student response and reflection. Student descriptions, discussions, and predictions. Student-made models or graphic presentations. Students Academic Notebooks or Interactive Notebooks. Student Journals | 1a.1. Clearly defined in lesson plans, informal and formal observations, Student work, and Students notebooks or journals |
| <u>Mathematics Goal</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| #1a: | | | | | | | |
| Each grade level will increase the number of students scoring at Achievement Level 3 by 3 % | 6 th - 59%(158) 7 th - 73%(251) 8 th -66%(205) | 6 th - 73% (194) 7 th - 76%(261) 8 th -69%(213) | | | | | |

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|--|---|--|---|---|--|---|--|
| | | | 1a.2. Establishing and communicating clear learning goals and describing levels of expected student performance | 1a.2. Clearly articulating what students should know, understand, and be able to do and monitor student progress | 1a.2. Principal, Assistant Principals, Reading Coach, Mainstream Consultants, Support Facilitators, Classroom teachers and RTI Team | 1a.2. Formative assessments; Have students chart their progress for learning goals. Have a monitoring tool for student growth. | 1a.2. Quizzes, questioning, student notebooks, informal visits, lesson plans, charts of student growth, celebrations, formative assessments with feedback, and student kept progress reports. |
| | | | 1a.3. Developing Effective Lesson Plans for Maximum Student Achievement | 1a.3. Clearly stated learning goals, identifying the focus of a unit, Engaging activities which allow for student exploration, develop lesson segments which are routine components of any lesson, Be flexible in drafting activities, and always allow for student reflection and teacher reflection--what worked and what did not. | 1a.3. Principal, Assistant Principals, Reading Coach, Mainstream Consultants, Support Facilitators, Classroom teachers and RTI Team | 1a.3. Informal and formal observations, Lesson plans, Teacher reflection sheets, Student Notebooks or Journals, and Evidence of celebration. | 1a.3. Informal and formal observations, Lesson plans, Teacher reflection sheets, Student Notebooks or Journals, and Evidence of celebration. |
| 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. | | | 1b.1. Compliance Organizational skills Self-Confidence Retention of skills Participation Generalization skills Socialization | 1b.1. Direct small group or 1:1 instruction: 1. Hands-on activities to provide concrete representation of concepts w/guided practice & support 2. Acquire number sense knowledge 3. Develop math vocabulary 4. Use of real-life objects: coins/bills; digital & analog clocks 5. Use of calculators used for computations | 1b.1 . Susan Rager Teacher of IND/VE students. | 1b.1. Baseline (pretest), every grading period, and post test of money, time, number concepts, & computation skills to show individual learning gains, using Teacher-made assessment | 1b.1. Teacher-made Math Assessment Teacher-made assessment of use of Dual Switch Activation Lesson Plans, Daily Participation Charts, Student Rubrics |
| Mathematics Goal #1b: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| Students will demonstrate improvement in math skills. | Total based on class size-10 students 10% level 1 40% level 3 50% level4 | 10% level 1 20% level 3 50% level 4 20% level 5 | | | | | |
| | | | 1b.2. | 1b.2. | 1b.2. | 1b.2. | 1b.2. |
| | | | 1b.3. | 1b.3. | 1b.3. | 1b.3. | 1b.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 |

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|---|---|--|--|---|--|--|---|
| 2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics. | | | 2a.1. Establishing and communicating learning goals. | 2a.1. Developing lesson plans, visuals prior to each lesson, Determine and set learning goals in kid-friendly language. | 2a.1. Principal, Assistant Principals, Reading Coach, Mainstream Consultants, Support Facilitators, Classroom teachers and RTI Team | 2a.1. Formative assessments; Have students chart their progress for learning goals. Have a monitoring tool for student growth. | 2a.1. Rubrics, quizzes, questioning, student notebooks, informal visits, lesson plans, charts of student growth, celebrations, formative assessments with feedback, and student kept progress reports. |
| Mathematics Goal #2a: Each grade level will increase the number of students scoring at Achievement Levels 4 and 5 by 3 %. | 2012 Current Level of Performance:* 6 th - 39%(104) 7 th - 48%(166) 8 th -44%(135) | 2013 Expected Level of Performance:* 6 th - 42%(112) 7 th - 51%(175) 8 th -47%(146) | | | | | |
| | | | 2a.2. Authentic Student Engagement | 2a.2. Results on assessments, Variety of strategies in instruction and presentation. Games, Multi-Media activities or student presentations, group work, projects, student debates, provide opportunities for friendly competition, provide for physical movement during classroom activities, determine appropriate pacing for each group of students, teacher enthusiasm and intensity of content, and provide students an appropriate time to talk about themselves and how content relates to them personally. | 2a.2 Principal, Assistant Principals, Reading Coach, Mainstream Consultants, Support Facilitators, Classroom teachers and RTI Team | 2a.2. Student response and reflection. Student descriptions, discussions, and predictions. Student-made models or graphic presentations. Students Academic Notebooks or Interactive Notebooks. Student Journals. | 2a.2. Clearly defined in lesson plans, informal and formal observations, Student work, and Students' notebooks or journals. |
| | | | 2a.3 Teacher and Student Reflections on Learning Strategies | 2a.3 Assessments, Use Questions for Daily Reflection for both students and teachers, Model think aloud, Informal surveys-i.e. exit slip, and Teacher's review of Effective Teaching Daily. | 2a.3 Principal, Assistant Principals, Reading Coach, Mainstream Consultants, Support Facilitators, Classroom teachers and RTI Team | 2a.3 Lesson Plans, Edited Instructional Focus Calendars, Evaluation of Lesson Planning based on needs and data-i.e. benchmark tests, Student Input Surveys, and Student journals or Student charts of learning and success. | |
| | | | 2a.3 Lesson Plans, Edited Instructional Focus Calendars, Evaluation of Lesson Planning based on needs and data-i.e. benchmark tests, Student Input Surveys, and Student journals or Student charts of learning and success. | 2a.3 Lesson Plans, Edited Instructional Focus Calendars, Evaluation of Lesson Planning based on needs and data-i.e. benchmark tests, Student Input Surveys, and Student journals or Student charts of learning and success. | 2a.3 Lesson Plans, Edited Instructional Focus Calendars, Evaluation of Lesson Planning based on needs and data-i.e. benchmark tests, Student Input Surveys, and Student journals or Student charts of learning and success. | | |
| 2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. | | | 2b.1. Low attention | 2b.1. Manipulative, Visuals Bell ringer review | 2b.1. Patty Barlow- VE/InD Teacher | 2b.1. Students will show improvement from pretest to interim to posttest. | 2b.1. Brigance Math Computation Inventory |
| Mathematics Goal #2b: Students will demonstrate | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |

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|--|---|---|------------------------------------|---|--|--|--|
| improvement in math skills including addition, subtraction, multiplication and division of whole numbers, fractions and decimals. | 16.6% Level 8 83.3% Level 9 | Students will improve their scores by 5 points. | | | | | |
| | | | 2b.2. Lack of basic math skills | 2b.2. Flash cards Calculator Student-made models | 2b.2. Patty Barlow- VE/InD Teacher | 2b.2. Students will show improvement from pretest to interim to posttest. | 2b.2. Brigance Math Computation Inventory |
| | | | 2b.3. Poor organization | 2b.3. Teacher modeling Lining up paper, procedures | 2b.3. Patty Barlow- VE/InD Teacher | 2b.3. Students will show improvement from pretest to interim to posttest. | 2b.3. Brigance Math Computation Inventory |
| 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: 55 % of all students will make learning gains | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | 6 th - 40% (106) 7 th - 64% (220) 8 th - 49% (152) | 6 th - 43% (115) 7 th - 67% (230) 8 th - 52% (161) | | | | | |
| | | | | | | | |
| | | | 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. Compliance | 3b.1. Direct small group or 1:1 instruction: | 3b.1. Susan Rager Teacher of IND/VE students. | 3b.1. Baseline (pretest), every grading period, and post test | 3b.1. Teacher-made Math Assessment |

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|--|--|--|--|--|---|---|--|-------|
| Mathematics Goal #3b: Students will demonstrate improvement in math skills. | 2012 Current Level of Performance: * Level 3 17.6% Level 4 35.5% Level 5 5.8% Level 8 5.8% Level 9 35.5% *Bottom Quartile was deducted from total. | 2013 Expected Level of Performance: * Students will maintain or increase by 5 points on the AA. | Organizational skills Self-Confidence Retention of skills Participation Generalization skills Socialization | 1. Hands-on activities to provide concrete representation of concepts w/guided practice & support 2. Acquire number sense knowledge 3. Develop math vocabulary 4. Use of real-life objects: coins/bills; digital & analog clocks 5. Use of calculators used for computations | Patty Barlow InD/VE Teacher | of money, time, number concepts, & computation skills to show individual learning gains, using Teacher-made assessment Baseline assessment, Mid-year, & Post assessment Brigance Math Computation Inventory | Teacher-made assessment of use of Dual Switch Activation Lesson Plans, Daily Participation Charts, Student Rubrics Brigance Math Computation Inventory | |
| | | | | 3b.2. | 3b.2. | 3b.2. | 3b.2. | 3b.2. |
| | | | | 3b.3. | 3b.3. | 3b.3. | 3b.3. | 3b.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 | |
| 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: 52% of all students in the bottom quartile will make learning gains. | 2012 Current Level of Performance: * 6 th - 15% (6) 7 th - 31% (10) 8 th - 37% (10) | 2013 Expected Level of Performance: * 6 th - 40% (22) 7 th - 55% (18) 8 th -60% (16) | | | | | | |
| | | | | 4a.2. | 4a.2. | 4a.2. | 4a.2. | 4a.2. |

