

Florida Department of Education



School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Lake Gibson Middle School	District Name: Polk
Principal: Kathy Conely	Superintendent: Dr. Sherrie Nickell
SAC Chair: Nancy Vaughan	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
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Principal	Kathy Conely	Masters Ed Leadership, Masters Reading K-12, Bachelors Elem Ed	0	11	<p>New to Lake Gibson Middle School. Previously Principal of Wendell Watson Elementary 2011-2012 School Year: maintained school grade of an “A” for the 11th year in a row. During the 2011-2012 school year, 66% of students met high standards in reading. 62% of students met high standards in math. 76% of students met high standards in writing, 70% of students met high standards in science, 75% made learning gains in reading, 74% made learning gains in math, 77% of lowest 25% made learning gains in reading, 68% of lowest 25% made learning gains in math, for a total of 568 points on the school grading scale. During the 2010-2011 school year, 79% of students met high standards in reading. 83% of students met high standards in math. 76% of students met high standards in writing, 69% of students met high standards in science, 67% made learning gains in reading, 62% made learning gains in math, 53% of lowest 25% made learning gains in reading, 67% of lowest 25% made learning gains in math, for a total of 556 points on the school grading scale.</p>
Assistant Principal	MaryJo Costine	Masters Ed Leadership; School Principal; SLD K-12	17	7	<p>1112 Grade D, 46% proficient in reading and 39% proficient in math, 58% making gains in reading and 53% making gains in math, 55% of lowest 25% making gains in reading and 57% of lowest 25% making gains in math. 1011 Grade C, 59% proficient in reading and 54% proficient in math, 59% making gains in reading and 61% making gains in math, 69% of lowest 25% making gains in reading and math. AYP not met. 0910 Grade B, 60% proficient in reading and 56% proficient in math, 63% making gains in reading and 67% making gains in math, 68% of the lowest 25% making gains in reading and 64% of the lowest 25% making gains in math. AYP not met. 0809 Grade B, 62% proficient in reading and 53% proficient in math, 64% making gains in reading and math, 73% of the lowest 25% making gains in reading and 64% of the lowest 25% making gains in math. AYP not met. 0708 Grade B, 62% proficient in reading and 59% proficient in math, 65% making gains in reading and 67% making gains in math, 68% of the lowest 25% making gains in reading and 64% of the lowest 25% making gains in math. AYP not met.</p>

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Assistant Principal	Damien Jones	Masters Ed Leadership; Business Ed 6-12	1	4	1112 LGMS, Grade D, 46% proficient in reading and 39% proficient in math, 58% making gains in reading and 53% making gains in math, 55% of lowest 25% making gains in reading and 57% of lowest 25% making gains in math. 1011 Dundee Middle School
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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Jessie Peterson	ESOL; MG Math 5-9; MGIC; PE 6-12; PI K-12; Reading Endorsement; VE 6-12; Adaptive PE	6	0	1112 Grade D, 46% proficient in reading and 39% proficient in math, 58% making gains in reading and 53% making gains in math, 55% of lowest 25% making gains in reading and 57% of lowest 25% making gains in math. 1011 Grade C, 59% proficient in reading and 54% proficient in math, 59% making gains in reading and 61% making gains in math, 69% of lowest 25% making gains in reading and math. AYP not met. 0910 Grade B, 60% proficient in reading and 56% proficient in math, 63% making gains in reading and 67% making gains in math, 68% of the lowest 25% making gains in reading and 64% of the lowest 25% making gains in math. AYP not met. 0809 Grade B, 62% proficient in reading and 53% proficient in math, 64% making gains in reading and math, 73% of the lowest 25% making gains in reading and 64% of the lowest 25% making gains in math. AYP not met. 0708 Grade B, 62% proficient in reading and 59% proficient in math, 65% making gains in reading and 67% making gains in math, 68% of the lowest 25% making gains in reading and 64% of the lowest 25% making gains in math. AYP not met.

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Math	Jessica Haynes	Ed Leadership; Math 6-12	0	0	<p>2011-2012 PENDING</p> <p>1011, C 37%38% proficient in Reading and 69%48% proficient in Math. Of Lowest 25%, 40%56% making gains in Reading and 65%55% making Math. AYP not met.</p> <p>0910, C 39% proficient in Reading and 75% in Math. Of lowest 25%, 41% making learning gains in Reading and 65% Math. AYP not met.</p> <p>0809, C 41% proficient in Reading and 74% Math. Of lowest 25%, 49% making learning gains in Reading and 71% Math. AYP not met.</p> <p>0708, B 41% proficient in Reading and 73% Math. Of lowest 25%, 46%making learning gains in Reading and 75% Math. AYP not met.</p> <p>0607, B 40% proficient in Reading and 73% Math. Of lowest 25%, 53% making learning gains in Reading and 70% Math. AYP not met.</p> <p>0506, C 37% proficient in Reading and 69% Math. Of lowest 25%, 48% making learning gains in Reading. AYP not met.</p> <p>0405, C 37% proficient in Reading and 71% Math. Of lowest 25%, 55% made learning gains in Reading. AYP not met.</p> <p>0304, C 31% proficient in Reading and 61% Math. Of lowest 25%, 39% made learning gains in Reading. AYP not met.</p> <p>0203, C 35% proficient in Reading and 61% Math. Of lowest 25%, 56% made learning gains in Reading.</p>
Title I Facilitator	Latandrier Brown	Ed Leadership; Elem Ed K-6; Business 6-12	0	1	1112, C 38% proficient in reading and math.

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Each beginning teacher is partnered with the Department Chair	AP	Within 20 days of hire
2. Department Chair provides classroom assistance through modeling of best practices and offer of feedback regarding effective instructional strategies.	Department Chair	First year of employment

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3. Provide professional development through PLCs monthly.	Instructional Coaches	ongoing
4.		

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
All staff were rated effective or highly effective during the 2011-2012 school year.	NA

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
109	4% (4)	29% (27)	48% (44)	28% (26)	42% (39)	100% (109)	16% (15)	1% (1)	31% (28)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
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Jessie Peterson	Nancy Vaughn	Critical Thinking Teacher, Classroom is located next door to reading resource room, Mrs. Peterson has adopted some of Mrs. Vaughn's students and is modeling in her classroom.	Mrs. Peterson has adopted some of Mrs. Vaughn's students and is modeling in her classroom. She will also meet with Mrs. Vaughn on a regular basis and assist her with daily planning and activities.
Jessie Peterson	Cathy Jean Baptiste	History Teacher, Mrs. Peterson is our Reading Academic Intervention Facilitator. She will be able to share strategies for content area reading. She will also be able to model lessons and assist with day to day activities as needed.	Share content area reading strategies and assist with daily planning and activities.
Jessie Peterson	Carol Browning	Reading Teacher, Mrs. Peterson is our Reading Academic Intervention Facilitator. Mrs. Peterson will be meeting with her to share reading strategies in PLCs and will be modeling lessons as needed.	Mrs. Peterson has adopted some of Mrs. Browning's students and is modeling in her classroom. She will also meet with Mrs. Browning on a regular basis and assist her with daily planning and activities.
Gloria Leslie	Tammy May	Tammy is not a new teacher, but is new to Polk County. She moved to our district from New York. Mrs. Leslie is our ESE Facilitator. She will assist Mrs. May with ESE paperwork and how to do an IEP in Florida. She will also assist with student needs as necessary.	Mrs. Leslie will meet with Mrs. May on an as needed basis.

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A
Title I, Part A, funds school-wide services to Lake Gibson Middle School. The Title I funds provide supplemental instructional resources and interventions for students with

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<p>academic achievement needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.</p>
<p>Title I, Part C- Migrant Migrant students enrolled in Lake Gibson Middle School will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.</p>
<p>Title I, Part D Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.</p>
<p>Title II Professional development resources are available to all schools through Title II funds. In addition, School technology Services provide technical support, technology training and licenses for software programs and web-based access via Title II--D funds as made available. Funds available to Lake Gibson Middle School are used to purchase time for teacher collaborative planning.</p>
<p>Title III Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.</p>
<p>Title X- Homeless The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.</p>
<p>Supplemental Academic Instruction (SAI) Not Applicable to Lake Gibson Middle School</p>
<p>Violence Prevention Programs Lake Gibson Middle School provides violence and drug prevention program in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.</p>
<p>Nutrition Programs Lake Gibson Middle School is not a location for the summer feeding program for the community.</p>
<p>Housing Programs Students with housing needs are referred to the Homeless Student Advocate.</p>
<p>Head Start Head Start is not located on the Lake Gibson Middle School campus.</p>
<p>Adult Education Students are provided with information related to adult education options upon request.</p>
<p>Career and Technical Education Students at Lake Gibson Middle School have the option to participate in pre-academies. These pre-academies include Culinary Arts, Pre Bio-Tech and Agri-Science. These pre-academies prepare students for entry into Lake Gibson High School academies.</p>

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Job Training

A partnership between Lake Gibson Middle School and the city will provide students with a job skills program that will allow students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview.

Other

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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal – Kathy Conely

Assistant Principals – Damien Jones and MaryJo Costine

Resource Teachers – Jessica Haynes, Jessie Peterson, Latandrier Brown

ESE Facilitator – Gloria Leslie

Guidance Counselor – Shandrea Hill

Dean – Jason Dent

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Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The MTSS Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.

The MTSS Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:

- o Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.
- o Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.
- o Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
- o Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.
- o Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

A sub group of the MTSS Leadership Team will meet at least monthly to specifically review and discuss discipline data, discuss the implementation of Positive Behavior Support (PBS), utilize the problem solving model for students or classes needing Tier 2 or 3 interventions, and discuss staff professional development needs.

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?

