

Florida Department of Education



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

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Ribault Middle School	District Name: Duval County
Principal: Tiffany N. Torrence	Superintendent: Ed Pratt-Dannals
SAC Chair: Sharon Robinson	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	Tiffany N. Torrence	<p>Degrees: B.S. Elementary Education (Florida A & M University), M.Ed, Educational Leadership (University of North Florida). Certifications: Elementary Education, Educational Leadership, and School Principal</p>	1	9	<p>AP 7th Grade December 2004 Ribault</p> <p>Middle School: Grade F, Reading Mastery: 18%, Math Mastery: 17%, Writing Mastery: 79%.</p> <p>2004-2005 Grade: D, Reading Mastery: 26%, Math: Mastery 28%. AYP not met with Black, ED, and SWD in reading or math.</p> <p>2005-2006 Grade C, Reading Mastery: 35%, Math Mastery 34%. Black, ED, and Total made AYP in reading. AYP was not made in the Black, ED, or SWD subgroups in math.</p> <p>2006-2007, 7th Grade AP, Jefferson Davis</p> <p>Middle School: Grade C, Reading Mastery: 55%, Math Mastery: 46%, Science Mastery: 28%. White subgroup made AYP in reading only. Black, ED, and SWD did not make AYP in reading or math.</p> <p>2007-2008 Grade B, Reading Mastery: 55%, Math Mastery 49%, Science Mastery</p>
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					<p>28%. White and SWD subgroups made AYP in reading. White subgroup made AYP in math. Black, ED did not make AYP in reading or math. SWD did not make AYP in math.</p> <p>2008-2009 Grade B, Reading Mastery: 57%, Math Mastery: 55%, Science Mastery: 35%. White and Hispanic met AYP in reading and math. ED met AYP. Black, ED and SWD did not meet AYP.</p> <p>2009-2010 Grade C,</p> <p>2010-2011 Grade D, Assistant Principal of Student Services, Terry Parker High School</p> <p>2011-2012 Grade B,</p>
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Assistant Principal	Vivian O. Forshee	<p>Degrees: B.A. English (Bethune-Cookman University), M.A.T., Educational Leadership (Jacksonville, University).</p> <p>Certifications:</p> <p>ESOL</p> <p>Middle School Grades Endorsement</p> <p>Educational Leadership</p>	2	8	<p>2010-2011 - 8th Grade AP, Jean Ribault Middle School</p> <p>Grade C; Reading Mastery 36%; Learning Gains: 57%; Lowest Quartile - 74%; Math Mastery: 41%; Learning Gains: 62%; Lowest Quartile - 70%. School did not meet AYP.</p> <p>2011-2012 - School Grade D</p>
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<p>Assistant Principal</p>	<p>Stephanie G. Jackson</p>	<p>Degrees: B.S. Public Relations (Florida A&M University). M.Ed, Educational Leadership (Nova Southeastern University) Certifications: Middle Grades Integrated Curriculum, Reading (endorsement), and Educational Leadership</p>	<p>July 2012</p>	<p>1</p>	<p>2008-2009, Reading Coach, Andrew Jackson High</p> <p>School Grade: F</p> <p>Reading Mastery- 11%; 25% of students made learning gains in reading; 34% of lowest quartile students made learning gains in reading; Math Mastery- 43%; 60% of students made learning gains in math; 71% of lowest quartile students made learning gains in math; Science Mastery- 15%; African American, Economically Disadvantage, and Students with Disabilities subgroups did meet AYP in reading or math.</p> <p>2009-2010, Assistant Principal, Eugene Butler Middle</p> <p>School Grade: D</p> <p>Reading Mastery- 23%; 50% of students made learning gains in reading; 68% of lowest quartile students made learning gains in reading; Math Mastery- 36%; 58% of students made learning gains in math; 63% of lowest quartile students made learning gains in math; Science Mastery- 16%; There was adequate progress based on gains of lowest 25% of students in reading and math.</p> <p>2010-2011, Reading Coordinator with FLDOE</p> <p>Schools Supported: Ribault High, Forrest High, Ed White High</p> <p>School Grades:</p> <p>Ribault High- C</p>