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|---|---|---|--|--|--|--|---|
| | | 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. | 4b.1 | 4b.1. | 4b.1. | 4b.1. |
| Mathematics Goal #4b: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | Compliance Organizational skills Self-Confidence Retention of skills Participation Generalization skills Socialization | Direct small group or 1:1 instruction: 1. Hands-on activities to provide concrete representation of concepts w/guided practice & support 2. Acquire number sense knowledge 3. Develop math vocabulary 4. Use of real-life objects: coins/bills; digital & analog clocks 5. Use of calculators used for computations | Susan Rager Teacher of IND/VE students. | Baseline (pretest), every grading period, and post test of money, time, number concepts, & computation skills to show individual learning gains, using Teacher-made assessment Baseline assessment, Mid- year, & Post assessment of use of Dual Head Switch Activation | Teacher-made Math Assessment Teacher-made assessment of use of Dual Switch Activation Lesson Plans, Daily Participation Charts, Student Rubrics |
| Students will demonstrate improvement in math skills. | 2 students in the bottom quartile Student 1 level 1 score of 9 Student 2 level 3 score of 43 | Student at level 1-3 will increase their score by 5 | | | | | |
| | | | 4b.2. | 4b.2. | 4b.2. | 4b.2. | 4b.2. |
| | | | 4b.3 | 4b.3. | 4b.3. | 4b.3. | 4b.3. |
| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target | | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Baseline data 2010-2011 65 % Proficiency Rate Black: 35% Hispanic: 51% White: 71% ELL: 24% SWD: 29% ED: 50% | 68% Proficiency Rate Asian: 82 Black: 36% Hispanic: 57% White: 74% ELL: 39% SWD: 39% ED: 52% | 71% Proficiency Rate Black: 46% Hispanic: 59% White: 76% ELL: 37% SWD: 41% ED: 58% | 74% Proficiency Rate Black: 51% Hispanic: 63% White: 78% ELL: 43% SWD: 47% ED: 63% | 77% Proficiency Rate Black: 57% Hispanic: 67% White: 81% ELL: 49% SWD: 53% ED: 67% | 80% Proficiency Rate Black: 62% Hispanic: 71% White: 83% ELL: 56% SWD: 59% ED: 71% | 83% Proficiency Rate Black: 68% Hispanic: 76% White: 86% ELL: 62% SWD: 65% ED: 75% |

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|--|--|--|--|---|---|--|---|---|
| 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 subgroup: | | | 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. Mathematics Goal #5B: <i>The # of students in each subgroup will increase in proficiency by the following:</i> White- 11% Black-47% Hispanic-23% Asian- 23% | 2012 Current Level of Performance:* White: 6 th - 58% (91) 7 th -77% (174) 8 th -68% (132) Black: 6 th -17% (4) 7 th -36% (10) 8 th - 30% (8) Hispanic: 6 th -51% (20) 7 th - 64% (23) 8 th - 40% (12) Asian: 6 th - 100% (2) 7 th - 75% (3) 8 th -80% (4) American Indian: N/A | 2013 Expected Level of Performance:* White: 6 th - 75% (118) 7 th -85% (192) 8 th -75% (146) Black: 6 th -75% (18) 7 th -75% (21) 8 th - 75% (20) Hispanic: 6 th -75% (29) 7 th - 75% (27) 8 th - 75% (23) Asian: 6 th - 100% (2) 7 th -100% (4) 8 th - 100% (5) American Indian: N/A | 5B.1. White: Black: Hispanic: American Indian: Tracking Student Progress and communicating this to students in an established manner. | 5B.1. Use ELL para to help student develop graphs to chart their progress visually, Critical input experience that provides immediate feedback to students. Have students develop a rubric or scale for the learning goal. Have students identify their own learning goal. | 5B.1. Principal, Assistant Principals, Reading Coach, Mainstream Consultants, Support Facilitators, Classroom teachers and RTI Team | 5B.1. Self evaluation-- Have students chart their progress for learning goals. Have a monitoring tool for student growth. Small groups, Pinnacle, Teacher/Parent Conferencing and Teacher/Student conferencing. | 5B.1. Students reflect on learning with teacher through discussion. Rubrics, quizzes, questioning, student notebooks, informal visits, lesson plans, charts of student growth, celebrations, formative assessments with feedback, and student kept progress reports. | |
| | | | | 5B.2. Teacher's facilitation of students' interaction with new knowledge. | 5B.2 . Develop training or 3 C's/Cognitive language proficiency, Previewing material, Chunking, Questioning, Summarizing, Note-taking, creating graphic representation or making a physical model, pictographs for new vocabulary words, and cooperative learning. | 5B.2. Principal, Assistant Principals, Reading Coach, Mainstream Consultants, Support Facilitators, Classroom teachers and RTI Team | 5B.2. Reciprocal teaching, Reflection, Student-made graphics or models, Interactive Notebooks. | 5B.2. Student response and reflection. Student descriptions, discussions, and predictions. Student-made models or graphic presentations. Students Academic Notebooks or Interactive Notebooks. |
| | | | | 5B.3. Effective Relationships with Students | 5B.3. Develop ways to bring student interests into learning activities, Greet students at the door. Praise and encourage students | 5B.3. Principal, Assistant Principals, Reading Coach, Mainstream Consultants, Support Facilitators, | 5B.3. Informal and formal observations, SIP Student Surveys at the end of the year, Parent phone log, | 5B.3. Informal and formal observations, parent phone log, SIP Student Surveys at the end of year, office referrals, Classroom atmosphere/environment, and celebration of |
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|---|---|---|--|---|---|---|---------------------------|-------------------------|---------------------------|---|---|--|---|---|
| | | | when appropriate, Acknowledge, celebrate success, Learn about kids and interests, Personalize learning activities, Teacher demonstrate sincere interest in all students, and Identifying expectations levels for all students. | Classroom teachers and RTI Team | Student's growth in the classrooms on teacher tracking sheets and individual student tracking sheet. | positive student behavior--i.e. attendance at grade level incentives. | | | | | | | | |
| 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 | | | | | | | | |
| <p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5C:</p> <p>The # of students in this subgroup will increase in proficiency by 24%.</p> | <table border="1"> <tr> <td>2012 Current Level of Performance:*</td> <td>2013 Expected Level of Performance:*</td> </tr> <tr> <td>6th- 27%(4)</td> <td>6th- 50% (8)</td> </tr> <tr> <td>7th-25%(2)</td> <td>7th- 50% (4)</td> </tr> <tr> <td>8th-42%(5)</td> <td>8th- 65% (8)</td> </tr> </table> | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | 6 th - 27%(4) | 6 th - 50% (8) | 7 th -25%(2) | 7 th - 50% (4) | 8 th -42%(5) | 8 th - 65% (8) | 5C.1. Teacher and Student Reflections on Learning Strategies | 5C.1. Use Questions for Daily Reflection for both students and teachers, Model think aloud, Informal surveys-i.e. exit slip, and Teacher's review of Effective Teaching Daily. | 5C.1. Principal, Assistant Principals, Reading Coach, Mainstream Consultants, Support Facilitators, Classroom teachers and RTI Team | 5C.1. Lesson Plans, Edited Instructional Focus Calendars, Evaluation of Lesson Planning based on needs and data-i.e. benchmark tests, Student Input Surveys, and Student journals or Student charts of learning and success. | 5C.1. Lesson Plans, Evaluation of Lesson Planning based on needs and data-i.e. benchmark tests, Student Input Surveys, and Student journals or Student charts of learning and success. |
| | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | | | | | | | | |
| | 6 th - 27%(4) | 6 th - 50% (8) | | | | | | | | | | | | |
| | 7 th -25%(2) | 7 th - 50% (4) | | | | | | | | | | | | |
| 8 th -42%(5) | 8 th - 65% (8) | | | | | | | | | | | | | |
| | 5C.2. Effective Relationships with Students | 5C.2. Develop ways to bring student interests into learning activities, Greet students at the door. Praise and encourage students when appropriate, Acknowledge, celebrate success, Learn about kids and interests, Personalize learning activities, Teacher demonstrate sincere interest in all students, and Identifying expectations levels for all students. | 5C.2. Principal, Assistant Principals, Reading Coach, Mainstream Consultants, Support Facilitators, Classroom teachers and RTI Team | 5C.2. Informal and formal observations, SIP Student Surveys at the end of the year, Parent phone log, Student's growth in the classrooms on teacher tracking sheets and individual student tracking sheet. | 5C.2. Informal and formal observations, parent phone log, SIP Student Surveys at the end of year, office referrals, Classroom atmosphere/environment, and celebration of positive student behavior--i.e. attendance at grade level incentives. | | | | | | | | | |
| | 5C.3. Teacher's facilitation of students' interaction with new knowledge. | 5C.3. Develop training or 3 C's/Cognitive language proficiency, Previewing material, Chunking, Questioning, Summarizing, Note-taking, creating graphic representation or making a physical model, pictographs for new vocabulary words, and cooperative learning. | 5C.3. Principal, Assistant Principals, Reading Coach, Mainstream Consultants, Support Facilitators, Classroom teachers and RTI Team | 5C.3. Reciprocal teaching, Reflection, Student-made graphics or models, Interactive Notebooks. | 5C.3. Student response and reflection. Student descriptions, discussions, and predictions. Student-made models or graphic presentations. Students Academic Notebooks or Interactive Notebooks. | | | | | | | | | |
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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 |
|--|---|---|---|--|--|---|---|
| <p>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5D:</p> <p>The # of students in this subgroup will increase in proficiency by 20%.</p> | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | 5D.1. Authentic Student Engagement | 5D.1. Encourage student engagement by the use of centers, games, intrinsic rewards and friendly competition- -Variety of strategies in instruction and presentation. Games, Multi-Media activities or student presentations, group work, projects, student debates, provide opportunities for friendly competition, provide for physical movement during classroom activities, determine appropriate pacing for each group of students, teacher enthusiasm and intensity of content, and provide students an appropriate time to talk about themselves and how content relates to them personally. | 5D.1. Principal, Assistant Principals, Reading Coach, Mainstream Consultants, Support Facilitators, Classroom teachers and RTI Team | 5D.1. Student response and reflection. Student descriptions, discussions, and predictions. Student-made models or graphic presentations. Students Academic Notebooks or Interactive Notebooks. Student Journals. | 5D.1. Clearly defined in lesson plans, informal and formal observations, Student work, and Students notebooks or journals. |
| | 6 th - 25% (9) 7 th - 33%(11) 8 th -32% (10) | 6 th - 50% (18) 7 th - 50% (17) 8 th - 50%(16) | 5D.2. Tracking Student Progress and communicating this to students in an established manner. | 5D.2. Utilize support facilitators to assist students in developing graphs to chart their progress visually, Critical input experience that provides immediate feedback to students. Have students identify their own learning goal. | 5D.2. Principal, Assistant Principals, Reading Coach, Mainstream Consultants, Support Facilitators, Classroom teachers and RTI Team | 5D.2. Self evaluation-- Have students chart their progress for learning goals. Have a monitoring tool for student growth. Small groups, Pinnacle, Teacher/Parent Conferencing and Teacher/Student conferencing. | 5D.2. Students reflect on learning with teacher through discussion. Rubrics, quizzes, questioning, student notebooks, informal visits, lesson plans, charts of student growth, celebrations, formative assessments with feedback, and student kept progress reports. |
| | | | 5D.3 Developing Effective Lesson Plans for Maximum Student Achievement | 5D.3. Plan for implementing accommodations and modifications when creating lessons that engage students by using real world examples, visual aides, hands on learning, new vocabulary and assessments, Clearly stated learning goals, identifying the focus of a unit Engaging activities which allow for student exploration, develop lesson segments which are routine | 5D.3. Principal, Assistant Principals, Reading Coach, Mainstream Consultants, Support Facilitators, Classroom teachers and RTI Team | 5D.3. Informal and formal observations, Lesson plans, Teacher reflection sheets, Student Notebooks or Journals, and Evidence of celebration. | 5D.3. Informal and formal observations, Lesson plans, Teacher reflection sheets, Student Notebooks or Journals, and Evidence of celebration. |