Members of the MTSS Leadership Team met with members of the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching – Learning Focused Solutions (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

MTSS Implementation

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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.

Baseline data is gathered through August and September through the Discovery testing system. Sixth through Eighth Grade instructional data is gathered from the previous year's FCAT scores.

Progress Monitoring data is gathered mid-year and toward the end of the year. Reading, Math and Science data is processed twice more through Discovery. Other Progress Monitoring data is collected as needed for classroom or student progress. This information may be obtained by probes, Read 180 and Fast ForWord.

Diagnostic Assessment data is gathered through the Discovery, SRI, and DAR

End of Year data is gathered through Discovery and FCAT.

Data is discussed and analyzed at least monthly at the MTSS Leadership Team Meetings.

Describe the plan to train staff on MTSS.

Professional learning will be provided during the teachers' common planning time and sessions will occur throughout the year. The PS/RtI Overview will be provided in mid-August/September. The District has five other mini-modules that will be provided throughout the year.

The PS/RtI Leadership Team will evaluate additional staff Professional Learning needs during the monthly PS/RtI Leadership Team meetings.

Describe the plan to support MTSS.

MTSS will be monitored by walk throughs. This will determine what support is needed. Once necessary support is determined, support will be provided during monthly PLCs with staff.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Mary Jo Costine – APC

Jessie Peterson – Reading Coach

Jessica Haynes – Math Coach

Ellen Huey – Media Specialist

Sharlene Pierce, Jeni Dyer - teachers

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

The team meets quarterly to review the needs of the students and staff in our efforts to promote reading and increase reading proficiency amongst students.

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

The major initiatives for LLT for the 2012-2013 school year is to review implementation writing practices that enhance students' reading and comprehension of science, social studies, and language arts texts in Critical Thinking classes. Students will be taught the process of responding to a Text in Writing (Writing Personal Reactions, Analyzing and Interpreting the Text). Reading blocks are scheduled every morning for Sustained Silent Reading and students will utilize writing strategies to make connections with the text using Student Writing Journals. Students will be encouraged to select conceptually challenging text and use Accelerated Reader to ensure progress monitoring.

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

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

All teachers during first block classes will ensure Silent Sustained Reading activities are observed and provide classroom reading materials. CISM lessons addressing multiple-strategy instruction will be taught in core content areas and reading classes. Qualitative dimensions of text complexity will be analyzed; reading materials in all subject areas will be reviewed. Teachers will employ language connections by analyzing text structures and writing and reading across the curriculum.

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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		

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</p>	<p>1A.1. At middle school age, the students' level of cognitive, social and physical development negatively impacts the level of engagement in the learning process of traditional classroom setting.</p>	<p>1A.1. Using LFS strategies, close reading, CISM and authentic literacy, teachers will design lessons that deepen understanding, build connections, and lead to thinking on a higher level through high interest/ high impact activities such as collaborative pairing and activating strategies.</p> <p>These strategies will be strengthened through the use of technology using document cameras and Smartboards.</p>	<p>1A.1. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs</p>	<p>1A.1. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25') c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)</p>	<p>1A.1. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring</p>		
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<u>Reading Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>36% (135) of sixth grade students will increase to level 3 on FCAT Reading in spring 2013.</p> <p>148 (36%) seventh grade students will increase to level 3 on FCAT Reading in spring 2013.</p> <p>162 (39%) eighth grade students will increase to level 3 on FCAT Reading in spring 2013.</p>							
	<p>26% (107) of sixth grade students scored level 3 FCAT reading spring 2012.</p> <p>29% (120) of seventh grade students scored level 3 FCAT reading spring 2012.</p> <p>21% (77) of eighth grade students scored level 3 FCAT reading spring 2012</p>	<p>36% (135) of sixth grade students will increase to level 3 on FCAT Reading in spring 2013.</p> <p>148 (36%) seventh grade students will increase to level 3 on FCAT Reading in spring 2013.</p> <p>162 (39%) eighth grade students will increase to level 3 on FCAT Reading in spring 2013.</p>					

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		<p>1A.2. Students from at or below poverty level enter school with a third of the active vocabulary of students from upper income families. The deficit hinders learning throughout the student's educational career.</p>	<p>1A.2. Students' basic and academic vocabularies will be broadened using CISM, Springboard, and Wordly Wise. These strategies will be strengthened through the use of technology using document cameras and Smartboards.</p>	<p>1A.2. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs</p>	<p>1A.2. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25') c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March</p>	<p>1A.2. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring</p>	
		<p>1A.3. Students are not reading and engaging with long, complex texts across content areas and writing about their reading.</p>	<p>1A.3. Teachers will provide students with regular practice with long, complex text and its academic language and answering FCAT reading stem questions from each academic area. All students will be engaged in 20 minutes of silent sustained reading with reading response journals for accountability daily.</p>	<p>1A.3. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs</p>	<p>1A.3. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25') c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)</p>	<p>1A.3. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring</p>	
<p>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</p>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		

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<u>Reading Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Not enough students to report for Alternate Assessment data.							
		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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<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</p>	<p>2A.1. Students lack skills and training to utilize higher order thinking skills in both academic and real world scenarios.</p>	<p>2A.1. Using LFS extended thinking strategies and question generation teachers will authenticate meaningful lessons and assessment to develop students' higher order thinking skills. These strategies will be strengthened through the use of technology using document cameras and Smartboards.</p>	<p>2A.1. Teacher Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs</p>	<p>2A.1. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5') b. Informal observations 10 -25') c. Formal Observations (30' or more) District Requirement: 6. Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)</p>	<p>2A.1. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring</p>		
<p><u>Reading Goal #2A:</u> With the spring 2013 FCAT testing, level 4 and 5 students (as identified in the 2012 FCAT) will maintain or increase scores.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<p>19% (78) of sixth grade students scored at or above level 4 on FCAT reading spring 2012.</p> <p>19% (79) of seventh grade students scored at or above level 4 on FCAT reading spring 2012.</p> <p>19% (69) of eighth grade students scored at or above level 4 on FCAT reading spring 2012</p>	<p>29% (109) of sixth grade students will increase to level 4 or 5 on FCAT Reading in spring 2013.</p> <p>29% (119) of seventh grade students will increase to level 4 or 5 on FCAT Reading in spring 2013.</p> <p>29% (120) of eighth grade students will increase to level 4 or 5 on FCAT Reading in spring 2013.</p>					
		<p>2A.2. Students are not reading and engaging with long, complex texts across content areas and writing about their reading</p>	<p>2A.2. Teachers will provide students with regular practice with long, complex text and its academic language and answering FCAT reading stem questions from each academic area.</p> <p>All students will be engaged in 20 minutes of silent sustained reading with reading response journals for accountability daily.</p>	<p>2A.2. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs</p>	<p>2A.2.</p> <ol style="list-style-type: none"> 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts <p>Simultaneous:</p> <ol style="list-style-type: none"> 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25') c. Formal Observations (30' or more) <p>District Requirement:</p> <ol style="list-style-type: none"> 6. Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March) 	<p>2A.2.</p> <ol style="list-style-type: none"> 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) <p>Simultaneous:</p> <ol style="list-style-type: none"> 3. Aggregated data by teacher, grade level, and subject area <p>District Requirement:</p> <ol style="list-style-type: none"> 4. Questions for Progress Monitoring 	

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		2A.3. Students don't have access to a variety of quality text at their interest level.	2A.3. Increase the number of texts in classroom libraries.	2A.3. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs	2A.3. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25' c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	2A.3. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<u>Reading Goal #2B:</u> Not enough students to report for Alternate Assessment data.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		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		
<p>3A. FCAT 2.0: Percentage of students making learning gains in reading.</p>	<p>3A.1. Students having difficulty with passages of increasing length and content specific terminology.</p>	<p>3A.1. In reading and core content classes students will be exposed through assessment tools and distributive guided practice using extended reading passages of increasing length and guided through the process of comprehension.</p>	<p>3A.1. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs</p>	<p>3A.1. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5') b. Informal observations 10 -25') c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)</p>	<p>3A.1. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring</p>		
<p><u>Reading Goal #3A:</u> With the spring 2013 FCAT testing, at least 70% (832) of the current student population will achieve learning gains.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>In Spring 2012 58% (689) students made learning gains on FCAT reading.</p>	<p>With the spring 2013 FCAT testing, at least 70% (832) of the current student population will achieve learning gains.</p>					

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		<p>3A.2. Students from at or below poverty level enter school with a third of the active vocabulary of students from upper income families. The deficit hinders learning throughout the student's educational career.</p>	<p>3A.2. Students' basic and academic vocabularies will be broadened using CISM, Springboard, and Wordly Wise. These strategies will be strengthened through the use of technology using document cameras and Smartboards.</p>	<p>3A.2. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs</p>	<p>3A.2. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25' c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)</p>	<p>3A.2. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring</p>	
		<p>3A.3. Students not able to read grade level text fluently which contributes to comprehension.</p>	<p>3A.3. Students will practice fluency in reading using Six Minute Solution. Students will practice fluency in content areas through one minute reads and repeated readings. All students will be engaged in silent sustained reading for 20 minutes per day.</p>	<p>3A.3. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs</p>	<p>3A.3. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25' c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)</p>	<p>3A.3. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring</p>	