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				<p>Nathan Forrest High- C</p> <p>Ed White High- D</p> <p>Ribault High: Reading Mastery- 15%; 30% of students made learning gains in reading; 40% of lowest quartile students made learning gains in reading; Math Mastery- 62%; 67% of students made learning gains in math; 56% of lowest quartile students made learning gains in math; Science Mastery- 23%; African American and Economically Disadvantage subgroups did meet AYP in reading and African American, Economically Disadvantage, and Student with Disabilities subgroups did not meet AYP in math.</p> <p>Nathan Forrest High- Reading Mastery- 20%; 34% of students made learning gains in reading; 41% of lowest quartile students made learning gains in reading; Math Mastery- 49%; 60% of students made learning gains in math; 63% of lowest quartile students made learning gains in math; Science Mastery- 35%; White, African American, , Economically Disadvantage, and Students with Disabilities subgroups did meet AYP in reading or math.</p> <p>Ed White High- Reading Mastery- 27%; 41% of students made learning gains in reading; 40% of lowest quartile students made learning gains in reading; Math Mastery- 55%; 60% of students made learning gains in math; 58% of lowest quartile students made learning gains in math; Science Mastery- 32%; White, African American, , Economically Disadvantage, and Students with</p>
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					<p>Disabilities subgroups did meet AYP in reading or math.</p> <p>2011-2012, Reading Coordinator with FLDOE</p> <p>Schools Supported: Andrew Jackson High</p> <p>School Grade: F</p> <p>Reading Mastery- 13%; 37% of students made learning gains in reading; 34% of lowest quartile students made learning gains in reading; Math Mastery- 55%; 65% of students made learning gains in math; 61% of lowest quartile students made learning gains in math; Science Mastery- 16%; African American, Economically Disadvantage, and Students with Disabilities subgroups did meet AYP in reading or math.</p>
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Assistant Principal	Johnny O. Bryant	<p>Degrees: B.S. Physical Education, Florida State University; Master of Educational Leadership, University of North Florida</p> <p>Certification: Physical Education K-8; Educational Leadership K-12</p>	5	8	<p>2011-12</p> <p>Jean Ribault Middle Grade: D; Reading Mastery: 31%; Learning Gains: 56%; Lowest 65%; Math Master: 32%; Learning Gains: 55%; Lowest 60%</p> <p>2010-11</p> <p>Jean Ribault Middle Grade: C; Reading Mastery: 36%; Learning Gains: 57%; Lowest 74%; Math Master: 41%; Learning Gains: 62%; Lowest 70% - School did not make AYP.</p> <p>2009-2010: Ribault Middle - Grade F. Reading Mastery: 35%, Learning Gains: 45%, Lowest 25%: 60%. Math Mastery: 39%, Learning Gains: 52%, Lowest 25%: 56%. School did not make AYP.</p> <p>2008-2009: Ribault Middle - Grade B. Reading Mastery: 49%, Learning Gains: 70%, Lowest 25% Gains 74%. ESE did not make AYP in Reading.</p> <p>2008-2009: Grade B. Math Mastery: 51%, Learning Gains: 74%, Lowest 25% Gains 74%. ESE did not make AYP in Math.</p>
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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
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Reading	Gladys Jackson	Degree: BS, Elementary Education Certification: Elementary Education English 5-9	8	10	Reading Coach Ribault Middle 2011-12 FCAT Grade D L3 and above 31% Learning gains 56% BQ 65% 2010-11FCAT Grade C L3 and above 36% Learning gains 67% BQ 74% 2009-10 FCAT Grade F L3 and above 35% Learning gains 45% BQ 60% 2008-09 FCAT Grade B L3 and above 49% Learning gains 68% BQ 79% 2007-08 FCAT Grade C L3 and above 44% Learning gains 58% BQ 65% 2006-07 FCAT Grade D L3 and above 35% Learning gains 54% BQ 63% 2005-06 FCAT Grade C L3 and above 38% Learning gains 58% BQ 66% 2004-05 FCAT Grade D L3 and above 26% Learning gains 56% BQ 63%
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Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. RMS will continually offer professional development opportunities for instructors in all content areas. All trainings will require participation.	Various(District Coaches, State Support, School based Coach)	On-Going
2. Teachers will participate in weekly PLC meetings grouped together (ELA, SS, Reading) (Math and Science) for discussing student data, studying best practices and collaborative planning	Department Chairs, Administration, Outside Support	On-Going
3. Administrators will conduct weekly observations and provide explicit and timely feedback with next steps.	Administrators, Coach, Additional Support	On-Going
4. Teachers will have an opportunity to attend professional development opportunities at the Schultz Center.	Teachers and Principal	On-Going