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| | | | components of any lesson, Be flexible in drafting activities, and always allow for student reflection and teacher reflection--what worked and what did not. | | | |
|---|---|--|---|--|---|---|
| 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 |
| <p>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5E:</p> <p>The # of students in this subgroup will increase in proficiency by 32%.</p> | <p>2012 Current Level of Performance:*</p> <p>6th- 36%(35) 7th- 51%(55) 8th-44% (47)</p> | <p>2013 Expected Level of Performance:*</p> <p>6th- 75% (73) 7th- 75% (81) 8th- 75%(81)</p> | <p>5E.1. Encourage student engagement by the use of centers, games, intrinsic reward and friendly competition, Variety of strategies in instruction and presentation. Games, Multi-Media activities or student presentations, group work, projects, student debates, provide opportunities for friendly competition, provide for physical movement during classroom activities, determine appropriate pacing for each group of students, teacher enthusiasm and intensity of content, and provide students an appropriate time to talk about themselves and how content relates to them personally.</p> | <p>5E.1. Principal, Assistant Principals, Reading Coach, Mainstream Consultants, Support Facilitators, Classroom teachers and RTI Team</p> | <p>5E.1. Student response and reflection. Student descriptions, discussions, and predictions. Student-made models or graphic presentations. Students Academic Notebooks or Interactive Notebooks. Student Journals.</p> | <p>5E.1. Clearly defined in lesson plans, informal and formal observations, Student work, and Students notebooks or journals.</p> |
| | | | <p>5E.2. Effective Relationships with Students</p> <p>5E.2. Develop ways to bring student interests into learning activities, Greet students at the door. Praise and encourage students when appropriate, Acknowledge, celebrate success, Learn about kids and interests, Personalize learning activities, Teacher demonstrate sincere interest in all students, and Identifying expectations levels for all students.</p> | <p>5E.2. Principal, Assistant Principals, Reading Coach, Mainstream Consultants, Support Facilitators, Classroom teachers and RTI Team</p> | <p>5E.2. Informal and formal observations, SIP Student Surveys at the end of the year, Parent phone log, Student's growth in the classrooms on teacher tracking sheets and individual student tracking sheet.</p> | <p>5E.2. Informal and formal observations, parent phone log, SIP Student Surveys at the end of year, office referrals, Classroom atmosphere/environment, and celebration of positive student behavior--i.e. attendance at grade level incentives.</p> |
| | | | <p>5E3 Developing Effective Lesson Plans for Maximum Student Achievement</p> <p>5E.3. Plan for implementing accommodations and modifications when creating lessons that engage students by using real world examples, visual aides, hands on learning, new vocabulary and assessments,</p> | <p>5E.3. Principal, Assistant Principals, Reading Coach, Mainstream Consultants, Support Facilitators, Classroom teachers and RTI Team</p> | <p>5E.3. Informal and formal observations, Lesson plans, Teacher reflection sheets, Student Notebooks or Journals, and Evidence of celebration.</p> | <p>5E.3. Informal and formal observations, Lesson plans, Teacher reflection sheets, Student Notebooks or Journals, and Evidence of celebration.</p> |

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|--|--|--|--|--|--|--|
| | | | Clearly stated learning goals, identifying the focus of a unit Engaging activities which allow for student exploration, develop lesson segments which are routine components of any lesson, Be flexible in drafting activities, and always allow for student reflection and teacher reflection--what worked and what did not. | | | |
|--|--|--|--|--|--|--|

End of Middle School Mathematics Goals

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: NA | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | NA | NA | | | | | |
| | | | 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. |

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|--|-------------------------------------|--------------------------------------|---------------------|----------|---|---|-----------------|
| Mathematics Goal #2: NA | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | NA | NA | | | | | |
| | | | 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: NA | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | NA | NA | | | | | |
| | | | 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. | 4b.1. | 4b.1. | 4b.1. | 4b.1. |

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|-----------------------------------|--|---|------|------|------|------|------|
| Mathematics Goal #4: NA | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | NA | NA | | | | | |
| | | | 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

Algebra End-of-Course (EOC) Goals

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

| Algebra EOC Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|--|--|---|--|--|---|---|--|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Students scoring at Achievement Level 3 in Algebra. | | | 1.1 Developing Effective Lesson Plans for Maximum Student Achievement | 1.1 Plan for implementing accommodations and modifications when creating lessons that engage students by using real world examples, visual aides, hands on learning, new vocabulary and assessments, Clearly stated learning goals, identifying the focus of a unit Engaging activities which allow for student exploration, develop lesson segments which are routine components of any lesson, Be flexible in drafting activities, and always allow for student reflection and teacher reflection--what worked and what did not. | 1.1. Principal, Assistant Principals, Reading Coach, Mainstream Consultants, Support Facilitators, Classroom teachers and RTI Team | 1.1 Informal and formal observations, Lesson plans, Teacher reflection sheets, Student Notebooks or Journals, and Evidence of celebration. | 1.1 Informal and formal observations, Lesson plans, Teacher reflection sheets, Student Notebooks or Journals, and Evidence of celebration. End of course results |
| Algebra Goal #1: 100% of students will score at achievement level 3 or above. | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | 99% (85) | 100% (69) | | | | | |
| | | | 1.2. Tracking Student Progress and communicating this to students in an established | 1.2. Utilize support facilitators to assist students in developing graphs to chart their progress | 1.2. Principal, Assistant Principals, Reading Coach, Mainstream Consultants, | 1.2. Self evaluation-- Have students chart their progress for learning goals. Have a | 1.2. Students reflect on learning with teacher through discussion. Rubrics, |