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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: Not enough students to report for Alternate Assessment data.	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
		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		
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<p>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</p>	<p>4A.1. Students have difficulty organizing and storing information.</p>	<p>4A.1. Students will be trained to utilize graphic organizers to assist with comprehension of information through visual representation. Additional benefits of the graphic organizer are to assist in highlighting the key ideas of the lesson and providing a structure for short and long term memory storage.</p> <p>Hire a Reading Tutor to work with identified students in areas of need.</p>	<p>4A.1. Administration, Instructional Facilitators ,Teachers/PLC’s, Department Chairs</p>	<p>4A.1. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5’.) b. Informal observations 10 -25’) c. Formal Observations (30’ or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)</p>	<p>4A.1. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring</p>		
<p><u>Reading Goal #4A:</u> With the spring 2013 FCAT testing, at least 65% (193) of the current student population performing at the lowest 25% will make learning gains in reading.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	In Spring 2012 55% (164) of students in the lowest 25% made learning gains on FCAT reading.	With the spring 2013 FCAT testing, at least 65% (193) of the current student population performing at the lowest 25% will make learning gains in reading.					
		4A.2. Students from at or below poverty level enter school with a third of the active vocabulary of students from upper income families. The deficit hinders learning throughout the student's educational career.	4A.2. Students' basic and academic vocabularies will be broadened using CISM, Springboard, and Wordly Wise. These strategies will be strengthened through the use of technology using document cameras and Smartboards. Hire a Reading Tutor to work with identified students in areas of need.	4A.2. Administration, Instructional Facilitators, Teachers/PLC's, Department Chairs	4A.2. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25' c. Formal Observations (30' or more) District Requirement: 6. Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	4A.2. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring	

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		4A.3. Students not able to read grade level text fluently which contributes to comprehension.	4A.3. Students will practice fluency in reading using Six Minute Solution. Students will practice fluency in content areas through one minute reads and repeated readings. All students will be engaged in silent sustained reading for 20 minutes per day. Hire a Reading Tutor to work with identified students in areas of need.	4A.3. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs	4A.3. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25' c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	4A.3. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
<u>Reading Goal #4B:</u> Not enough students to report for Alternate Assessment data.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011	46%	56%	60%	65%	69%	74%
<p><u>Reading Goal #5A:</u></p> <p><i>Current status: 46% of students are proficient in reading, therefore 53% of students are not proficient.</i></p> <p><i>Goal: 74% of students will be proficient by 2016-2017. This will occur by increasing the % proficient by at least 6% each year.</i></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 subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>	<p>5B.1. Although all subgroups did not make satisfactory progress, Black students need to make the most progress. Students have difficulty internalizing and synthesizing information that is presented.</p>	<p>5B.1. Students, under the direction of the teacher will summarize the key concepts addressed in each lesson using strategies such as Ticket Out the Door, Learning Logs, Graphic Organizers, and Reflection Questions.</p>	<p>5B.1. Administration, Instructional Facilitators ,Teachers/PLC’s, Department Chairs</p>	<p>5B.1. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5’) b. Informal observations 10 -25’ c. Formal Observations (30’ or more) District Requirement: 6. Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)</p>	<p>5B.1. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring</p>		
<p><u>Reading Goal #5B:</u> The percent of students making satisfactory progress will increase by at least 15% for each subgroup.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White: 54% Black: 26% Hispanic: 42% Asian: 56% American Indian: NA</p>	<p>White: 61% Black:41% Hispanic:48% Asian:70% American Indian:NA</p>					

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		<p>5B.2. Students from at or below poverty level enter school with a third of the active vocabulary of students from upper income families. The deficit hinders learning throughout the student's educational career.</p>	<p>5B.2. Students' basic and academic vocabularies will be broadened using CISM, Springboard, and Wordly Wise. These strategies will be strengthened through the use of technology using document cameras and Smartboards.</p>	<p>5B.2. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs</p>	<p>5B.2. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25' c. Formal Observations (30' or more) District Requirement: 6. Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)</p>	<p>5B.2. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring</p>	
		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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<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	<p>5C.1. Teachers may not be implementing ESOL strategies with fidelity.</p>	<p>5C.1. PLCs include ESOL teachers to share appropriate strategies</p>	<p>5C.1. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs</p>	<p>5C.1. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5') b. Informal observations 10 -25') c. Formal Observations (30' or more) District Requirement: 6. Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)</p>	<p>5C.1. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring</p>		
<p><u>Reading Goal #5C:</u> <i>46% of ELL students will make a learning gain on the Spring, 2013 FCAT Test.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>59% (32) of ELL students did not make a learning gain on the 2012 FCAT Test.</i> <i>41% (21) of ELL students DID make a learning gain on the 2012 FCAT Test.</i></p>	<p><i>46% of ELL students will make a learning gain on the Spring, 2013 FCAT Test.</i></p>					

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		5C.2. Students from at or below poverty level enter school with a third of the active vocabulary of students from upper income families. The deficit hinders learning throughout the student's educational career.	5C.2. Students' basic and academic vocabularies will be broadened using CISM, Springboard, and Wordly Wise. These strategies will be strengthened through the use of technology using document cameras and Smartboards.	5C.2. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs	5C.2. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25') c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	5C.2. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring	
		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 reading.	5D.1. Students are not exposed to the regular curriculum and teachers do not have high expectations of students with disabilities.	5D.1. Implement a school wide model of inclusion with support for ESE students using ESE teachers and paraprofessionals.	5D.1. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs	5D.1. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25') c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	5D.1. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring		

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Reading Goal #5D: <i>49% of students with disabilities will make a learning gain in reading on the 2013 FCAT Test.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>56% (78) of SWD did not make a learning gain in reading on the 2012 FCAT Test. 44%(62) of students with disabilities DID make a learning gain on the 2012 FCAT Test.</i>	<i>49% of students with disabilities will make a learning gain in reading on the 2013 FCAT Test.</i>					
		5D.2. Students not able to read grade level text fluently which contributes to comprehension.	5D.2. Students will practice fluency in reading using Six Minute Solution. Students will practice fluency in content areas through one minute reads and repeated readings. All students will be engaged in silent sustained reading for 20 minutes per day.	5D.2. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs	5D.2. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5') b. Informal observations 10 -25' c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	5D.2. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring	
		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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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for the following subgroup:							
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Students from at or below poverty level enter school with a third of the active vocabulary of students from upper income families. The deficit hinders learning throughout the student's educational career.	5E.1. Students' basic and academic vocabularies will be broadened using CISM, Springboard, and Wordly Wise. These strategies will be strengthened through the use of technology using document cameras and Smartboards.	5E.1. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs	5E.1. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5') b. Informal observations 10 -25' c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	5E.1. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring		
Reading Goal #5E: <i>54% of Economically Disadvantaged students will make a learning gain on the 2013 FCAT Test.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>51% (419) of Economically Disadvantaged Students did not make a learning gain on the 2012 FCAT Test.</i> <i>49% (404) of Economically Disadvantaged students DID make progress on the 2012 FCAT Test.</i>	<i>54% of Economically Disadvantaged students will make a learning gain on the 2013 FCAT Test.</i>					

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		5E.2. Students have difficulty internalizing and synthesizing information that is presented.	5E.2. Students, under the direction of the teacher will summarize the key concepts addressed in each lesson using strategies such as Ticket Out the Door, Learning Logs, Graphic Organizers, and Reflection Questions.	5E.2. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs	5E.2. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25' c. Formal Observations (30' or more) District Requirement: 6. Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	5E.2. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

Reading Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.</p>							
	PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
	Close Reading	All Classroom Teachers	Jessie Peterson	school-wide	Preplanning (August 14, 2012)	Coaching/observation by Reaching Coach, Classroom Walkthroughs	Jessie Peterson, Administration

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Authentic Literacy	All Classroom Teachers	Jessie Peterson	school-wide	December 17, 18, 2012	Coaching/observation by Reaching Coach, Classroom Walkthroughs	Jessie Peterson, Administration
Thoughtful Reading	All Classroom Teachers	Jessie Peterson	school-wide	January 7, 2013	Coaching/observation by Reaching Coach, Classroom Walkthroughs	Jessie Peterson, Administration
CISM refresher	All Classroom Teachers	Jessie Peterson	school-wide	January 7, 2013	Coaching/observation by Reaching Coach, Classroom Walkthroughs	Jessie Peterson, Administration
Book Study – <i>Book Whisperer</i>	Select Teachers	Jessie Peterson	Self selected group of teachers interested in learning about topic	Ongoing throughout year in PLCs	Coaching/observation by Reaching Coach, Classroom Walkthroughs	Jessie Peterson, Administration

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Reading Budget (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
All students will be engaged in 20 minutes of silent sustained reading with reading response journals for accountability daily.	Classroom Libraries	Title I	\$5,000.00
Subtotal:\$5,000.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Students' basic and academic vocabularies will be broadened using CISM, Springboard, and Wordly Wise. These strategies will be strengthened through the use of technology using document cameras and Smartboards.	Document Cameras for every classroom teacher Smartboards	Title I District Technology Funds (25 Document cameras provided by district)	\$45,0000
Subtotal:\$45,000.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Book Study – Book Whisperer	Books – <i>The Book Whisperer</i>	District Professional Development	\$400.00
Subtotal:\$400.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Hire a Reading Tutor to work with students in the identified area of need.	Reading Tutor salary (para educator)	Title I	
Subtotal: \$15,000			
Total:\$65,400.00			