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).
 *When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
1	Mr. Rock is certified in ELA, but is currently assigned to an intensive reading classroom. He has been taking reading endorsement classes and receiving support from the reading coach.

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]).

To tal nu m b er of In str uc tio nal St aff	% of fir st- ye ar tea ch ers	% of tea ch ers with 1-5 ye ars of ex per i e n c e	% of tea ch ers with 6- 14 ye ars of ex per i e n c e	% of tea ch ers with 15+ ye ars of ex per i e n c e	% of tea ch ers with Ad va nc ed De gre es	% of tea ch ers with an Ef fec ti ve ra ti ng	% of Re adi ng En dor sed Te ac her s	% of Na tio nal B o ar d Ce rtif ied Te ac he rs	% of ES OL En dor sed Tea che rs
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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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<p>Jamie Wells</p>	<p>Cassidy Henry</p>	<p>Ms. Henry is a new teacher who is a part of TFA. She has great classroom strategies, but lack classroom management. Ms. Wells is an excellent in the area of classroom management and is able to assist Ms. Henry.</p>	<p>1. Ms. Henry will use some planning time to observe Ms. Wells management system.</p>
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			<p>2. Ms. Wells will observe Ms. Henry during class time and provide feedback as to how</p>
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Shawn Robinson	Seanta Jones	Ms. Robinson is an experienced guidance counselor and has served at RMS for eight years. She knows the district policy and how to meet the needs of our students.	1. Collaborate on various activities relating to aligning district policies with school needs.
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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A
Ribault Middle School (RMS) is a recipient of the School Improvement Grant (SIG). Consequently, we are afforded the opportunity to extend the school day in order to provide additional instructional time for students. Students receive an additional 45 minutes of classroom time for remediation and support in reading. All students receive the additional support through planned Comprehension Instructional Sequence (CIS) lessons in each SIG class for reading, social studies and reading. Selected students who have not met reading proficiency receive support through the reading interventionist by receiving small-group instruction as well as Achieve 3000 during their SIG period.
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs

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Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team.
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?
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?
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.
Describe the plan to train staff on MTSS.
Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

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

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

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

Public School Choice

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

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

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

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

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

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

****High Schools Only***

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

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

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

Postsecondary Transition

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

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

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</p>	<p>1A.1. Data analysis for the purpose of driving and/or modifying instruction.</p>	<p>1A.1. Quarterly data chats with teachers and students.</p> <p>Visible tracking of student/class data.</p> <p>Weekly PLC and Common Planning sessions across subject areas.</p> <p>Simultaneous small group instruction for targeted remediation and enrichment in all classes.</p> <p>FCIM Calendar and Data</p>	<p>1A.1. Administrators</p> <p>Reading Coach</p>	<p>1A.1. Data notebook audit</p> <p>Quarterly data chats with teachers and students using school-wide data chat form</p> <p>Focused classroom observations</p>	<p>1A.1. LSA Pre/Post data</p> <p>Benchmark Data</p> <p>FAIR Data</p> <p>Teacher Evidence Notebook</p> <p>Classroom Observation Data</p>		
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Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>In 2013, at least 41% (260) of students will achieve Level 3 or above on the Florida Comprehensive Assessment Test (FCAT).</i>	31% (197)	41% (260)	IA.2. Increased text complexity demands of textbooks and assessments IA.2. Use of complex supplemental resources in content area classes Text complexity rating through weekly PLCs.	IA.2. Reading Coach Administrators	IA.2. Analysis of assessment data Analysis of student work through weekly PLCs and common planning Focused classroom observations	IA.2. Exit Tickets LSA Assessments Benchmark Assessments FAIR Assessment Classroom Observation Data Lesson Plans	

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		IA.3. Aligning NGSSS to Common Core Standards for daily instruction.	IA.3. Comprehension Instructional Sequence. Provide students with opportunities for close reading of complex texts. Incorporate text dependent questions into daily lesson plans Intensive Coaching Support	IA.3. Reading Coach Administrators Department Chairpersons	IA.3. Focused classroom observations Lesson Study Common Planning sessions and PLCs Intensive Coaching Cycles	IA.3. LSA Assessments Benchmark Assessments FAIR Assessment Classroom Observation Data Coaching Activity Logs	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	IB.1. Insufficient standard s-based instruction	IB.1. Implement high-yield instructional strategies	IB.1. Administrators	IB.1. Informal assessment data analysis Focused classroom observations Common planning sessions and PLCs	IB.1. Assessment data Classroom observation data Administrative data chats with teachers		

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<u>Reading Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>In 2013, at least 11% (4) of students will achieve Levels 4, 5, and 6 on the Florida Alternative Assessment (FAA).</i>							
	14 % (7)	11% (4)					
		IB.2. Vacant Supported Level of Assistance (SLA) teaching position	IB.2. Hire qualified SLA teacher.	IB.2. Administrators	IB.2. Classroom observations	IB.2. Classroom observations data	
		IB.3.	IB.3.	IB.3.	IB.3.	IB.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 in reading.</p>	<p>2A.1. Scaffolded instruction that provides for targeted enrichment.</p>	<p>2A.1. Intensive Coaching Support</p> <p>Data analysis through weekly PLCs</p> <p>Differentiated Instruction</p> <p>Florida Continuous Improvement Model (FCIM)</p>	<p>2A.1. Academic Coaches</p> <p>Administrators</p> <p>Department Chairpersons</p>	<p>2A.1. Administrative data chats with teachers</p> <p>Focused classroom observations</p>	<p>2A.1. Assessment data</p> <p>Classroom Observation Tools</p> <p>FCIM Calendars and Data</p>		