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|--|--|---|--|--|--|---|
| | | manner. | visually, Critical input experience that provides immediate feedback to students. Have students identify their own learning goal. | Support Facilitators, Classroom teachers and RTI Team | monitoring tool for student growth. Small groups, Pinnacle, Teacher/Parent Conferencing and Teacher/Student conferencing. | quizzes, questioning, student notebooks, informal visits, lesson plans, charts of student growth, celebrations, formative assessments with feedback, and student kept progress reports. End of course results |
| | | 1.3 Establishing and communicating learning goals. | 1.3 Developing lesson plans, visuals prior to each lesson, Determine and set learning goals in kid-friendly language. | 1.3 Principal, Assistant Principals, Reading Coach, Mainstream Consultants, Support Facilitators, Classroom teachers and RTI Team | 1.3 Formative assessments; Have students chart their progress for learning goals. Have a monitoring tool for student growth. | 1.3 Rubrics, quizzes, questioning, student notebooks, informal visits, lesson plans, charts of student growth, celebrations, formative assessments with feedback, and student kept progress reports. End of course 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. | | 2.1 Developing Effective Lesson Plans for Maximum Student Achievement | 2.1 Plan for implementing accommodations and modifications when creating lessons that engage students by using real world examples, visual aides, hands on learning, new vocabulary and assessments, Clearly stated learning goals, identifying the focus of a unit Engaging activities which allow for student exploration, develop lesson segments which are routine components of any lesson, Be flexible in drafting activities, and always allow for student reflection and teacher reflection--what worked and what did not. | 2.1. Principal, Assistant Principals, Reading Coach, Mainstream Consultants, Support Facilitators, Classroom teachers and RTI Team | 2.1 Informal and formal observations, Lesson plans, Teacher reflection sheets, Student Notebooks or Journals, and Evidence of celebration. | 2.1 Informal and formal observations, Lesson plans, Teacher reflection sheets, Student Notebooks or Journals, and Evidence of celebration. End of course results |
| Algebra Goal #2: 100% of students will score at achievement levels 4 and 5 in Algebra | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | |
| | 99% (86) | 100% (69) | | | | |
| | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |

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|---|--|--|--|---|---|---|------------------|
| | | Tracking Student Progress and communicating this to students in an established manner. | Utilize support facilitators to assist students in developing graphs to chart their progress visually, Critical input experience that provides immediate feedback to students. Have students identify their own learning goal. | Principal, Assistant Principals, Reading Coach, Mainstream Consultants, Support Facilitators, Classroom teachers and RTI Team | Self evaluation-- Have students chart their progress for learning goals. Have a monitoring tool for student growth. Small groups, Pinnacle, Teacher/Parent Conferencing and Teacher/Student conferencing. | Students reflect on learning with teacher through discussion. Rubrics, quizzes, questioning, student notebooks, informal visits, lesson plans, charts of student growth, celebrations, formative assessments with feedback, and student kept progress reports. End of course results | |
| | | 2.3 Establishing and communicating learning goals. | 2.3 Developing lesson plans, visuals prior to each lesson, Determine and set learning goals in kid-friendly language. | 2.3 Principal, Assistant Principals, Reading Coach, Mainstream Consultants, Support Facilitators, Classroom teachers and RTI Team | 2.3 Formative assessments; Have students chart their progress for learning goals. Have a monitoring tool for student growth. | 2.3 Rubrics, quizzes, questioning, student notebooks, informal visits, lesson plans, charts of student growth, celebrations, formative assessments with feedback, and student kept progress reports. End of course results | |
| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target | | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| 3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Baseline data 2010-2011 NA | | | | | | |
| Algebra Goal #3A: No baseline data for this section | | | | | | | |

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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 |
|---|--|---|---|---|--|--|--|
| 3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. | | | 3B.1 Developing Effective Lesson Plans for Maximum Student Achievement | 3B.1 Plan for implementing accommodations and modifications when creating lessons that engage students by using real world examples, visual aides, hands on learning, new vocabulary and assessments, Clearly stated learning goals, identifying the focus of a unit Engaging activities which allow for student exploration, develop lesson segments which are routine components of any lesson, Be flexible in drafting activities, and always allow for student reflection and teacher reflection--what worked and what did not. | 3B.1 Principal, Assistant Principals, Reading Coach, Mainstream Consultants, Support Facilitators, Classroom teachers and RTI Team | 3B.1 Informal and formal observations, Lesson plans, Teacher reflection sheets, Student Notebooks or Journals, and Evidence of celebration. | 3B.1 Informal and formal observations, Lesson plans, Teacher reflection sheets, Student Notebooks or Journals, and Evidence of celebration. End of course results |
| Algebra Goal #3B: <i>100% of students will score at achievement level 3 or above.</i> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | White: 99% (86) Black: NA Hispanic:100% (2) Asian: 100% (2) American Indian: NA: | White: 100% (65) Black: NA Hispanic: 100% (2) Asian: 100% (2) American Indian: NA | | | | | |
| | | | | | | | |
| | | | 3B.2. Tracking Student Progress and communicating this to students in an established manner. | 3B.2. Utilize support facilitators to assist students in developing graphs to chart their progress visually, Critical input experience that provides immediate feedback to students. Have students identify their own learning goal. | 3B.2. Principal, Assistant Principals, Reading Coach, Mainstream Consultants, Support Facilitators, Classroom teachers and RTI Team | 3B.2. Self evaluation-- Have students chart their progress for learning goals. Have a monitoring tool for student growth. Small groups, Pinnacle, Teacher/Parent Conferencing and Teacher/Student conferencing. | 3B.2. Students reflect on learning with teacher through discussion. Rubrics, quizzes, questioning, student notebooks, informal visits, lesson plans, charts of student growth, celebrations, formative assessments with feedback, and student kept progress reports. End of course results |
| | | | 3B.3 Establishing and communicating learning goals. | 3B.3 Developing lesson plans, visuals prior to each lesson, Determine and set learning goals in kid-friendly language. | 3B.3 Principal, Assistant Principals, Reading Coach, Mainstream Consultants, Support Facilitators, Classroom teachers and RTI Team | 3B.3 Formative assessments; Have students chart their progress for learning goals. Have a monitoring tool for student growth. | 3B.3 Rubrics, quizzes, questioning, student notebooks, informal visits, lesson plans, charts of student growth, celebrations, formative assessments with feedback, and student kept progress reports. |

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|---|--|---|---|--|---|---|
| | | | | | | End of course 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 |
| 3C. English Language Learners (ELL) not making satisfactory progress in Algebra. | | 3C.1. | 3C.1. | 3C.1. | 3C.1. | 3C.1. |
| Algebra Goal #3C: NA | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | |
| | NA | NA | | | | |
| | | | | | | |
| | | 3C.2. | 3C.2. | 3C.2. | 3C.2. | 3C.2. |
| | | 3C.3. | 3C.3. | 3C.3. | 3C.3. | 3C.3. |
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup: | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. | | 3D.1. | 3D.1. | 3D.1. | 3D.1. | 3D.1. |
| Algebra Goal #3D: <i>100% of students score at a minimum of level 3.</i> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | Tracking Student Progress and communicating this to students in an established manner | Utilize support facilitators to assist students in developing graphs to chart their progress visually, Critical input experience that provides immediate feedback to students. Have students identify their own learning goal. | Principal, Assistant Principals, Reading Coach, Mainstream Consultants, Support Facilitators, Classroom teachers and RTI Team | Self evaluation-- Have students chart their progress for learning goals. Have a monitoring tool for student growth. Small groups, Pinnacle, Teacher/Parent Conferencing and Teacher/Student conferencing. |
| | NA | 100% (2) | | | | |
| | | | | | | Students reflect on learning with teacher through discussion. Rubrics, quizzes, questioning, student notebooks, informal visits, lesson plans, charts of student growth, celebrations, formative assessments with feedback, and student kept progress reports. End of course results |

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| | | | 3D.2. Authentic Student Engagement | 3D.2 . Encourage student engagement by the use of centers, games, intrinsic rewards and friendly competition--Variety of strategies in instruction and presentation. Games, Multi-Media activities or student presentations, group work, projects, student debates, provide opportunities for friendly competition, provide for physical movement during classroom activities, determine appropriate pacing for each group of students, teacher enthusiasm and intensity of content, and provide students an appropriate time to talk about themselves and how content relates to them personally. | 3D.2. Principal, Assistant Principals, Reading Coach, Mainstream Consultants, Support Facilitators, Classroom teachers and RTI Team | 3D.2. Student response and reflection. Student descriptions, discussions, and predictions. Student-made models or graphic presentations. Students Academic Notebooks or Interactive Notebooks. Student Journals. | 3D.2. Clearly defined in lesson plans, informal and formal observations, Student work, and Students notebooks or journals. End of course results |
| | | | 3D.3. | 3D.3. | 3D.3. | 3D.3. | 3D.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 |
| 3E. Economically Disadvantaged students not making satisfactory progress in Algebra. | | | 3E.1. Tracking Student Progress and communicating this to students in an established manner. | 3E.1. Have students develop graphs to chart their progress visually. Could be used as part of a portfolio for parent community, Critical input experience that provides immediate feedback to students. Have students develop a rubric or scale for the learning goal. Have students identify their own learning goal. | 3E.1. Principal, Assistant Principals, Reading Coach, Mainstream Consultants, Support Facilitators, Classroom teachers and RTI Team | 3E.1. Self evaluation-- Have students chart their progress for learning goals. Have a monitoring tool for student growth. Small groups, Pinnacle, Teacher/Parent Conferencing and Teacher/Student conferencing. | 3E.1. Students reflect on learning with teacher through discussion. Rubrics, quizzes, questioning, student notebooks, informal visits, lesson plans, charts of student growth, celebrations, formative assessments with feedback, and student kept progress reports. End of course results |
| Algebra Goal #3E: | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| <i>100% of students score at a minimum of level 3.</i> | 100% (10) | 100% (11) | | | | | |