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1 . Some students are not actively engaged in their instruction.	1.1. Utilize current events to engage students in discourse relating curriculum to real world issues through the use of articles or other media types.	1.1. Teacher Department Chair School Counselor Administration	Formal and informal classroom assessments	1.1. Teacher made tests. Discovery CELLA FCAT	
CELLA Goal # <i>With the Spring 2013 CELLA testing the percent of students identified as proficient in listening and speaking will increase from 48% to 58%</i>	2012 Current Percent of Students Proficient in Listening/Speaking:					
	<i>48% [32/67] of ELL students Scored proficient on spring 2012 CELLA testing.</i>					
		1.2,	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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<p>2. Students scoring proficient in reading.</p>	<p>2.1. Students may not be motivated to read</p>	<p>2.1. Staff will increase the reading of non-fiction texts in the classroom setting in order to improve background knowledge, content vocabulary knowledge, and Comprehension in grade level academic areas.</p>	<p>2.1. Teacher Department Chair School Counselor Administration</p>	<p>2.1 Formal and informal classroom assessments</p>	<p>2.1. Teacher made tests. Discovery CELLA FCAT</p>	
<p><u>CELLA Goal #2:</u> <i>With the Spring 2013 CELLA testing the percent of students identified as proficient in reading will increase from 15% to 25%.</i></p>	<p><u>2012 Current Percent of Students Proficient in Reading:</u></p>					
	<p><i>15% [10/67] of ELL students scored proficient on spring 2012 Cella reading test.</i></p>					
		<p>2.2.. limited vocabulary</p>	<p>2.2. Teach vocabulary in context Build background knowledge Culturally relevant Word walls</p>	<p>2.2. Teacher Department Chair School Counselor Administration</p>	<p>2.2. . Formal and informal classroom assessments</p>	<p>2.2. Teacher made tests. Discovery CELLA FCAT</p>
		<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	2.1. Some students may experience difficulty in thinking critically while reading, writing &/or understanding content area curriculum.	2.1. Incorporate non-fiction, concept related, reading and writing assignments in reading classes. Vocabulary taught in context along with the use of interactive word walls.	2.1. Teacher Department Chair School Counselor Administration	2.1. Formal and informal classroom assessments	2.1. Teacher made tests. Discovery CELLA FCAT	
CELLA Goal #3: <i>With the Spring 2013 CELLA testing results. Students scoring proficient in writing will increase 33%</i>	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	<i>23% [19/67] scored proficient in writing.</i>					
				2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Increase Vocabulary	Class Set Pearson Picture Dictionary (Spanish)	Title I	665.00
Increase Vocabulary	5 Add'l Pearson Picture Dictionary (Haitian/Creole)	Title I	133.00
Subtotal: \$798.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Motivate students to read and engage in instruction with culturally related content.	Video clips, online resources, and print materials differentiated for individual student needs.	NA	NA
Subtotal:\$00.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:\$ 798.00			

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End of CELLA Goals

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Middle School Mathematics Goals

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

Middle School Mathematics	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</p>	<p>1A.1. At middle school age, the students' level of cognitive, social and physical development negatively impacts the level of engagement in the learning process of traditional classroom setting.</p>	<p>1A.1. Under the facilitation of the teacher, students will: 1. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. 2. Communicate information and ideas effectively to multiple audiences using a variety of media and formats. 3. Contribute to project teams to produce original works or solve problems. 4. Create original works as a means of personal or group expression.</p>	<p>1A.1. Administration, Instructional Facilitators, Teachers/PLC's, Department Chairs</p>	<p>1A.1. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5') b. Informal observations 10 -25') c. Formal Observations (30' or more) District Requirement: 6. Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)</p>	<p>1A.1. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring</p>		
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		<p>5. Use models and simulations to explore complex systems and issues.</p> <p>Best teaching practices will be used while using Springboard curriculum as teachers work toward Common Core.</p>					
<p><u>Mathematics Goal #1A:</u></p> <p>32% (120) of sixth grade students will increase to level 4 or 5 on FCAT math in spring 2013.</p> <p>32% (133) of seventh grade students will increase to level 4 or 5 on FCAT math in spring 2013.</p> <p>33% (137) of eighth grade students will increase to level 4 or 5 on FCAT math in spring 2013.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<p>22% (91) of sixth grade students scored level 3 FCAT math spring 2012.</p> <p>23% (95) of seventh grade students scored level 3 FCAT math spring 2012.</p> <p>30% (95) of eighth grade students scored level 3 FCAT math spring 2012</p>	<p>32% (120) of sixth grade students will increase to level 4 or 5 on FCAT math in spring 2013.</p> <p>32% (133) of seventh grade students will increase to level 4 or 5 on FCAT math in spring 2013.</p> <p>33% (137) of eighth grade students will increase to level 4 or 5 on FCAT math in spring 2013.</p>					
		<p>1A.2. Many teachers lack a strong knowledge of content.</p>	<p>1A.2. Provide common planning monthly and/or time during PLC's to provide PD, Share best practices and research based strategies.</p> <p>Best teaching practices will be used while using Springboard curriculum as teachers work toward Common Core.</p>	<p>1A.2. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs</p>	<p>1A.2. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25' c. Formal Observations (30' or more) District Requirement: 6. Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)</p>	<p>1A.2. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring</p>	

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		1A.3. Students lack understanding of key vocabulary.	1A.3. Provide PD for teachers in effective use of math vocabulary in context and Implementing and using word wall	1A.3. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs	1A.3. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25' c. Formal Observations (30' or more) District Requirement: 6. Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	1A.3. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring	
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 #1B:</u> Not enough students to report for Alternate Assessment data.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		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		
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<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</p>	<p>2A.1. Students lack skills and training to utilize higher order thinking skills in both academic and real world scenarios.</p>	<p>2A.1. Teachers will use direct instruction to teach the following skills to students: 1. Identifying similarities and differences - 2. Summarizing and note taking - 3. Reinforcing effort and providing recognition - 4. Nonlinguistic representations - 5. Cooperative learning - 6. Setting objectives and providing appropriate feedback - 7. Generating and testing hypotheses - 8. Using advanced organizers</p> <p>Best teaching</p>	<p>2A.1. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs</p>	<p>2A.1. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5') b. Informal observations 10 -25') c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)</p>	<p>2A.1. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring</p>		
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		practices will be used while using Springboard curriculum as teachers work toward Common Core.					
<u>Mathematics Goal #2A:</u> With the spring 2013 FCAT testing, level 4 and 5 students (as identified in the 2012 FCAT will maintain or improve their achievement level.	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
	13% (54) of sixth grade students scored level 3 FCAT math spring 2012. 13% (54) of seventh grade students scored level 3 FCAT math spring 2012. 15% (54) of eighth grade students scored level 3 FCAT math spring 2012	23% of sixth grade students will increase to level 4 or 5 on FCAT math in spring 2013. 23% (95) of seventh grade students will increase to level 4 or 5 on FCAT math in spring 2013. 23% (95) of eighth grade students will increase to level 4 or 5 on FCAT math in spring 2013.					

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		<p>2A.2. Many teachers lack a strong knowledge of content.</p>	<p>2A.2. Provide common planning monthly and/or time during PLC's to provide PD, Share best practices and research based strategies.</p> <p>Best teaching practices will be used while using Springboard curriculum as teachers work toward Common Core.</p>	<p>2A.2. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs</p>	<p>2A.2. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25' c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)</p>	<p>2A.2. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring</p>	
		<p>2A.3. Students lack understanding of key vocabulary.</p>	<p>2A.3. Provide PD for teachers in effective use of math vocabulary in context and Implementing and using word wall</p>	<p>2A.3. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs</p>	<p>2A.3. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25' c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)</p>	<p>2A.3. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring</p>	
<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</p>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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<u>Mathematics Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Not enough students to report for Alternate Assessment data.							
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.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		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1. Students lack problem solving skills to solve multi step mathematical problems.	3A.1. Provide an acronym (RUPSE) for all students to use when solving word problems.	3A.1. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs	3A.1. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5') b. Informal observations 10 -25' c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	3A.1. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring		

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<u>Mathematics Goal</u> <u>#3A:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
With the spring 2013 FCAT testing, at least 65% (772) of the current student population will achieve learning gains.							
	In Spring 2012 53% (630) students made learning gains on FCAT math.	With the spring 2013 FCAT testing, at least 65% (772) of the current student population will achieve learning gains.					
		3.A.2. Students lack understanding of key vocabulary.	3A.2. Provide PD for teachers in effective use of math vocabulary in context and Implementing and using word wall.	3A.2. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs	3A.2. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5') b. Informal observations 10 -25' c. Formal Observations (30' or more) District Requirement: 6. Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	3A.2. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring	

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		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> Not enough students to report for Alternate Assessment data.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</p>	<p>4A.1. Students have difficulty organizing and storing information.</p>	<p>4A.1. Students will be trained to utilize graphic organizers to assist with comprehension of information through visual representation. Additional benefits of the graphic organizer are to assist in highlighting the key components needed to solve problems and providing a structure for short and long term memory storage</p> <p>Hire a Math Tutor to work with identified students in areas of need.</p> <p>Best teaching practices will be used while using Springboard curriculum as teachers work toward Common Core.</p>	<p>4A.1. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs</p>	<p>4A.1.</p> <ol style="list-style-type: none"> 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts <p>Simultaneous:</p> <ol style="list-style-type: none"> 5. a. Daily classroom walk-throughs (3 -5') b. Informal observations 10 -25') c. Formal Observations (30' or more) <p>District Requirement:</p> <ol style="list-style-type: none"> 6. Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March) 	<p>4A.1.</p> <ol style="list-style-type: none"> 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) <p>Simultaneous:</p> <ol style="list-style-type: none"> 3. Aggregated data by teacher, grade level, and subject area <p>District Requirement:</p> <ol style="list-style-type: none"> 4. Questions for Progress Monitoring 		

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<u>Mathematics Goal</u> <u>#4A:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
With the spring 2013 FCAT testing, at least 70% (208) of the current student population performing at the lowest 25% will make learning gains in math.							
	In Spring 2012 57% (170) of students in the lowest 25% made learning gains on FCAT math.	With the spring 2013 FCAT testing, at least 70% (208) of the current student population performing at the lowest 25% will make learning gains in math.					