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<u>Reading Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>In 2013, at least 9% (57) of students will achieve Level 4 or above on the Florida Comprehensive Assessment Test (FCAT).</i>	6% (38)	9% (57)					
		2A.2.Maintaining and increasing students' current level of performance.	2A.2. AVID strategy implementation across content areas FCIM Implementation of the Early High School Magnet Program Scaffolding instruction to enrich student learning	2A.2. Academic Coaches Administrators	2A.2. Focused classroom observations Common Planning sessions and PLCs	2A.2. Classroom Walkthroughs Weekly PLC/Common Planning FCIM Calendars and Data	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

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<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</p>	<p>2B.1. Insufficient standard s-based instruction</p>	<p>2B.1. Implement high-yield instructional strategies</p>	<p>2B.1. Administrators</p>	<p>2B.1. Assessment data analysis Focused classroom observations Common planning sessions and PLCs</p>	<p>2B.1. Assessment data Classroom observation data Administrative data chats with teachers</p>		
<p><u>Reading Goal #2B:</u> <i>In 2013, at least 90% (31) of students will achieve Level 7 or above on the Florida Alternative Assessment (FAA).</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>77% (27)</p>	<p>90 % (31)</p>					
		<p>2B.2. Vacant Supported Level of Assistance (SLA) teaching position</p>	<p>2B.2. Hire qualified SLA teacher</p>	<p>2B.2. Administrators</p>	<p>2B.2. Classroom observations</p>	<p>2B.2. Classroom observations data</p>	
		<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>3A. FCAT 2.0: Percentage of students making learning gains in reading.</p>	<p>3A.1.Explicit reading strategy instruction across content areas.</p>	<p>3A.1. Comprehension Instructional Sequence implementation. Common planning across content areas. Intensive Coaching Cycle Florida Continuous Improvement Model (FCIM)</p>	<p>3A.1. Reading Coach Administrators</p>	<p>3A.1. Classroom Walkthroughs Data analysis of student responses collected throughout phases of CIS.</p>	<p>3A.1. Daily Lesson Plans Classroom Walkthroughs Weekly PLC/Common Planning Assessment data FCIM Lessons and data</p>		
<p><u>Reading Goal #3A:</u> <i>In 2013, at least 61% (445) of students will make learning gains on the Florida Comprehensive Assessment Test (FCAT).</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	56% (356)	70% (445)					
		BA.2. Lack of student motivation and engagement.	BA.2. Team Up Differentiated Instruction Incorporation of high interest reading material to supplement curriculum. Quarterly interest surveys Media Center Improvement Plan	BA.2. Teachers Reading Coach Administrators Team Up Coordinator	BA.2. Weekly data analysis Classroom Walkthroughs Data Chats Media Center Specialist	BA.2. Classroom Observation data Team Up attendance rosters Daily Lesson Plans	
		BA.3. Individualized Differentiated Instruction.	BA.3. Targeted reading interventionist support plan. Intensive Coaching Cycle Weekly PLCs Utilize Achieve3000	BA.3. Reading Coach Administrators Reading Interventionist	BA.3. Classroom Walkthroughs Weekly monitoring of coaching logs Weekly Data analysis and disaggregation	BA.3. Assessment Data Lesson Plans Classroom Walkthroughs Achieve 3000 data reports	

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<p>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</p>	<p>3B.1. Insufficient standard s-based instruction</p>	<p>3B.1. Implement high-yield instructional strategies</p>	<p>3B.1. Administrators</p>	<p>3B.1. Assessment data analysis Focused classroom observations Common planning sessions and PLCs</p>	<p>3B.1. Assessment data Classroom observation data Administrative data chats with teachers</p>		
<p>Reading Goal #3B:</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		<p>3B.2. Vacant Supported Level of Assistance (SLA) teaching position</p>	<p>3B.2. Hire qualified SLA teacher</p>	<p>3B.2. Administrators</p>	<p>3B.2. Classroom observations</p>	<p>3B.2. Classroom observations data</p>	
		<p>3B.3.</p>	<p>3B.3.</p>	<p>3B.3.</p>	<p>3B.3.</p>	<p>3B.3.</p>	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</p>	<p>4A.1. Consistent data analysis for planning and providing targeted intervention and remediation.</p>	<p>4A.1. Intensive Coaching Model Data analysis through weekly PLCs Differentiated Instruction Florida Continuous Improvement Model (FCIM)</p>	<p>4A.1. Reading Coach Administrators</p>	<p>4A.1. Administrative data chats with teachers Focused classroom observations Common planning sessions and PLCs</p>	<p>4A.1. Assessment data Classroom Observation Data Lesson plans</p>		
<p><u>Reading Goal #4:</u> <i>In 2013, at least 78% (154) of students in the lowest quartile will make learning gains on the Florida Comprehensive Assessment Test (FCAT).</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	65% (128)	78% (154)					
		4A.2. Insufficient intervention supports exist to address the varying needs of students across content areas	4A.2. Reading Interventionist Support Plan Differentiated Instruction across content areas Florida Continuous Improvement Model (FCIM)	4A.2. Administrators Reading Coach Reading Interventionist Teachers	4A.2. Focused classroom observations Weekly monitoring of coaching logs Weekly Data analysis and disaggregation	4A.2. Assessment data Classroom Observation Data FCIM Lessons and data	
		4A.3. Explicit reading strategy instruction across content areas.	4A.3. Comprehension Instructional Sequence implementation. Common planning across content areas. Intensive Coaching Cycle Florida Continuous Improvement Model (FCIM)	4A.3. Reading Coach Administrators	4A.3. Focused classroom observations Data analysis of student responses collected throughout phases of CIS.	4A.3. Lesson Plans Classroom observation data Weekly PLC/Common Planning Assessment data FCIM Lessons and data	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Reading Goal #5A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5B.1. Black: Students' ability to transfer knowledge to product across content areas	5B.1. Differentiated instruction across content areas Use of appropriately paced lessons that allow students sufficient opportunity to practice new skills and strategies with adjustments to instruction as appropriate to meet student needs through.	5B.1. Reading Coach Administrators	5B.1. Common planning sessions and PLCs Focused classroom observations Data chats	5B.1. Assessment data Classroom observation data Administrative data chats with teachers Lesson plans		