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| | | | | | | | |
| | | | <p>3E.2. Authentic Student Engagement</p> | <p>3E.2 Encourage student engagement by the use of centers, games, intrinsic reward and friendly competition, Variety of strategies in instruction and presentation. Games, Multi-Media activities or student presentations, group work, projects, student debates, provide opportunities for friendly competition, provide for physical movement during classroom activities, determine appropriate pacing for each group of students, teacher enthusiasm and intensity of content, and provide students an appropriate time to talk about themselves and how content relates to them personally.</p> | <p>3E.2. Principal, Assistant Principals, Reading Coach, Mainstream Consultants, Support Facilitators, Classroom teachers and RTI Team</p> | <p>3E.2. Student response and reflection. Student descriptions, discussions, and predictions. Student-made models or graphic presentations. Students Academic Notebooks or Interactive Notebooks. Student Journals.</p> | <p>3E.2. Clearly defined in lesson plans, informal and formal observations, Student work, and Students notebooks or journals. End of course results</p> |
| | | | <p>3E.3 Effective Relationships with Students</p> | <p>3E.3 Develop ways to bring student interests into learning activities, Greet students at the door. Praise and encourage students when appropriate, Acknowledge, celebrate success, Learn about kids and interests, Personalize learning activities, Teacher demonstrate sincere interest in all students, and Identifying expectations levels for all students.</p> | <p>3E.3 Principal, Assistant Principals, Reading Coach, Mainstream Consultants, Support Facilitators, Classroom teachers and RTI Team</p> | <p>3E.3 Informal and formal observations, SIP Student Surveys at the end of the year, Parent phone log, Student's growth in the classrooms on teacher tracking sheets and individual student tracking sheet.</p> | <p>3E.3 Informal and formal observations, parent phone log, SIP Student Surveys at the end of year, office referrals, Classroom atmosphere/environment, and celebration of positive student behavior--i.e. attendance at grade level incentives. End of course results</p> |

End of Algebra EOC Goals

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Geometry End-of-Course Goals

* 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. Establishing and communicating learning goals. | 1.1 Developing lesson plans, visuals prior to each lesson, Determine and set learning goals in kid-friendly language. | 1.1 Principal, Assistant Principals, Reading Coach, Mainstream Consultants, Support Facilitators, Classroom teachers and RTI Team | 1.1 Formative assessments; Have students chart their progress for learning goals. Have a monitoring tool for student growth. | 1.1. Rubrics, quizzes, questioning, student notebooks, informal visits, lesson plans, charts of student growth, celebrations, formative assessments with feedback, and student kept progress reports. End of course assessment |
| Geometry Goal #1: <i>100% of students will score at achievement level 3 or above.</i> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | 100% (22) | 100% (27) | | | | | |
| | | | 1.2. Teacher and Student Reflections on Learning Strategies | 1.2. Assessments, Use Questions for Daily Reflection for both students and teachers, Model think aloud, Informal surveys-i.e. exit slip, and Teacher's review of Effective Teaching Daily. | 1.2. Principal, Assistant Principals, Reading Coach, Mainstream Consultants, Support Facilitators, Classroom teachers and RTI Team | 1.2. Lesson Plans, Edited Instructional Focus Calendars, Evaluation of Lesson Planning based on needs and data-i.e. benchmark tests, Student Input Surveys, and Student journals or Student charts of learning and success. | 1.2. Lesson Plans, Edited Instructional Focus Calendars, Evaluation of Lesson Planning based on needs and data-i.e. benchmark tests, Student Input Surveys, and Student charts of learning and success. End of course assessment |
| | | 1.3. Tracking Student Progress and communicating this to students in an established manner. | 1.3. Help student develop graphs to chart their progress visually. Critical input experience that provides immediate feedback to students. Have students develop a rubric or scale for the learning goal. Have students identify their | 1.3. Principal, Assistant Principals, Reading Coach, Mainstream Consultants, Support Facilitators, Classroom teachers and RTI Team | 1.3. Self evaluation-- Have students chart their progress for learning goals. Have a monitoring tool for student growth. Small groups, Pinnacle, Teacher/Parent Conferencing and | 1.3. Students reflect on learning with teacher through discussion. Rubrics, quizzes, questioning, student notebooks, informal visits, lesson plans, charts of student growth, celebrations, formative assessments with feedback, and student kept progress reports. | |

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| | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | |
|--|---|---|---|---|--|---|----------------------------------|
| 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: | | | | | | End of course assessment | |
| 2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. | | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. | |
| Geometry Goal #2: <i>100% of students will score in levels 4 and 5.</i> | <u>2012 Current Level of Performance:*</u> | Teacher's facilitation of students' interaction with new knowledge. | 2.1. Develop training or 3 C's/Cognitive language proficiency, Previewing material, Chunking, Questioning, Summarizing, Note-taking, creating graphic representation or making a physical model, pictographs for new vocabulary words, and cooperative learning. | 2.1. Principal, Assistant Principals, Reading Coach, Mainstream Consultants, Support Facilitators, Classroom teachers and RTI Team | 2.1. Reciprocal teaching, Reflection, Student-made graphics or models, Interactive Notebooks. | 2.1. Student response and reflection. Student descriptions, discussions, and predictions. Student-made models or graphic presentations. Students Academic Notebooks or Interactive Notebooks End of course assessment | |
| | <u>2013 Expected Level of Performance:*</u> | | | | | | |
| | 100% (22) | | | | | | |
| | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. | |
| | | Teacher and Student Reflections on Learning Strategies | Use Questions for Daily Reflection for both students and teachers, Model think aloud, Informal surveys-i.e. exit slip, and Teacher's review of Effective Teaching Daily. | Principal, Assistant Principals, Reading Coach, Mainstream Consultants, Support Facilitators, Classroom teachers and RTI Team | Lesson Plans, Edited Instructional Focus Calendars, Evaluation of Lesson Planning based on needs and data-i.e. benchmark tests, Student Input Surveys, and Student journals or Student charts of learning and success. | Lesson Plans, Evaluation of Lesson Planning based on needs and data-i.e. benchmark tests, Student Input Surveys, and Student journals or Student charts of learning and success. End of course assessment | |
| | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 | |
| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target | | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| 3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Baseline data 2010-2011 100% of students passed | 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. (NA) | There is no achievement gap.(NA) |

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| | | | | | | | |
|---|---|---|--|---|---|---|--|
| <u>Geometry Goal #3A:</u> <i>100% of students will demonstrate proficiency.</i> | | | | | | | |
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup: | | | 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. | 3B.1. | 3B.1. | 3B.1. | 3B.1. |
| <u>Geometry Goal #3B:</u> <i>100% of students in each subgroup will stay in levels 4 and 5.</i> | | | Tracking Student Progress and communicating this to students in an established manner. | Help student develop graphs to chart their progress visually, Critical input experience that provides immediate feedback to students. Have students develop a rubric or scale for the learning goal. Have students identify their own learning goal. | Principal, Assistant Principals, Reading Coach, Mainstream Consultants, Support Facilitators, Classroom teachers and RTI Team | Self evaluation-- Have students chart their progress for learning goals. Have a monitoring tool for student growth. Small groups, Pinnacle, Teacher/Parent Conferencing and Teacher/Student conferencing. | Students reflect on learning with teacher through discussion. Rubrics, quizzes, questioning, student notebooks, informal visits, lesson plans, charts of student growth, celebrations, formative assessments with feedback, and student kept progress reports. End of course assessment |
| | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | White: 100% Black: 100% Hispanic: 100% Asian: 100% American Indian: | White: 100% (25) Black: NA Hispanic: NA Asian: 100% (1) American Indian: NA | | | | | |
| | | | 3B.2. | 3B.2 | 3B.2. | 3B.2. | 3B.2. |
| | | | Teacher's facilitation of students' interaction with new knowledge. | . Develop training or 3 C's/Cognitive language proficiency, Previewing material, Chunking, Questioning, Summarizing, Note-taking, creating graphic representation or making a physical model, pictographs for new vocabulary words, and cooperative learning. | Principal, Assistant Principals, Reading Coach, Mainstream Consultants, Support Facilitators, Classroom teachers and RTI Team | Reciprocal teaching, Reflection, Student-made graphics or models, Interactive Notebooks. | Student response and reflection. Student descriptions, discussions, and predictions. Student-made models or graphic presentations. Students Academic Notebooks or Interactive Notebooks. End of course assessment |
| | | | 3B.3. | 3B.3. | 3B.3. | 3B.3. | 3B.3. |

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| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|---------------------------------------|--|---|--|--|
| 3C. English Language Learners (ELL) not making satisfactory progress in Geometry. | | | | | | | |
| <u>Geometry Goal #3C:</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| NA | NA | NA | | | | | |
| | | | 3C.2. | 3C.2. | 3C.2. | 3C.2. | 3C.2. |
| | | | 3C.3. | 3C.3. | 3C.3. | 3C.3. | 3C.3. |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. | | | 3D.1. | 3D.1. | 3D.1. | 3D.1. | 3D.1. |
| <u>Geometry Goal #3D:</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | Effective Relationships with Students | Develop ways to bring student interests into learning activities, Greet students at the door. Praise and encourage students when appropriate, Acknowledge, celebrate success, Learn about kids and interests, Personalize learning activities, Teacher demonstrate sincere interest in all students, and Identifying expectations levels for all students. | Principal, Assistant Principals, Reading Coach, Mainstream Consultants, Support Facilitators, Classroom teachers and RTI Team | Informal and formal observations, SIP Student Surveys at the end of the year, Parent phone log, Student's growth in the classrooms on teacher tracking sheets and individual student tracking sheet. | Informal and formal observations, parent phone log, SIP Student Surveys at the end of year, office referrals, Classroom atmosphere/environment, and celebration of positive student behavior--i.e. attendance at grade level incentives. End of course assessment |
| <i>100% of students will score and level 3 or above.</i> | | 100% (1) | | | | | |
| | | | 3D.2. | 3D.2 | 3D.2. | 3D.2. | 3D.2. |
| | | | Teacher's facilitation of | . Develop training or 3 C's/Cognitive language | Principal, Assistant Principals, Reading | Reciprocal teaching, Reflection, Student- | Student response and reflection. Student descriptions, discussions, and predictions. |