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		<p>4A.2. At middle school age, the students' level of cognitive, social and physical development negatively impacts the level of engagement in the learning process of traditional classroom setting.</p>	<p>4A.2. Under the facilitation of the teacher, students will:</p> <ol style="list-style-type: none"> 1. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. 2. Communicate information and ideas effectively to multiple audiences using a variety of media and formats. 3. Contribute to project teams to produce original works or solve problems. 4. Create original works as a means of personal or group expression. 5. Use models and simulations to explore complex systems and issues. <p>Hire a Math Tutor to work with identified students in areas of need.</p> <p>Best teaching practices will be used while using Springboard curriculum as teachers work toward Common Core.</p>	<p>4A.2. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs</p>	<p>4A.2. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25' c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)</p>	<p>4A.2. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring</p>	
		<p>4A.3. Students lack understanding of key vocabulary.</p>	<p>4A.3. Provide PD for teachers in effective use of math vocabulary in context and Implementing and using word wall</p> <p>Hire a Math Tutor to work with identified students in areas of need.</p>	<p>4A.3. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs</p>	<p>4A.3. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25' c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)</p>	<p>4A.3. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring</p>	

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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>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
Mathematics Goal #4B: Not enough students to report for Alternate Assessment data.							
		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), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011	39%	51%	56%	61%	66%	71%

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<p><u>Mathematics Goal #5A:</u></p> <p><i>Current status: 39% of students are proficient in math, therefore 61% of students are not proficient.</i></p> <p><i>Goal: 71% of students will be proficient by 2016-2017. This will occur by increasing the % proficient by at least 7% each year.</i></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 subgroups:</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>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p>	<p>5B.1. Although all subgroups did not make satisfactory progress, Black students need to make the most progress.</p> <p>Students lack problem solving skills to solve multi step mathematical problems.</p>	<p>5B.1. Provide an acronym (RUPSE) for all students to use when solving word problems.</p>	<p>5B.1. Administration, Instructional Facilitators ,Teachers/PLC’s, Department Chairs</p>	<p>5B.1. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5’.) b. Informal observations 10 -25’) c. Formal Observations (30’ or more) District Requirement: 6. Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)</p>	<p>5B.1. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring</p>	

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<u>Mathematics Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percent of students making satisfactory progress will increase by at least 15% for each subgroup.							
	White: 46% Black: 20% Hispanic: 38% Asian: 69% American Indian: NA	White: 55% Black: 34% Hispanic: 47% Asian: 78% American Indian: NA					
		5B.2. Students lack understanding of key vocabulary.	5B.2. Provide PD for teachers in effective use of math vocabulary in context and Implementing and using word wall	5B.2. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs	5B.2. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25' c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	5B.2. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p>	<p>5C.1. Students lack understanding of key vocabulary.</p>	<p>5C.1. Provide PD for teachers in effective use of math vocabulary in context and Implementing and using word wall.</p>	<p>5C.1. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs</p>	<p>5C.1. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5') b. Informal observations 10 -25' c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)</p>	<p>5C.1. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring</p>		
<p><u>Mathematics Goal #5C:</u> <i>28% of ELL students will make progress on the 2013 FCAT Test.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>77% (42) of ELL students did not make progress in Math on the 2012 FCAT Test.</i> <i>23% (12) of ELL students did make progress on the 2012 FCAT Test.</i></p>	<p><i>28% of ELL students will make progress on the 2013 FCAT Test.</i></p>					

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		5C.2. Students need visual representations of the concepts being taught.	5C.2. Teachers will utilize manipulatives during instruction. Document cameras will be used so the class will be able to view manipulative demonstrations provided by the teacher and students. Best teaching practices will be used while using Springboard curriculum as teachers work toward Common Core.	5C.2. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs	5C.2. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25') c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	5C.2. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring	
		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. Students need visual representations of the concepts being taught.	5D.1. Teachers will utilize manipulatives during instruction. Document cameras will be used so the class will be able to view manipulative demonstrations provided by the teacher and students.	5D.1. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs	5D.1. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25') c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	5D.1. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring		

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Mathematics Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
49% of student with disabilities will make learning gains on the 2013 FCAT Test.							
	56% (79) of students with disabilities did not make learning gains in Math on the 2012 FCAT Test. 44% (61) of students with disabilities DID make learning gains on the 2012 FCAT Test.	49% of student with disabilities will make learning gains on the 2013 FCAT Test.					
		5D.2. Students lack understanding of key vocabulary.	5D.2. Provide PD for teachers in effective use of math vocabulary in context and Implementing and using word wall	5D.2. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs	5D.2. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25' c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	5D.2. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring	

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		<p>5D.3. Students are not exposed to the regular curriculum and teachers do not have high expectations of students with disabilities.</p>	<p>5D.3. Implement a school wide model of inclusion with support for ESE students using ESE teachers and paraprofessionals. Best teaching practices will be used while using Springboard curriculum as teachers work toward Common Core.</p>	<p>5D.3. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs</p>	<p>5D.3. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25' c. Formal Observations (30' or more) District Requirement: 6. Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)</p>	<p>5D.3. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring</p>	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</p>	<p>5E.1. Students need visual representations of the concepts being taught.</p>	<p>5E.1. Teachers will utilize manipulatives during instruction. Document cameras will be used so the class will be able to view manipulative demonstrations provided by the teacher and students. Best teaching practices will be used while using Springboard curriculum as teachers work toward Common Core.</p>	<p>5E.1. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs</p>	<p>5E.1. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25' c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)</p>	<p>5E.1. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring</p>		
<p><u>Mathematics Goal</u> <u>#5E:</u> <i>50% of Economically Disadvantaged student will make a learning gain on the 2013 FCAT Test.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<p>55% of Economically Disadvantaged students did not make a learning gain in Math on the 2012 FCAT Test.</p> <p>45% of Economically Disadvantaged students DID make a learning gain on the 2012 FCAT Test.</p>	<p>50% of Economically Disadvantaged student will make a learning gain on the 2013 FCAT Test.</p>					
		<p>5E.2. Students lack problem solving skills to solve multi step mathematical problems.</p>	<p>5E.2. Provide an acronym (RUPSE) for all students to use when solving word problems.</p>	<p>5E.2. Administration, Instructional Facilitators ,Teachers/PLC’s, Department Chairs</p>	<p>5E.2. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5’.) b. Informal observations 10 -25’) c. Formal Observations (30’ or more) District Requirement: 6. Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)</p>	<p>5E.2. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring</p>	

End of Middle School Mathematics Goals

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

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

Algebra 1 EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>1. Students scoring at Achievement Level 3 in Algebra 1.</p>	<p>1.1. High expectations for students have not been established.</p>	<p>1.1. Increase the number of students participating in Algebra 1 courses. Provide Algebra 1 students with support through instruction using Springboard curriculum. Provide teachers support through professional development and PLCs facilitated by Math Academic Intervention Facilitator. Utilize technology for instruction through use of document cameras and Smartboards.</p>	<p>1.1. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs</p>	<p>1.1. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25') c. Formal Observations (30' or more) District Requirement: 6. Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)</p>	<p>1.1. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring</p>		
<p>Algebra 1 Goal #1: <i>35% of students will score a level 3 on the Algebra 1 End of Course Exam during the Spring, 2013 EOC Test Administration.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>47% of students scored a level 3 on the Algebra 1 End of Course Exam during the Spring, 2012 EOC Test Administration.</i></p>	<p><i>35% of students will score a level 3 on the Algebra 1 End of Course Exam during the Spring, 2013 EOC Test Administration.</i></p>					

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		1.2. Teachers only focus on teaching the Next Generation standards. There is minimal attention given to the college readiness standards.	1.2. Teachers will use effective instructional strategies which will include (but not limited to): Summarizing, cooperative learning, note taking, setting objectives, providing appropriate feedback and using advanced organizers. Provide Algebra 1 students with support through instruction using Springboard curriculum. Provide teachers support through professional development and PLCs facilitated by Math Academic Intervention Facilitator. Utilize technology for instruction through use of document cameras and Smartboards.	1.2. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs	1.2. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25' c. Formal Observations (30' or more) District Requirement: 6. Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	1.2. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring	
		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		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</p>	<p>2.1. Teachers only focus on teaching the Next Generation standards. There is minimal attention given to the college readiness standards</p>	<p>2.1. Teachers will use effective instructional strategies which will include (but not limited to): Summarizing, cooperative learning, note taking, setting objectives, providing appropriate feedback and using advanced organizers.</p> <p>Provide Algebra 1 students with support through instruction using Springboard curriculum.</p> <p>Provide teachers support through professional development and PLCs facilitated by Math Academic Intervention Facilitator.</p> <p>Utilize technology for instruction through use of document cameras and Smartboards.</p>	<p>2.1. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs</p>	<p>2.1.</p> <ol style="list-style-type: none"> 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts <p>Simultaneous:</p> <ol style="list-style-type: none"> 5. a. Daily classroom walk-throughs (3 -5') b. Informal observations 10 -25') c. Formal Observations (30' or more) <p>District Requirement:</p> <ol style="list-style-type: none"> 6. Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March) 	<p>2.1.</p> <ol style="list-style-type: none"> 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) <p>Simultaneous:</p> <ol style="list-style-type: none"> 3. Aggregated data by teacher, grade level, and subject area <p>District Requirement:</p> <ol style="list-style-type: none"> 4. Questions for Progress Monitoring 		
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<u>Algebra Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
65% of students will score a level 4 and above on the Algebra 1 End of Course Exam during the Spring, 2013 EOC Test Administration.							
	54% of students scored a level 4 and above on the Algebra 1 End of Course Exam during the Spring, 2012 EOC Test Administration.	65% of students will score a level 4 and above on the Algebra 1 End of Course Exam during the Spring, 2013 EOC Test Administration.					
		2.2. Some students are not challenged & authentically engaged in activities that require students to reason & problem solve.	2.2. Under the facilitation of the teacher, students will: 1. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. 2. Communicate information and ideas effectively to multiple audiences using a variety of media and formats. 3. Contribute to project teams to produce original works or solve problems. 4. Create original works as a means of personal or group expression. 5. Use models and simulations to explore complex systems and issues.	2.2. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs	2.2. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25' c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	2.2. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011	maintain 100% proficiency	maintain 100% proficiency	maintain 100% proficiency	maintain 100% proficiency	maintain 100% proficiency	maintain 100% proficiency
<p><u>Algebra 1 Goal #3A:</u></p> <p>At this point (2012-2013), we have 100% of students who are participating in Algebra 1 achieving at level 3 or above.</p> <p><i>As we increase the number of students participating in Algebra 1 classes, we will maintain 100% proficiency.</i></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 subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.</p>	<p>High expectations for students have not been established.</p>	<p>3B.1. Increase the number of students participating in Algebra 1 courses. Provide Algebra 1 students with support through instruction using Springboard curriculum. Provide teachers support through professional development and PLCs facilitated by Math Academic Intervention Facilitator. Utilize technology for instruction through use of document cameras and Smartboards.</p>	<p>3B.1. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs</p>	<p>3B.1. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25' c. Formal Observations (30' or more) District Requirement: 6. Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)</p>	<p>3B.1. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring</p>		
<p><u>Algebra 1 Goal #3B:</u> 100% of students in all subgroups will make satisfactory progress on the 2013 Algebra 1 Test.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>100% of students in all subgroups made satisfactory progress on the Algebra 1 Test.</p>	<p>100% of students in all subgroups will make satisfactory progress on the 2013 Algebra 1 Test.</p>					