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<u>Reading Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
<p><i>In 2013, the percentage of Black students not making progress in reading on the Florida Comprehensive Assessment Test (FCAT) will decrease to 45% (278).</i></p>						
	<p>White: N/A Black:66% (398) Hispanic: N/A Asian: N/A American Indian: N/A</p>	<p>White: N/A Black: 45% (278) Hispanic: N/A Asian: N/A American Indian: N/A</p>				
		<p>5B.2. Black: Consistent data analysis for planning and providing targeted intervention and remediation.</p>	<p>5B.2. Intensive Coaching Model Data analysis through weekly PLCs Differentiated Instruction Florida Continuous Improvement Model (FCIM)</p>	<p>5B.2. Reading Coach Administrators</p>	<p>5B.2. Administrative data chats with teachers Focused classroom observations Common planning sessions and PLCs</p>	<p>5B.2. Classroom Observation Data Assessment data Lesson plans</p>

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		5B.3. Black: Increased text complexity demands of textbooks and assessments	5B.3. Use of complex supplemental resources in content area classes Text complexity rating through weekly PLCs.	5B.3. Reading Coach Teachers Administrators	5B.3. Analysis of assessment data Analysis of student work through weekly PLCs and common planning Focused classroom observations	5B.3. Exit Tickets Assessment Data Classroom Observation Data Lesson Plans	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Reading Goal #5C: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5D.1. Lack of foundational academic skills</p>	<p>5D.1. Literacy rich classrooms across all content areas</p> <p>Scaffold instruction across content areas using NGSSS Access Points</p> <p>Implementation of Edge reading program with fidelity</p> <p>Use of supplemental resources to enhance individualized instruction</p>	<p>5D.1. Administrators</p> <p>Reading Coach</p>	<p>5D.1. Data chats</p> <p>Focused classroom observations</p> <p>Common planning sessions and PLCs</p>	<p>5D.1. Lesson Plans</p> <p>Classroom Observation data</p> <p>Formative and summative assessment data</p> <p>Teacher/Administrator data chats</p>		
<p><u>Reading Goal #5D:</u></p> <p><i>In 2013, the percentage of Students With Disabilities (SWD) not making progress in reading on the Florida Comprehensive Assessment Test (FCAT) will decrease to 40% (45).</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	57%(64)	40% (45)					
	—	5D.2. Providing specific levels of differentiated instruction for students various learning styles, interests, and abilities	5D.2. Provide targeted interventions for individual students based upon data analysis through pull-outs and push-ins Simultaneously providing intensive instruction to rotating groups of students, or to individual students based on individual needs indicated by data reports	5D.2. Reading Coach Administrators Reading Interventionist	5D.2. Data Chats Focused classroom observations Common planning sessions and PLCs	5D.2. Lesson Plans Classroom Observation data Formative and summative assessment data Teacher/Administrator data chats	
		5D.3. Students' dependency on the teacher	5D.3. Gradual Release instructional delivery model Incorporate close reading of complex texts in all classes	5D.3. Reading Coach Administrator	5D.3. Focused classroom observations Common planning sessions and PLCs	5D.3. Lesson Plans Classroom Observation data Formative and summative assessment data	