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| | | | | | | |
|---|-------------------------------------|---|--|---|--|--|
| | | students' interaction with new knowledge. | proficiency, Previewing material, Chunking, Questioning, Summarizing, Note-taking, creating graphic representation or making a physical model, pictographs for new vocabulary words, and cooperative learning. | Coach, Mainstream Consultants, Support Facilitators, Classroom teachers and RTI Team | made graphics or models, Interactive Notebooks. | Student-made models or graphic presentations. Students Academic Notebooks or Interactive Notebooks. End of course assessment |
| | | 3D.3. | 3D.3. | 3D.3. | 3D.3. | 3D.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 |
| 3E. Economically Disadvantaged students not making satisfactory progress in Geometry. | | 3E.1. | 3E.1. | 3E.1. | 3E.1. | 3E.1. |
| Geometry Goal #3E: <i>100% of students in this subgroup will score at proficiency.</i> | | Authentic Student Engagement | Encourage student engagement by the use of centers, games, intrinsic reward and friendly competition, Variety of strategies in instruction and presentation. Games, Multi-Media activities or student presentations, group work, projects, student debates, provide opportunities for friendly competition, provide for physical movement during classroom | Principal, Assistant Principals, Reading Coach, Mainstream Consultants, Support Facilitators, Classroom teachers and RTI Team | Student response and reflection. Student descriptions, discussions, and predictions. Student-made models or graphic presentations. Students Academic Notebooks or Interactive Notebooks. Student Journals. | Clearly defined in lesson plans, informal and formal observations, Student work, and Students notebooks or journals. End of course assessment |
| | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |
| | | 100% (5) | | | | |
| | | 3E.2. | 3E.2. | 3E.2. | 3E.2. | 3E.2. |
| | | Effective Relationships with Students | Develop ways to bring student interests into learning activities, Greet students at the door. Praise and encourage students when appropriate, Acknowledge, celebrate success, Learn about kids and interests, Personalize learning activities, | Principal, Assistant Principals, Reading Coach, Mainstream Consultants, Support Facilitators, Classroom teachers and RTI Team | Informal and formal observations, SIP Student Surveys at the end of the year, Parent phone log, Student's growth in the classrooms on teacher tracking sheets and individual student tracking sheet. | Informal and formal observations, parent phone log, SIP Student Surveys at the end of year, office referrals, Classroom atmosphere/environment, and celebration of positive student behavior--i.e. attendance at grade level incentives. End of course assessment |

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| | | | | | | |
|--|--|------|---|------|------|------|
| | | | Teacher demonstrate sincere interest in all students, and Identifying expectations levels for all students. | | | |
| | | 3E.3 | 3E.3 | 3E.3 | 3E.3 | 3E.3 |

End of Geometry EOC Goals

Mathematics Professional Development

| Professional Development (PD) aligned with Strategies through Professional 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Mathematics Budget (Insert rows as needed)

| Include only school-based funded activities/materials and exclude district funded activities /materials. | | | |
|--|------------------------------|------------------------------------|----------------------------|
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Data Analysis | Performance Matters reports | NA | 0 |
| Defined STEM | Web-based resources | Martin County Education Foundation | \$2495.00 |
| | | | Subtotal: \$2495.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Performance Matters | Student Performance database | NA | 0 |
| Defined STEM | We-based resources | NA | 0 |
| | | | Subtotal: |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Data analysis | Team planning/data analysis | General Funds | 2000.00 |
| | | | |

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| | | | |
|-------------------------|--------------------------|----------------|--------|
| Subtotal:\$2000 | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| Subtotal: | | | |
| Total: \$4495.00 | | | |

End of Mathematics Goals

Elementary and Middle School Science Goals

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

| Elementary and Middle Science Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|--|-------------------------------------|--------------------------------------|---|--|---|--|--|
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1a. FCAT 2.0: Students scoring at Achievement Level 3 in science. | | | 1a.1. | 1a.1. | 1a.1. | 1a.1. | 1a.1. |
| Science Goal #1a: <i>Student proficiency will increase by 5% in the area of Science</i> | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | Establishing and communicating learning goals. | Developing lesson plans, visuals prior to each lesson, Determine and set learning goals in kid-friendly language. | Principal, Assistant Principals, Reading Coach, Mainstream Consultants, Support Facilitators, Classroom teachers and RTI Team | Formative assessments; Have students chart their progress for learning goals. Have a monitoring tool for student growth. | Rubrics, quizzes, questioning, student notebooks, informal visits, lesson plans, charts of student growth, celebrations, formative assessments with feedback, and student kept progress reports. |
| | 59% (179) | 64% (198) | | | | | |
| | | | 1a.2. | 1a.2. | 1a.2. | 1a.2. | 1a.2. |
| | | | Authentic Student Engagement | Results on assessments, Variety of strategies in instruction and presentation. Games, Multi-Media activities or student presentations, group work, projects, student debates, provide opportunities for friendly competition, provide for physical movement during classroom activities, determine appropriate | Principal, Assistant Principals, Reading Coach, Mainstream Consultants, Support Facilitators, Classroom teachers and RTI Team | Student response and reflection. Student descriptions, discussions, and predictions. Student-made models or graphic presentations. Students Academic Notebooks or Interactive Notebooks. Student Journals. | Clearly defined in lesson plans, informal and formal observations, Student work, and Students' notebooks or journals. |

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| | | | | | | | |
|---|---|---|---|---|--|---|---|
| | | | <p>1a.3. Teacher and Student Reflections on Learning Strategies</p> | <p>1a.3. Assessments, Use Questions for Daily Reflection for both students and teachers, Model think aloud, Informal surveys-i.e. exit slip, and Teacher's review of Effective Teaching Daily.</p> | <p>1a.3. Principal, Assistant Principals, Reading Coach, Mainstream Consultants, Support Facilitators, Classroom teachers and RTI Team</p> | <p>1a.3. Lesson Plans, Edited Instructional Focus Calendars, Evaluation of Lesson Planning based on needs and data-i.e. benchmark tests, Student Input Surveys, and Student journals or Student charts of learning and success.</p> | <p>1a.3. Lesson Plans, Edited Instructional Focus Calendars, Evaluation of Lesson Planning based on needs and data-i.e. benchmark tests, Student Input Surveys, and Student journals or Student charts of learning and success.</p> |
| <p>1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.</p> | | | <p>1b.1. Compliance Organizational skills Self-Confidence Retention of skills Participation Generalization skills Socialization</p> | <p>1b.1. 1 Direct small group or 1:1 instruction: 1. Read and comprehend frequently seen vocabulary words, phrases, & sentences 2. Read & follow directions in phrases & sentences 3. Read & comprehend stories 4. Read fluently 5. Generalize skills to a variety of reading activities 6. Read, comprehend, & generalize words while playing games & interacting with peers 7. Comprehend & use words in sign language (for students with language difficulties)</p> | <p>1b.1. Susan Rager Teacher of IND/VE students.</p> | <p>1b.1. student will show improvement from Pre to Post Test on weekly assessments</p> | <p>1b.1. Teacher-made Math Assessment Teacher-made assessment of use of Dual Switch Activation Lesson Plans, Daily Participation Charts, Student Rubrics</p> |
| <p>Science Goal #1b: Students will show increased knowledge in the areas of Life, Earth and Physical science.</p> | <p><u>2012 Current Level of Performance:*</u> Please note that 60% of the students do not have existing data. 75% students assessed scored a level 4 25% students assess scored a level 5</p> | <p><u>2013 Expected Level of Performance:*</u> Students that were assessed last school year will not be assessed until the conclusion of the grade 8 school year.</p> | | | | | |
| | | | 1b.2. | 1b.2. | 1b.2. | 1b.2. | 1b.2. |
| | | | 1b.3. | 1b.3. | 1b.3. | 1b.3. | 1b.3. |
| <p>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:</p> | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| <p>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</p> | | | 2a.1. | 2a.1. | 2a.1. | 2a.1. | 2a.1. |

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| | | | | | | | |
|--|--|---|--|---|---|---|--------------------|
| Science Goal #2a: Students scoring at levels 4 and 5 will increase by 10%. | 2012 Current Level of Performance: * 15% (46) | 2013 Expected Level of Performance: * 25% (78) | | | | | |
| | | | 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 science. | | | 2b.1. | 2b.1. | 2.1. | 2b.1. | 2b.1. |
| Science Goal #2b: Students will show increased knowledge in the areas of Life, Earth and Physical science. | 2012 Current Level of Performance: * | 2013 Expected Level of Performance: * Students that were assessed last school year will not be assessed until the conclusion of the grade 8 school year. | Low attention | Direct Teacher Instruction Hands-on experiments | Patty Barlow Teacher of the InD/VE classroom | Students will show improvement from Pre to Interim to Post Science Test | Post Science Test. |
| | | | 2b.2. | 2b.2. | 2b.2. | 2b.2. | 2b.2. |
| | | | 2b.3 | 2b.3 | 2b.3 | 2b.3 | 2b.3 |
| | | Low Word Identification Skills | Direct Reading Instruction -Sight Word Flash Cards | Patty Barlow Teacher of the InD/VE classroom | Students will show improvement from Pre to Interim to Post Science Test | Post Science Test. | |
| | | Poor Science Vocabulary | Direct Reading Instruction -Vocabulary Word Walls -GIST Main Idea Strategy | Students will show improvement from Pre to Interim to Post Science Test | Students will show improvement from Pre to Interim to Post Science Test | Post Science Test. | |