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		<p>3B.2. Students enrolled in Algebra I courses don't have the confidence to be successful.</p>	<p>3B.2. Provide Algebra 1 students with support through instruction using Springboard curriculum.</p> <p>Provide teachers support through professional development and PLCs facilitated by Math Academic Intervention Facilitator.</p> <p>Utilize technology for instruction through use of document cameras and Smartboards.</p>	<p>3B.2. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs</p>	<p>3B.2. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25' c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)</p>	<p>3B.2. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring</p>	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.</p>	<p>3C.1. High expectations for students have not been established.</p>	<p>3C.1. Increase the number of students participating in Algebra 1 courses.</p> <p>Provide Algebra 1 students with support through instruction using Springboard curriculum.</p> <p>Provide teachers support through professional development and PLCs facilitated by Math Academic Intervention Facilitator.</p> <p>Utilize technology for instruction through use of document cameras and Smartboards.</p>	<p>3C.1. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs</p>	<p>3C.1.</p> <ol style="list-style-type: none"> 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts <p>Simultaneous:</p> <ol style="list-style-type: none"> 5. a. Daily classroom walk-throughs (3 -5') b. Informal observations 10 -25') c. Formal Observations (30' or more) <p>District Requirement:</p> <ol style="list-style-type: none"> 6. Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March) 	<p>3C.1.</p> <ol style="list-style-type: none"> 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) <p>Simultaneous:</p> <ol style="list-style-type: none"> 3. Aggregated data by teacher, grade level, and subject area <p>District Requirement:</p> <ol style="list-style-type: none"> 4. Questions for Progress Monitoring 		

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Algebra 1 Goal #3C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
100% of students in all subgroups will make satisfactory progress on the 2013 Algebra 1 Test.							
	100% of students in all subgroups made satisfactory progress on the Algebra 1 Test.	100% of students in all subgroups will make satisfactory progress on the 2013 Algebra 1 Test.					
		3.C.2. Students need visual representations of the concepts being taught.	3.C.2. Teachers will utilize manipulatives during instruction. Document cameras will be used so the class will be able to view manipulative demonstrations provided by the teacher and students.	3C.2. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs	3C.2. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5') b. Informal observations 10 -25' c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	3C.2. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.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		
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.	3D.1. High expectations for students have not been established.	<p>3D.1. Increase the number of students participating in Algebra 1 courses.</p> <p>Provide Algebra 1 students with support through instruction using Springboard curriculum.</p> <p>Provide teachers support through professional development and PLCs facilitated by Math Academic Intervention Facilitator.</p> <p>Utilize technology for instruction through use of document cameras and Smartboards.</p>	3D.1.	3D.1.	3D.1.		
<u>Algebra 1 Goal #3D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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		3.D.2. Students are not exposed to the regular curriculum and teachers do not have high expectations of students with disabilities.	3.D.2. Implement a school wide model of inclusion with support for ESE students using ESE teachers and paraprofessionals.	3D.2.	3D.2.	3D.2.	

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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>3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.</p>	<p>3E.1. High expectations for students have not been established.</p>	<p>3E.1. Increase the number of students participating in Algebra 1 courses.</p> <p>Provide Algebra 1 students with support through instruction using Springboard curriculum.</p> <p>Provide teachers support through professional development and PLCs facilitated by Math Academic Intervention Facilitator.</p> <p>Utilize technology for instruction through use of document cameras and Smartboards.</p>	<p>3E.1. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs</p>	<p>3E.1.</p> <ol style="list-style-type: none"> 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts <p>Simultaneous:</p> <ol style="list-style-type: none"> 5. a. Daily classroom walk-throughs (3 -5') b. Informal observations 10 -25') c. Formal Observations (30' or more) <p>District Requirement:</p> <ol style="list-style-type: none"> 6. Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March) 	<p>3E.1.</p> <ol style="list-style-type: none"> 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) <p>Simultaneous:</p> <ol style="list-style-type: none"> 3. Aggregated data by teacher, grade level, and subject area <p>District Requirement:</p> <ol style="list-style-type: none"> 4. Questions for Progress Monitoring 		

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Algebra 1 Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
100% of students in all subgroups will make satisfactory progress on the 2013 Algebra 1 Test.							
	100% of students in all subgroups made satisfactory progress on the Algebra 1 Test.	100% of students in all subgroups will make satisfactory progress on the 2013 Algebra 1 Test.					
		3.E.2. Students need visual representations of the concepts being taught.	3.E.2. Teachers will utilize manipulatives during instruction. Document cameras will be used so the class will be able to view manipulative demonstrations provided by the teacher and students.	3E.2. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs	3E.2. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25' c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	3E.2. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Algebra 1 EOC Goals

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Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Collaborative Planning	6, 7, 8	Jessica Haynes, Jessie Peterson	All core content teachers, in PLCs	August 27, 28, 2012	Ongoing monthly planning meetings throughout the year	Jessica Haynes, Jessie Peterson, Kathy Conely, Maryjo Costine
Using Manipulatives	6, 7, 8 Math	Jessica Haynes	All Math Teachers	Through department meetings throughout the year and modeled in classrooms	Ongoing monthly planning meetings throughout the year	Jessica Haynes, Jessie Peterson, Kathy Conely, Maryjo Costine
Math Vocabulary Instruction	6, 7, 8	Jessica Haynes	All Math Teachers	Through department meetings throughout the year and modeled in classrooms	Ongoing monthly planning meetings throughout the year	Jessica Haynes, Jessie Peterson, Kathy Conely, Maryjo Costine
Effective Instruction	6, 7, 8	Jessica Haynes, Jessie Peterson	All core content teachers, in PLCs	November 12, 13	Ongoing monthly planning meetings throughout the year	Jessica Haynes, Jessie Peterson, Kathy Conely, Maryjo Costine
Data Chats	6, 7, 8	Jessica Haynes, Jessie Peterson	All core content teachers, in PLCs	September 17, February 4, 5	Ongoing monthly planning meetings throughout the year	Jessica Haynes, Jessie Peterson, Kathy Conely, Maryjo Costine
Book Study	6,7,8 Math	Jessica Haynes	All Math Teachers	Ongoing through PLCs	Ongoing monthly planning meetings throughout the year	Jessica Haynes, Jessie Peterson, Kathy Conely, Maryjo Costine
Lesson Study	6,7,8 Math	Jessica Haynes	All Math Teachers	February – Cycle 1 May – Cycle 2	Ongoing monthly planning meetings throughout the year	Jessica Haynes, Jessie Peterson, Kathy Conely, Maryjo Costine

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Teachers will utilize manipulatives during instruction. Document cameras will be used so the class will be able to view manipulative demonstrations provided by the teacher and students.	Math Manipulatives and materials to support the Springboard curriculum	Title I	\$1,000.00
Under the facilitation of the teacher, students will: 1. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. 2. Communicate information and ideas effectively to multiple audiences using a variety of media and formats. 3. Contribute to project teams to produce original works or solve problems. 4. Create original works as a means of personal or group expression. 5. Use models and simulations to explore complex systems and issues.	Calculators	Title I	\$1,000.00
Subtotal: \$1,000.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Teachers will utilize manipulatives during instruction. Document cameras will be used so the class will be able to view manipulative demonstrations provided by the teacher and students.	Document cameras	Title I District Technology Budget (providing 25 document cameras)	\$12,000.00
Utilize technology for instruction through use of document cameras and Smartboards.	Smartboards	Title I School Technology Budget	\$32,000.00
Subtotal: \$45,000.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Student Engagement	Book: <i>Engaging Activities for Math 6-12</i>	Title I	90.00

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Writing about Math	Book: <i>Writing in Math Class</i> by Marilyn Burns	Title I	\$350.00
Subtotal:\$440.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Hire a Math Tutor to work with identified students in areas of need.	Math Tutor Salary (para educator)	Title I	
Subtotal: \$15,000			
Total:\$61,440.00			