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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>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p>	<p>5E.1. Students possess various cultural differences and experiences which may impact background knowledge</p>	<p>5E.1. Teachers will implement small group instruction in order to differentiate instruction around cultural differences</p> <p>Teachers will use multimedia to increase background knowledge by implementing extended text discussions</p> <p>Units of study are introduced with a hook to engage students in connections relevant to students' interests, culture, age, gender, etc.</p>	<p>5E.1. Reading Coach</p> <p>Administrators</p>	<p>5E.1. Focused classroom observations</p> <p>Common planning sessions and PLCs</p>	<p>5E.1. Lesson Plans</p> <p>Classroom Observation data</p> <p>Assessment data</p>		

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Reading Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>In 2013, the percentage of Economically Disadvantaged (ED) students not making progress in reading on the Florida Comprehensive Assessment Test (FCAT) will decrease to 46% (274) .</i>							
	65% (387)	46% (274)					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities

Please note that each strategy

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does not require a professional development or PLC activity.

PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or	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
Comprehension Instructional Sequence (Lesson planning and development)	All Grades/ELA , Reading, and Social Studies	PLC Leader Reading Coach/ Department Chairs, District Literacy Coach and/or	Common planning sessions for ELA, Reading, and Social Studies departments	Weekly Common Planning (Wednesdays)	Intensive Coaching Model PLCs Common Planning	Supervising Administrators
Text Complexity Rating	All Grades/ELA , Reading, and Social Studies	Supervising Administrator Reading Coach/ Department Chairs, District Literacy Coach and/or	Professional Development through PLCs for ELA, Reading, and Social Studies departments	Early Release October 2012	Intensive Coaching Model PLCs Common Planning	Supervising Administrators
Collecting and Analyzing Data Using Pearson Insight and Inform	All Grades/ELA , Reading, and Social Studies	Supervising Administrator Reading Coach/ Department Chairs, District Literacy Coach and/or	Professional Development through PLCs for ELA, Reading, and Social Studies departments	Weekly PLCs (Tuesdays) And Early Release	Intensive Coaching Model PLCs Common Planning	Supervising Administrators
Student Conferencing and Data Chats	All Grades/ELA , Reading, and Social Studies	Reading Coach/ Department Chairs, District Literacy Coach and/or Supervising Administrator	Professional Development through PLCs for ELA, Reading, and Social Studies departments and Common planning sessions for ELA, Reading, and Social Studies departments	September- December 2012 Weekly PLCs (Tuesdays) And Weekly Common Planning (Wednesdays)	Intensive Coaching Model PLCs Common Planning	Supervising Administrators

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Small Group Creation and Functionality	All Grades/ELA , Reading, and Social Studies	Reading Coach/ Department Chairs and District Literacy Coach	Professional Development through PLCs for ELA, Reading, and Social Studies departments and Common planning sessions for ELA, Reading, and Social Studies departments	Weekly PLCs (Tuesdays) And Weekly Common Planning (Wednesdays) Weekly PLCs	Intensive Coaching Model PLCs Common Planning	Supervising Administrators
Using Data to Drive Instruction (Various Assessments)/Differentiated Instruction	All Grades/ELA , Reading, and Social Studies	Reading Coach/ Department Chairs and DA Reading Coordinator	Professional Development through PLCs for ELA, Reading, and Social Studies departments and Common planning sessions for ELA, Reading, and Social Studies departments	Weekly PLCs (Tuesdays) Weekly Common Planning (Wednesdays)	Intensive Coaching Model PLCs Common Planning	Supervising Administrators
Planning Opportunities for Close Reading	All Grades/ELA , Reading, and Social Studies	Reading Coach/ Department Chairs and District Literacy Coach	Professional Development through PLCs for ELA, Reading, and Social Studies departments and Common planning sessions for ELA, Reading, and Social Studies departments	Weekly PLCs (Tuesdays) And Weekly Common Planning (Wednesdays) Weekly PLCs	Intensive Coaching Model PLCs Common Planning	Supervising Administrators
Creating High-level text Dependent Questions	All Grades/ELA , Reading, and Social Studies	Reading Coach/ Department Chairs and District Literacy Coach	Professional Development through PLCs for ELA, Reading, and Social Studies departments and Common planning sessions for ELA, Reading, and Social Studies departments	Weekly PLCs (Tuesdays) And Weekly Common Planning (Wednesdays)	Intensive Coaching Model PLCs Common Planning	Supervising Administrators

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

End of 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.	1.1.	1.1.	1.1.	1.1.	
CELLA Goal #1:	2012 Current Percent of Students Proficient in Listening/Speaking:					
<i>Enter narrative for the goal in this box.</i>						
	<i>Enter numerical data for current level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	2.1.	2.1.	2.1.	2.1.	2.1.	
<p>CELLA Goal #2:</p> <p><u>2012 Current Percent of Students Proficient in Reading:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Percent of Students Proficient in Reading:</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	2.1.	2.1.	2.1.	2.1.	2.1.	
<p><u>CELLA Goal #3:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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Elementary School Mathematics Goals