End of Elementary and Middle School Science Goals

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 Level 4, 5, and 6 in science. | | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| Science Goal #1: NA | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | NA | NA | | | | | |
| | | | 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: NA | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | NA | NA | | | | | |
| | | | 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

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

Biology End-of-Course (EOC) Goals

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

| Biology 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. |
| Biology Goal #1: NA | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | NA. | NA | | | | | |
| | | | 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. | | | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. |
| Biology Goal #2: NA | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | NA. | NA | | | | | |
| | | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | | 2.3. | 2.3. | 2.3. | 2.3. | 2.3. |

End of Biology EOC Goals

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| | | | | | | |
| | | | | | | |
| | | | | | | |

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 |
| Purchase of Science textbooks | NGSSS and technology embedded resource | Textbook funds | 65,000 |
| Defined STEM | Web-based resource | Martin County Education Foundation | 0 |
| Data Analysis | Performance data analysis | NA | 0 |
| | | | Subtotal:50,000 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Defined STEM | Web-based resource | Martin County Education Foundation | 2495.00 |
| Performance Matters | Student Performance database | NA | 0 |
| | | | Subtotal:2495.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Defined STEM | Web-based resource | Martin County Education Foundation | 0 |
| Data analysis | Team planning/data analysis | General Funds | \$2000.00 |
| | | | Subtotal:2000.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | Subtotal: |
| | | | Total:54495.00 |

End of Science Goals

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

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

Writing Goals

* When using percentages, include the number of students the percentage represents next to the percentage (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. Writing skills in the areas of Content/ Development of Detail | 1a.1. Use of Graphic Organizers for Pre-Writing Brainstorming Strategies Peer Collaboration | 1a.1. Teacher and Support Facilitator | 1a.1. Monitoring tool for Student Growth My Access Student Portfolio Feedback | 1a.1. My Access Reports Student Portfolio |
| Writing Goal #1a: The goal for 2013 is to have students scoring at or above Achievement Level 4.0 on a Persuasive or Expository Prompt | 2012 Current Level of Performance:* Persuasive- 57% (175 students) at 4.0 or higher Expository- 93% (278 students) at 4.0 or higher | 2013 Expected Level of Performance:* Persuasive- 60% (187 students) at 4.0 or higher Expository- 94% (292 students) at 4.0 or higher | | | | | |
| | | | | | | | |
| | | | 1a.2. Writing skills in the areas of Syntax & Structure | 1a.2. Revision Strategies | 1a.2. Teacher and Support Facilitator | 1a.2. My Editor in My Access Program Daily Grammar Practice | 1a.2. My Access Reports Student Portfolio |
| | | | 1a.3. Writing skills in the area of Word Choice (i.e. Vocabulary) | 1a.3. My Access Word Bank | 1a.3. Teacher and Support Facilitator | 1a.3. My Access- Language Use and Style Score Report | 1a.3. My Access Reports Student Portfolio |
| 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: NA | 2012 Current Level of Performance:* NA | 2013 Expected Level of Performance:* NA | | | | | |
| | | | | | | | |
| | | | 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| ELA Common Core Standards | 6,7,8- Reading & Language Arts | Reading Coach, Administration, Common Core Leadership Team | All Reading and Language Arts Teachers including Support Facilitators | Pre-School In-service (8/9/12, 8/10/12) Early Release (10/3/12, 1/30/13, 3/6/13, 5/1/13) Department Meetings (9/12/12,10/10/12,10/24/12, 11/7/12,12/5/12,12/19/12,1/16/13, 2/13/13,2/27/13,3/13/13, 4/3/13, 4/17/13, 5/15/13) | MCSD In-Service Evaluation Sheets Incorporation of CCSS into Lesson Plans Teacher Sharing of CCSS Lesson Plans/Activities on the SMS Common Drive in the CCSS folder | Teacher, Administration, Reading Coach |
| My Access Training | 6,7,8 Language Arts | School Based My Access Trainers | All Reading and Language Arts Teachers including Support Facilitators, Administration, Reading Coach | Incorporated into Department Meetings with Common Core Training | Student Growth demonstrated on My Access Reports Teacher Sharing of My Access Lesson plans/activities | Teacher, My Access Trainers, Administration, Reading Coach |
| | | | | | | |

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 |
| Writing across content areas | | | 0 |
| | | | |
| | | | Subtotal: |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| My Access | Computerized Writing Program which gives immediate student feedback. | SMS School Improvement Funds | \$10,500 |
| | | | |
| | | | Subtotal: |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |

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| | | | | |
|----------|--------------------------|----------------|--------|---------------------|
| | | | | Subtotal: |
| Other | | | | |
| Strategy | Description of Resources | Funding Source | Amount | |
| | | | | Subtotal: |
| | | | | Total:10,000 |

End of Writing Goals

Civics End-of-Course (EOC) Goals

* 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: NA | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | NA | NA | | | | | |
| | | | | | | | |
| | | | 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. |

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| | | | | | | | |
|-----------------------|-------------------------------------|--------------------------------------|------|------|------|------|------|
| Civics Goal #2: NA | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | NA | NA | | | | | |
| | | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 |

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 and Schedules (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 | | | |

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| | | | |
|----------|--------------------------|----------------|------------------|
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | Subtotal: |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | Subtotal: |
| | | | Total: |

End of Civics Goals

U.S. History End-of-Course (EOC) Goals

* 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: NA | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | NA | NA | | | | | |
| | | | 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. |

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| | | | | | | | |
|--|-------------------------------------|--------------------------------------|------|------|------|------|------|
| | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | NA | NA | | | | | |
| | | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 |

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 and Schedules (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 | | | |

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| Strategy | Description of Resources | Funding Source | Amount |
|------------------|--------------------------|----------------|--------|
| | | | |
| | | | |
| Subtotal: | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| Subtotal: | | | |
| Total: | | | |

End of U.S. History Goals

Attendance Goal(s)

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

| Attendance Goal(s) | | | Problem-solving Process to Increase Attendance | | | | |
|---|---|--|--|---|--|--|--------------------------------------|
| Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Attendance | | | 1.1. Lack of parental involvement (parents have a lack of understanding in regards to the consequences of absenteeism) | 1.1. Identify students who are excessive Collaborate with staff and communication when a student misses (2) consecutive days Assign staff to be mentors Use bilingual aides to communicate with LEP parents Involve truancy officers Use ROAR cards (positive reinforcement) | 1.1. Teachers, Guidance counselors, Administration | 1.1. Checking daily, weekly, and monthly attendance rates Implement incentive program | 1.1. Absence reports, TERMS Pinnacle |
| Attendance Goal #1: | <u>2012 Current Attendance Rate:*</u> | <u>2013 Expected Attendance Rate:*</u> | | | | | |
| <i>To decrease the percentage of students who are absent/tardy 10 days or more by 10%.</i> | 92% (864) | 95% (883) | | | | | |
| | <u>2012 Current Number of Students with Excessive Absences (10 or more)</u> | <u>2013 Expected Number of Students with Excessive Absences (10 or more)</u> | | | | | |
| | 150 | 130 | | | | | |
| | <u>2012 Current Number of Students with Excessive Tardies (10 or more)</u> | <u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u> | | | | | |
| | 354 | 275 | | | | | |
| | | | 1.2. Illness | 1.2. Contact parents | 1.2. Administration, Guidance counselors | 1.2. Monitor excessive absenteeism, publicize monthly attendance by | 1.2. TERMS |

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| | | | | | | |
|--|--|------------------|--|---|--------------------------------------|--------------------------------|
| | | | | | grade | |
| | | 1.3. Bullying | 1.3. Send District attendance letters | 1.3. Paraprofessionals/Support Facilitators, Administration | 1.3. Monitor discipline referrals | 1.3. RTI data base, Surveys |

| 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| Reporting student daily attendance | 6-8 | Guidance Counselors | Staff-school wide | Early release days, faculty meetings | Review of parent contact logs and daily attendance of students identified with excessive absences | Guidance counselors, Administrators |
| | | | | | | |
| | | | | | | |

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 |
| | | | 0 |
| | | | Subtotal:0 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | 0 |
| | | | Subtotal:0 |
| Professional Development | | | |

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| | | | |
|----------|--------------------------|----------------|-------------------|
| Strategy | Description of Resources | Funding Source | Amount |
| | | | 0 |
| | | | Subtotal:0 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | 0 |
| | | | Subtotal: |
| | | | Total:0 |

End of Attendance Goals

Suspension Goal(s)