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1A.1. Students possess a deficit of background knowledge of scientific inquiry and the basics of scientific vocabulary.	1A.1. Ensure that teachers are following the district curriculum maps and use LFS to develop lesson plans which highlight activating and previewing strategies with an emphasis on vocabulary development.	1A.1. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs	1A.1. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25' c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	1A.1. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring		
<u>Science Goal #1A:</u> At least 44% () of students will score level 3 on Spring, 2013 FCAT.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	31% (111) students scored level 3 on 8 th grade FCAT science.	At least 36% of students will score level 3 on Spring, 2013 FCAT.					
		1A.2. Students lack exposure to authentic investigation.	1A.2. Provide real world, inquiry base hands on experimentation on a weekly basis. Through this students should understand measurement error and gain the skills in aggregate, interpret and present the resulting data.	1A.2. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs	1A.2. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25' c. Formal Observations (30' or more) District Requirement: 6. Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	1A.2. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Science Goal #1B: Not enough students to report for Alternate Assessment data.	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	

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		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</p>	<p>2A.1. Students lack skills and training to utilize higher order thinking skills in both academic and real world scenarios.</p>	<p>2A.1. Using LFS strategies, teachers will authenticate meaningful lessons and assessment through performance to develop students' higher order thinking skills. Strategies will include discovery learning probes, hands on experiments and investigations.</p>	<p>2A.1. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs</p>	<p>2A.1. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5') b. Informal observations 10 -25' c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)</p>	<p>2A.1. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring</p>		
<p>Science Goal #2A: At least 12% of students will score a level 4 or 5 on Spring, 2013 FCAT.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>7% (25) students scored level 4 or 5 on 8th grade FCAT science.</p>	<p>At least 12% of students will score a level 4 or 5 on Spring, 2013 FCAT.</p>					

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		2A.2. Courses lack challenging rigor.	2A.2. Best teaching practices using problem solving include inquiry based teaching. Select students will participate in a science club.	2A.2. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs	2A.2. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25' c. Formal Observations (30' or more) District Requirement: 6. Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	2A.2. 1. Discovery Assessments 2. Common Assessments (Teacher made by grade level and subject) Simultaneous: 3. Aggregated data by teacher, grade level, and subject area District Requirement: 4. Questions for Progress Monitoring	
		2A.3. Students lack the skills to effectively write technical informational papers.	2A.3. Teachers will incorporate teaching long, complex text and answering FCAT reading stem questions from each academic area.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Science Goal #2B: Not enough students to report for Alternate Assessment data.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	

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		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	
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End of Elementary and Middle School Science Goals

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
Effective Instruction	6, 7, 8	Jessica Haynes, Jessie Peterson	All classroom teachers, Grades 6, 7, 8	November 12, 13 and March 11, 12	Ongoing monthly planning meetings throughout the year	Jessica Haynes, Jessie Peterson, Kathy Conely, Maryjo Costine

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

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1A.2. Provide real world, inquiry base hands on experimentation on a weekly basis. Through this students should understand measurement error and gain the skills in aggregate, interpret and present the resulting data.	Materials for lab experiments	Title I	\$10,000
Subtotal:\$10,000.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
1A.2. Provide real world, inquiry base hands on experimentation on a weekly basis. Through this students should understand measurement error and gain the skills in aggregate, interpret and present the resulting data.	Document cameras	Title I	\$12,000.00
Subtotal:\$12,000.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:\$22,000.00			

End of Science Goals

Writing Goals

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

Writing	Problem-						
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Goals	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		
<p>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</p>	<p>1A.1. Students have limited use of advanced vocabulary.</p>	<p>1A.1. Teachers will expose students to academic vocabulary in context and use word walls in all academic areas. Teachers will model using the document camera.</p>	<p>1A.1. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs</p>	<p>1A.1. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25' c. Formal Observations (30' or more) District Requirement: 6. Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)</p>	<p>1A.1. 1. Common Assessments (Teacher made by grade level and subject) Simultaneous: 2. Aggregated data by teacher, grade level, and subject area District Requirement: 3. Questions for Progress Monitoring</p>		
<p><u>Writing Goal #1A:</u> 70% of 8th grade students will score at least 3.0 on the writing FCAT 2013.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>57% (204) of 8th grade students scored at least 3.0 on the writing FCAT 2012.</p>	<p>70% of 8th grade students will score at least 3.0 on the writing FCAT 2013.</p>					

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		1A.2. Students don't use correct grammar, punctuation and spelling in writing.	1A.2. Students will write to explain and be held accountable for grammar, punctuation and spelling in all subject areas.	1A.2. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs	1A.2. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25' c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	1A.2. 1. Common Assessments (Teacher made by grade level and subject) Simultaneous: 2. Aggregated data by teacher, grade level, and subject area District Requirement: 3. Questions for Progress Monitoring	
		1A.3. Students aren't able to reason	1A.3. Students will write across the content using a level of support from the text.	1A.3. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs	1A.3. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25' c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	1A.3. 1. Common Assessments (Teacher made by grade level and subject) Simultaneous: 2. Aggregated data by teacher, grade level, and subject area District Requirement: 3. Questions for Progress Monitoring	
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		

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<u>Writing Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Not enough students to report for Alternate Assessment data.							
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing across the content	6, 7, 8 all teachers	Jessie Peterson	All classroom teachers	January 28, 29, 2013	Ongoing monthly planning meetings throughout the year	Jessica Haynes, Jessie Peterson, Kathy Conely, Maryjo Costine

Writing Budget (Insert rows as needed)

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

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Teachers will model using the document camera.	Document camera	Title I District Technology funds (for 25 document cameras)	\$12,000.00
Subtotal:\$12,000.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:\$12,000.00			
Total:\$12,000.00			

End of Writing Goals

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

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

Civics EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Civics.	1.1. Many teachers lack a strong knowledge of their content	1.1. Professional development related to content	1.1. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs	1.1. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25' c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	1.1. 1. Common Assessments (Teacher made by grade level and subject) Simultaneous: 2. Aggregated data by teacher, grade level, and subject area District Requirement: 3. Questions for Progress Monitoring		
<u>Civics Goal #1:</u> <i>At least 50% of students will score level 3 or above on the Civics EOC exam.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<i>No data available for 2012</i>	<i>At least 50% of students will score level 3 or above on the Civics EOC exam.</i>					
		1.2. Lack of common assessment to measure progress	1.2. Teachers within a school should develop common assessments based on curriculum maps and course descriptions while waiting for district or state assessments	1.2. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs	1.2. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25' c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	1.2. 1. Common Assessments (Teacher made by grade level and subject) Simultaneous: 2. Aggregated data by teacher, grade level, and subject area District Requirement: 3. Questions for Progress Monitoring	
		1.3. Need for additional rigor focused on the skills needed to test well.	1.3. Instruction should focus on interpreting and analyzing photographs, cartoons, maps and charts.	1.3. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs	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		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</p>	<p>2.1. Many teachers lack a strong knowledge of their content</p>	<p>2.1. Professional development related to content</p>	<p>2.1. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs</p>	<p>2.1. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25' c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)</p>	<p>2.1. 1. Common Assessments (Teacher made by grade level and subject) Simultaneous: 2. Aggregated data by teacher, grade level, and subject area District Requirement: 3. Questions for Progress Monitoring</p>		
<p><u>Civics Goal #2:</u> <i>At least 25% of students will score level 4 or above on the Civics EOC exam.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>No data available for 2012</i></p>	<p><i>At least 25% of students will score level 4 or above on the Civics EOC exam.</i></p>					
		<p>2.2. Lack of common assessment to measure progress</p>	<p>2.2. Teachers within a school should develop common assessments based on curriculum maps and course descriptions while waiting for district or state assessments</p>	<p>2.2. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs</p>	<p>2.2. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25' c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)</p>	<p>2.2. 1. Common Assessments (Teacher made by grade level and subject) Simultaneous: 2. Aggregated data by teacher, grade level, and subject area District Requirement: 3. Questions for Progress Monitoring</p>	

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		<p>2.3. Need for additional rigor focused on the skills needed to test well.</p>	<p>2.3. Instruction should focus on interpreting and analyzing photographs, cartoons, maps and charts.</p>	<p>2.3. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs</p>	<p>2.3. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25' c. Formal Observations (30' or more) District Requirement: 6. Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)</p>	<p>2.3. 1. Common Assessments (Teacher made by grade level and subject) Simultaneous: 2. Aggregated data by teacher, grade level, and subject area District Requirement: 3. Questions for Progress Monitoring</p>	
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Civics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Higher order thinking and Common Core	6, 7, 8	Jessica Haynes, Jessie Peterson	Social Studies teachers	Early Release and Common Planning during PLCs	Ongoing monthly planning meetings throughout the year	Jessica Haynes, Jessie Peterson, Kathy Conely, Maryjo Costine

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: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:			
Total:00.00			

End of Civics Goals

Attendance Goal(s)

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

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

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<p>1. Attendance</p>	<p>1.1. Increasing numbers of lower socioeconomic groups who are often needed at home for childcare purposes and increasing numbers of out of area transfers who do not have reliable transportation to and from school.</p>	<p>1.1. Incentives for exemplary attendance are available thru the school's positive behavior committee.</p>	<p>1.1. Principal Positive Behavior Team Teachers Truancy Social Worker Attendance Secretary</p>	<p>1.1. Genesis Daily Attendance Analysis</p>	<p>1.1. Attendance reports</p>		
<p><u>Attendance Goal #1:</u> Increase attendance to 95% in the 2012-2013 school year. Decrease the number of students with excessive absences and excessive tardies by 5%.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>93.68</p>	<p>95</p>					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					