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

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

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Mathematics Goal #1B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.		
<u>Mathematics Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	

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<p>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</p>	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<p><u>Mathematics Goal #3B:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.		
Mathematics Goal #4: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> 	<u>2013 Expected Level of Performance:*</u> 					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011					
<p><u>Mathematics Goal #5A:</u></p> <p><i>Enter narrative for the goal in this box.</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	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	

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<u>Mathematics Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p><i>Enter narrative for the goal in this box.</i></p>							
	<p><i>Enter numerical data for current level of performance in this box.</i></p> <p>White: Black: Hispanic: Asian: American Indian:</p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p> <p>White: Black: Hispanic: Asian: American Indian:</p>					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<p><u>Mathematics Goal #5C:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</p>	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
<p><u>Mathematics Goal #5D:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
	-	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<p><u>Mathematics Goal #5E:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

Middle School Mathematics	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		
<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</p>	<p>IA.1. Not enough rigorous assignments and assessments to prepare students adequately for the assessments they will have to take.</p>	<p>IA.1. Use the Benchmarks specifications as a guide, when designing lessons, to ensure students are performing at grade level.</p>	<p>IA.1. Math Teachers Administration</p>	<p>IA.1. Observations Conferences in which feedback will be provided.</p>	<p>IA.1. LSA's Benchmarks Data Notebook Pre/Post Assessment</p>		

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<u>Mathematics Goal</u> <u>#1A:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
<i>In the 2012 school year students scoring level 3 was 23% and this year we would like to increase that to 30%</i>	23% (140)	30% (180)					
		IA.2. Maintaining and increasing student current level of performance	IA.2. Team-up AVID Strategies FCIM Project Based Problem Solving	IA.2. District Coach Administration	IA.2. PLC Classroom walk through	IA.2. Teacher CAST Daily lesson Plans	

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		IA.3. Explicit content instructional delivery	IA.3. PLC's content pedagogy Classroom walk through NG-CARPD	IA.3. District Coach Administration	IA.3. PLC attendance sign-in sheets Classroom walk through	IA.3 CAST Instructional Data Chats NG-CARPD Certificate	
IB. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	IB.1. Insufficient standards-based instruction	IB.1. Implement high-yield instructional strategies	IB.1. Administrators	IB.1. Informal assessment data analysis Focused classroom observations Common planning sessions and PLCs	IB.1. Assessment data Classroom observation data Administrative data chats with teachers		
<u>Mathematics Goal #1B:</u> In the 2012 school year students scoring at Levels 4, 5, and 6 in mathematics was 42% and this year we would like to increase to 50%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	42% (15)	50% (17)					
		IB.2..	IB.2.	IB.2.	IB.2	IB.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		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1. Not enough rigorous assignments and assessments to prepare students adequately for the assessments they will have to take.	2A.1. Increase the usage of Gizmos	2A.1. Teachers District Coach Administration	2A.1. Classroom Data Notebook Progress Monitoring Form	2A.1. PMA's Benchmark Assessment Evidence Notebook Daily Lesson Plans		

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<u>Mathematics Goal #2A:</u>	<u>2012 Current Level of Performance*</u>	<u>2013 Expected Level of Performance*</u>					
<p><i>In the 2012 school year students scoring at Levels 4 and 5 in math was 8% and this year we would like to increase to 13%</i></p>							
	<p>8% (45)</p>	<p>15% (90)</p>					
		<p>2A.2. Teachers knowledge of how to design a lesson that provides remediation as well as enrichment.</p>	<p>2A.2. District level PLC designed to educate teachers and on how to effectively remediate as well as provide enrichment</p> <p>Increased use of Technology:</p>	<p>2A.2. Administration</p> <p>Teachers</p> <p>District Math Coach</p>	<p>2A.2. Classroom data notebook</p> <p>Classroom walk through</p> <p>Progress monitoring forms</p>	<p>2A.2. Pre/Post Assessments</p> <p>Benchmarks</p> <p>PMA's</p> <p>Evidence Notebook</p>	

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		2A.3. Maintaining and increasing students current level of performance	2A.3. Team-Up AVID Strategies FCIM Project Based Problem Solving	2A.3. District Math Coach Administration	2A.3.PLC meetings Classroom Walk Through	2A.3. CAST Daily Lesson Plans	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1. Insufficient standards-based instruction	2B.1. Implement high-yield instructional strategies	2B.1. Administrators	2B.1. Assessment data analysis Focused classroom observations Common planning sessions and PLCs	2B.1. Assessment data Classroom observation data Administrative data chats with teachers		

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<u>Mathematics Goal #2B:</u>	<u>2012 Current Level of Performance*</u>	<u>2013 Expected Level of Performance*</u>					
In the 2012 school year students scoring at Level 7 in mathematics was 25% and this year we would like to increase to 30%							
	25% (9)	30% (10)					
		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		