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

| Suspension Goal(s) | | | Problem-solving Process to Decrease Suspension | | | | |
|---|--|---|--|--|--|--|---|
| Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Suspension | | | 1.1. Teacher inconsistency in use of Roar cards, observed student behavior reports, etc. | 1.1. ROAR car token economy as positive response to expectations met or exceeded | 1.1. Administration, Guidance counselors, Teachers | 1.1. Monitor suspensions at the end of grading periods | 1.1. RTI: B Database Office suspension records |
| Suspension Goal #1: | <u>2012 Total Number of In-School Suspensions</u> | <u>2013 Expected Number of In-School Suspensions</u> | | | | | |
| <i>Reduce out of school suspensions by 10%</i> | 0 | 0 | | | | | |
| | <u>2012 Total Number of Students Suspended In-School</u> | <u>2013 Expected Number of Students Suspended In-School</u> | | | | | |
| | 0 | 0 | | | | | |
| | <u>2012 Number of Out-of-School Suspensions</u> | <u>2013 Expected Number of Out-of-School Suspensions</u> | | | | | |
| | 130 | 117 | | | | | |
| | <u>2012 Total Number of Students Suspended Out-of-School</u> | <u>2013 Expected Number of Students Suspended Out-of-School</u> | | | | | |
| | NA | NA | | | | | |

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| | | | | | | |
|--|--|------|---|--|--|---|
| | | 1.2. | 1.2. Provide additional mentor for at risk students determined through RTI:B Database | 1.2. Assistant Principals, guidance counselors, mainstream consultants | 1.2. Weekly reporting of status of tier 2 students | 1.2. Excel roster shared electronically |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| Positive Behavior Support | 6-8 | | Administration, PBS Team, Team Leaders, Guidance Counselors | Early release, Faculty meetings, Team meetings | Monitoring by Team Leaders, MTSS Team, Administrators | Administrators, Team Leaders, PBS Team |
| | | | | | | |
| | | | | | | |

Suspension Budget (Insert rows as needed)

| Include only school-based funded activities/materials and exclude district funded activities /materials. | | | |
|--|--------------------------|----------------|-------------------|
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | 0 |
| | | | |
| | | | Subtotal:0 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | 0 |
| | | | |
| | | | Subtotal:0 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | 0 |
| | | | |
| | | | Subtotal:0 |
| Other | | | |

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| Strategy | Description of Resources | Funding Source | Amount |
|-------------------|--------------------------|----------------|--------|
| | | | 0 |
| Subtotal:0 | | | |
| Total:0 | | | |

End of Suspension Goals

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: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i> | | | | | | |
| NA | 2012 Current Dropout Rate:* | 2013 Expected Dropout Rate:* | | | | |
| | NA | NA | | | | |
| | 2012 Current Graduation Rate:* | 2013 Expected Graduation Rate:* | | | | |
| | NA | NA | | | | |
| | | 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| | | | | | | |

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

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| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
| | | | | | | |
| | | | | | | |

Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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Parent Involvement Goal(s)

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

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

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

| Parent Involvement Goal(s) | | Problem-solving Process to Parent Involvement | | | | |
|--|--|---|--|---|--|--------------------|
| Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement: | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i> | | 1.1. Communication | 1.1. Email chain Newsletter Bulletins School website Post cards PTSA Functions PBIS scholarships | 1.1. Administration PTSA | 1.1. Monitor the number of parents that we have been in contact with during FY2013 | 1.1. Surveys |
| Increase level of parental involvement to 100% | 2012 Current level of Parent Involvement:* | 2013 Expected level of Parent Involvement:* | | | | |
| | 75% | 100% | | | | |
| | | | 1.2. More fundraising | 1.2. PBIS sponsorship | 1.2. PBIS coordination | 1.2. # of sponsors |
| | | 1.3. Parents negative perception of school | 1.2. Positive phone calls home Positive post cards | 1.3. Teachers, administration | 1.3. Teachers report, log of phone calls | 1.3. call logs |

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| Anti Bullying seminar | 6,7,8 | PTSA | School wide | 4 th quarter | # of parents involved | Guidance |
| | | | | | | |
| | | | | | | |

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

Parent Involvement Budget

| Include only school-based funded activities/materials and exclude district funded activities /materials. | | | |
|--|--------------------------|----------------|------------------------|
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Positive post card | Paper and ink, stamps | School budget | \$392.00 |
| | | | |
| | | | Subtotal:392.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | 0 |
| | | | |
| | | | Subtotal:0 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | 0 |
| | | | |
| | | | Subtotal:0 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| | | | Total:392.00 |

End of Parent Involvement Goal(s)

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

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

| 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 |

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| | | | | | |
|--|---|--|--|---|--|
| <p>STEM Goal #1:</p> <p><i>Increase STEM Literacy for 100 % (929) students through content integration and project-based lessons</i></p> <p>STEM Literacy- 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</p> | <p>1.1. Curriculum is not integrated (currently stand alone courses)</p> | <p>1.1. Provide on-going and sustainable STEM Professional development pertaining to curriculum and project-based lessons</p> <p>Utilize Defined STEM to promote effective, relevant connections between 21st century learning and application of those skills across content areas</p> | <p>1.1. District Science Coordinator, Administrators, Teachers</p> | <p>1.1. Teacher and student observations Reviewing Defined STEM usage report Feedback from Professional development</p> | <p>1.1. Professional development evaluations Classroom observations Lesson Plans Defined STEM usage report Integrated curriculum</p> |
| | <p>1.2. Common planning for teachers to develop integrated/relevant project-based lessons and integrated curriculum</p> | <p>1.2. Provide common planning time for teachers (early release, before school, during the day) with the purpose of cross content planning</p> | <p>1.2. Administrators, Teachers</p> | <p>1.2. Lesson plans Integrated Curriculum frameworks Cross content articulation</p> | <p>1.2. Teacher survey Planning evaluations Lesson Plans</p> |
| | <p>1.3. Funding to support adequate resources</p> | <p>1.3. Solicit business partnerships to support STEM efforts</p> | <p>1.3. District Science Coordinator, Administrators, Teachers</p> | <p>1.3. Communication and relationships established to develop partnerships</p> | <p>1.3. Business partnerships established</p> |

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| Defined STEM | Science, Math, Social Studies, Math- Grades 6,7,8 | Defined STEM consultant | Science, Math, Social Studies, Math- Grades 6,7,8 | Pre-school, early release days | Evaluations, surveys, observations | Administration |
| STEM Professional Development | Science and Math (6,7,8) | Administrator, Science Coordinator | Science and Math (6,7,8) | Pre-school, early release days, content area meetings (1 st per month) | Evaluations, surveys, observations | Administration, Science Coordinator |
| | | | | | | |

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.

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

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| Evidence-based Program(s)/Materials(s) | | | |
|--|---|--|--------------------------|
| Strategy | Description of Resources | Funding Source | Amount |
| Defined STEM | Web-based application that contains simulations, literacy and performance tasks linking content areas | Martin County Education Foundation grant | 0 |
| Project-based lessons | Curriculum frameworks, online PD, Defined STEM, textbook resources | NA | 0 |
| | | | Subtotal: 0 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Defined STEM web program | Web-based application that contains simulations, literacy and performance tasks linking content areas | Martin County Education Foundation grant | 2495.00 |
| | | | Subtotal: 2495.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Defined STEM | Web-based application that contains simulations, literacy and performance tasks linking content areas | Martin County Education Foundation grant | 0 |
| Project-based lessons/curriculum integration | Curriculum frameworks, online PD, Defined STEM, textbook resources | NA | 2000.00 |
| | | | Subtotal: 2000.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | Subtotal: |
| | | | Total: 4495.00 |

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

| CTE Goal(s) | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|----------|---|---|-----------------|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| Based on the analysis of school data, identify and define areas in need of improvement: | | | | | |

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| | | | | | |
|--|----------------------------|------------------------------------|---|---------------------------------|--------------------------------------|
| CTE Goal #1: 100% of students enrolled in the program will obtain Industry certification in Centriport, Adobe, and Microsoft | 1.1. Computer resources | 1.1. Seek business partnerships | 1.1. CTE Teacher District Coordinator Administrators | 1.1. Fundraisers implemented | 1.1. TERMS-Course enrollment data |
| | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

CTE Professional Development

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

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: NA | | | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |

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

End of CTE Goal(s)

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: NA | 2012 Current Level :* | 2013 Expected Level :* | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| | | | | | | |
| | | | | | | |
| | | | | | | |

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: |

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| |
|---------------|
| Total: |
|---------------|

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.

| | |
|----------------------------------|------------------------------|
| Reading Budget | |
| Scholastic | \$1000.00 |
| Data analysis | \$2000.00 |
| | Total: \$3000.00 |
| Mathematics Budget | |
| Defined STEM | \$2495.00 |
| Data analysis | \$2000.00 |
| | Total: \$4495.00 |
| Science Budget | |
| Textbook Program | \$50,000.00 |
| Data analysis | \$2000.00 |
| Defined STEM | \$2495.00 |
| | Total: \$54495.00 |
| Writing Budget | |
| My Access | Total:10,500 |
| Attendance Budget | |
| | Total: 0 |
| Suspension Budget | |
| | Total: 0 |
| Dropout Prevention Budget | |
| | Total: 0 |
| Parent Involvement Budget | |
| | Total: \$392.00 |
| Additional Goals | |
| | Total: |
| | Grand Total: 67995.00 |

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school’s DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select “checked” under “Default Value” header; 3. Select “OK”, this will place an “x” in the box.)

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

- *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. |
| SAC meetings are monthly. The committee reviews school performance data, development of the SIP plan, content area meetings, and reviews progress monitoring data. SAC members also monitor and review SIP implementation. |

| Describe the projected use of SAC funds. | Amount |
|--|-----------|
| MyAccess Writing Program and Staff Development | 10,000.00 |
| | |