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	477	453					
	<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>					
	410	390					
		1.2. Students do not get to class on time because they have an increased need for social interaction.	1.2. Increased communication with parents and students stressing the importance of being in class on time and the consequences of failing to do so. Students will be given more opportunities for peer social interaction during classes through the use of collaborative pairs.	1.2. Principal Positive Behavior Team Teachers Truancy Social Worker Attendance Secretary	1.2. Genesis Daily Attendance Analysis	1.2. Attendance reports	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS PD	6, 7, 8	PBS Team	All Teachers	October 8, 9	Ongoing through PBS meetings throughout the year	Jason Dent, Kathy Conely, Maryjo Costine, Damien Jones

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
Incentives for exemplary attendance are available thru the school’s positive behavior committee.	Student Incentives	PBS	\$500.00
Subtotal:\$500.00			
Technology			

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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:\$500.00			

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>1. Suspension</p>	<p>I.1. Existence of non-negotiable behaviors is increasing (including fighting, possession of drugs, bomb threats, etc.).</p>	<p>I.1. Implementation of school-wide PBS program, all grade level anti-bullying curriculum implementation, use of Student Intervention Center not just as a behavior consequences but to also provide redirection and reflection of negative behaviors, implementation and consistency of an individual teacher class discipline plans for each teacher in the school, parent conferences before behaviors are reaching an in-school suspension level, Critical Thinking lessons addressing the non-negotiable behaviors and the consequences for these behaviors, involvement of School Resource Officer with at-risk students that need guidance in the area of behaviors that could result in a violation of the law.</p>	<p>I.1. Principal APA Teachers PBS Team Tier II Behavior Intervention Team</p>	<p>I.1. Review ISS and OSS data Review numbers of Office Discipline Referrals Review Tier II data</p>	<p>I.1. Daily attendance SIC attendance Benchmarks of Quality Scoring Form (PBS) Tier II data charts</p>		
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<u>Suspension Goal #1:</u> Decrease students assigned in-school or out of school suspension by 10% as documented by Genesis data.	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	616	554					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	246	222					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	532	479					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	258	233					
		1.2. Lack of parent knowledge of the Code of Conduct and the consequences for behaviors.	1.2. District and school policies are communicated both verbally and in writing using parents preferred language.	1.2. Principal APA Teachers PBS Team Tier II Behavior Intervention Team	1.2. Review ISS and OSS data Review numbers of Office Discipline Referrals Review Tier II data	1.2. Daily attendance SIC attendance Benchmarks of Quality Scoring Form (PBS) Tier II data charts	
		1.3. Students are given consequences without interventions	1.3. Implement individual plans for students who are “frequent flyers” to the discipline office by discussing individual needs and involving the parents in the process of planning Tier II interventions.	1.3. Principal APA Teachers PBS Team Tier II Behavior Intervention Team	1.3. Review ISS and OSS data Review numbers of Office Discipline Referrals Review Tier II data	1.3. Daily attendance SIC attendance Benchmarks of Quality Scoring Form (PBS) Tier II data charts	

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS	6, 7, 8	PBS Team	All Teachers	October 8, 9	Ongoing through PBS meetings throughout the year	Jason Dent, Kathy Conely, Maryjo Costine, Damien Jones

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
PBS Rewards	Incentives for students throughout the year	PBS Internal Account	\$1000.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:\$1,000.00			

End of Suspension Goals

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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	SEE TITLE I PARENT INVOLVEMENT PLAN FOR 2012-2013					
<u>Parent Involvement Goal #1:</u> <i>At least 30% of all families will participate in a school event during the 2012-13 school year.</i>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>				
	In 2011-2012 approximately 10% of parents were involved in school based activities.	<i>At least 30% of all families will participate in a school event during the 2012-13 school year.</i>				

Parent Involvement Professional Development

Professional Development (PD) aligned with						

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Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Family Friendly Office	All	Parent Involvement Facilitator	Office Staff	October, 2012	Observation	Kathy Conely, Maryjo Costine, Damien Jones
The parent teacher conference	All	Guidance	All teachers	September, 2012	Periodic administration monitoring of conferences	Kathy Conely, Maryjo Costine, Damien Jones

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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Parent Involvement Para Educator will oversee parent involvement activities	Salary	Title I	\$15,000
Student Agenda Planners will allow communication with parents	Agenda Planners	Title I	\$3,000
Parent Workshops will be held throughout the year	Materials for workshops	Title I	\$1,000
Subtotal:\$19,000			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Parent Involvement Para Educator will complete newsletters to communicate with families throughout the school year.	Computer, printer	Title I	\$1,000
Parent Workshops will be held throughout the year	Copy machine for flyers	Title I	\$2,500
Subtotal:\$3,500			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$22,500			

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End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><u>STEM Goal #1:</u></p> <p><i>Increase the number of students enrolled in the STEM program at LGMS by 50%.</i></p> <p><i>Increase or maintain the level of achievement of 100% of the students enrolled in the STEM program.</i></p>	<p>1.1. Parents don't want their children enrolled in the STEAM academy.</p> <p>Sports are more of a priority than STEAM.</p>	<p>1.1. Explain the importance of challenging students as well as the new state graduation requirements.</p>	<p>1.1. Administration, Instructional Facilitators, Teachers/ PLC's, Department Chairs</p>	<p>1.1. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5') b. Informal observations 10 -25') c. Formal Observations (30' or more) District Requirement: 6. Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)</p>	<p>1.1. 1. Common Assessments (Teacher made by grade level and subject) Simultaneous: 2. Aggregated data by teacher, grade level, and subject area District Requirement: 3. Questions for Progress Monitoring</p>

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	1.2. Teachers don't have high expectations of students who are in the STEAM academy.	1.2. Share data and standards through PLCs. Have vertical articulation conversations with the elementary school.	1.2. Administration, Instructional Facilitators , Teachers/ PLC's, Department Chairs	1.2. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25' c. Formal Observations (30' or more) District Requirement: 6. Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	1.2. 1. Common Assessments (Teacher made by grade level and subject) Simultaneous: 2. Aggregated data by teacher, grade level, and subject area District Requirement: 3. Questions for Progress Monitoring
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
NONE						

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STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
NA			
Subtotal: 00.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA			
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA			
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:00.00			

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>CTE Goal #1: <i>By the end of 2012-2013 school year, 100% of students will be scheduled into a pre-academy for the 2013-2014 school year.</i></p>	<p>1.1. Students don't know what career area may be of interest to them.</p>	<p>1.1. Offer all sixth grade students exposure to each of the pre-academies in order to choose an academy for the 2013-2014 school year.</p>	<p>1.1. Administration, Instructional Facilitators, Teachers/ PLC's, Department Chairs District workforce</p>	<p>1.1. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5') b. Informal observations 10 -25') c. Formal Observations (30' or more) District Requirement: 6. Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)</p>	<p>1.1. 1. Common Assessments (Teacher made by grade level and subject) Simultaneous: 2. Aggregated data by teacher, grade level, and subject area District Requirement: 3. Questions for Progress Monitoring</p>

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	<p>1.2. Students don't make connections with content learning to the real world.</p>	<p>1.2. Schedule students in teams so that math, science, social studies, language arts and reading teachers will be able to integrate content instruction with pre-academies.</p>	<p>1.2. Administration, Instructional Facilitators ,Teachers/ PLC's, Department Chairs District Workforce</p>	<p>1.2. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25' c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)</p>	<p>1.2. 1. Common Assessments (Teacher made by grade level and subject) Simultaneous: 2. Aggregated data by teacher, grade level, and subject area District Requirement: 3. Questions for Progress Monitoring</p>
	<p>1.3. Students lack engagement during instruction.</p>	<p>1.3. Increase engagement through use of technology.</p>	<p>1.3. Administration, Instructional Facilitators ,Teachers/ PLC's, Department Chairs District Workforce</p>	<p>1.3. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25' c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)</p>	<p>1.3. 1. Common Assessments (Teacher made by grade level and subject) Simultaneous: 2. Aggregated data by teacher, grade level, and subject area District Requirement: 3. Questions for Progress Monitoring</p>

CTE Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional</p>						
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Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content / Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Team planning	All	Administration	School wide	April, May, 2013 and Summer, 2013	Scheduling and implementation of schedules, 2013-2014	Kathy Conely, Maryjo Costine, Damien Jones, Guidance Counselors

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CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:00.00			

End of CTE Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.		
Reading Budget		Total: \$65,400.00
CELLA Budget		Total: \$798.00
Mathematics Budget	(\$45,000 of this total is also reflected in Reading budget)	Total: \$61,440.00
Science Budget	(\$12,000 of this total is also reflected in Reading budget)	Total: \$22,000.00
Writing Budget	(\$12,000 of this total is also reflected in Reading budget)	Total: \$12,000.00
Civics Budget		Total:\$00.00
U.S. History Budget		Total:\$00.00
Attendance Budget		Total:\$500.00
Suspension Budget		Total:\$1,000.00
Dropout Prevention Budget		Total:\$00.00
Parent Involvement Budget		Total:\$22,500.00
STEM Budget		Total:\$00.00
CTE Budget		Total:\$00.00
Additional Goals		Total:\$00.00

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Grand Total:\$107,638

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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.
The SAC is an elected group made up of school/district personnel, parents, students, and community members with the majority of members not employed by the PCSB. The body meets each month to assist in developing and reviewing school vision goals and strategies. School needs are determined by analyzing School Grade reports, staff and community needs analysis data

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Describe the projected use of SAC funds.	Amount
Lottery funds leftover from previous years will be used for tutoring programs	\$16,464.00