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<p>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</p>	<p>3A.1. Teachers not tracking student progress as well as sharing that information with the students.</p>	<p>3A.1.Data chats with students after all assessments given</p>	<p>3A.1.Teachers; Administration</p>	<p>3A.1. Classroom Data Notebook Classroom walk through Progress Monitoring Forms</p>	<p>3A.1.Evidence Notebook</p>		
<p><u>Mathematics Goal #3A:</u> <i>In the 2012 school year students making learning gains in math was 55% and this year we would like to increase to 70%</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>55% (275)</p>	<p>70% (420)</p>					

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		3A.2. Student Prior Knowledge	3A.2. Team- up Differentiated Instruction Professional development – Content Instructional Delivery; Small group Instruction	3A.2. District Math Coach Administration Teachers	3A.2. Classroom Walk through Classroom Data Notebook	3A.2. Benchmark Assessments PMA’s Pre-Assessments	
		3A.3. Lack of student math vocabulary knowledge	3A.3. Professional Development- CARPD and AVID strategies	3A.3. District Coach Administration	3A.3. Classroom walk through Lesson Plans	3A.3. Teacher exit slips LSAs Benchmarks PMA’s Teacher CARPD certificate	

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<p>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</p>	<p>3B.1. Insufficient standards-based instruction</p>	<p>3B.1. Implement high-yield instructional strategies</p>	<p>3B.1. Administrators</p>	<p>3B.1. Assessment data analysis Focused classroom observations Common planning sessions and PLCs</p>	<p>3B.1. Assessment data Classroom observation data Administrative data chats with teachers</p>		
<p><u>Mathematics Goal #3B:</u> <i>In the 2013 we want to maintain our percentages of students making learning gains in math</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>100% (35)</p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	
		<p>3B.3.</p>	<p>3B.3.</p>	<p>3B.3.</p>	<p>3B.3.</p>	<p>3B.3.</p>	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</p>	<p>4A.1. Missing student prior knowledge</p>	<p>4A.1. Graphic Organizers Differentiated Instruction SIG period Professional Development Content Instructional Delivery</p>	<p>4A.1. Teachers Administration District Math Coach</p>	<p>4A.1. Classroom Data Notebook Team-Up</p>	<p>4A.1. Entrance slips, Portfolios Graphic Organizers</p>		

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Mathematics Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>In the 2013 school year we want to increase percentage of students in lowest 25% making learning gains in math from 60% to 72%</i></p>							
	<p>60% (75)</p>	<p>72% (108)</p>					
		<p>4A.2. Use of Reading Strategies</p>	<p>4A.2. Professional Development AVID Strategies</p>	<p>4A.2. Administration District Coach</p>	<p>4A.2. Classroom walk through Lesson Plans</p>	<p>4A.2. Benchmark Assessment PMA's Pre/Post Assessments</p>	
		<p>4A.3.</p>	<p>4A.3.</p>	<p>4A.3.</p>	<p>4A.3.</p>	<p>4A.3.</p>	

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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						
<p><u>Mathematics Goal #5A:</u></p> <p><i>Enter narrative for the goal in this box.</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 mathematics.</p>	<p>5B.1. White: Black: Lack of Basic Skills Knowledge Hispanic: Asian: American Indian:</p>	<p>5B.1. Small group instruction Differentiated Instruction Use of Technology Content Instructional Delivery</p>	<p>5B.1. Administration District Coach Teachers</p>	<p>5B.1. Classroom walk through</p>	<p>5B.1. Benchmark Assessments PMA's</p>		
<p><u>Mathematics Goal #5B:</u> To decrease the percentage of students not making satisfactory progress in math from 63% to 45% in 2013.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	White: Black: 63% (379) Hispanic: Asian: American Indian:	White: Black: 45% (270) Hispanic: Asian: American Indian:					
		5B.2. Use of Reading Strategies	5B.2. Professional Development – CARPD and AVID Strategies	5B.2. Administration District Coach Teachers	5B.2. Classroom walk through	5B.2. Benchmark Assessment PMA's Lesson Plans	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Mathematics Goal #5C:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</p>	<p>5D.1. Fidelity of Instructional Delivery for ESE</p>	<p>5D.1. Collaboration with Inclusion teacher and Math Interventionist to assist students</p> <p>Students scheduled in appropriate Math SIG class</p> <p>Professional Development – Instructional Delivery</p>	<p>5D.1. District Coach</p> <p>Teachers</p> <p>Administration</p> <p>ESE Facilitator</p>	<p>5D.1. Classroom walk through</p>	<p>5D.1. Benchmark Assessments</p> <p>PMA's</p>		
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<u>Mathematics Goal</u> <u>#5D:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance*</u>					
To decrease the percentage of students with disabilities not making satisfactory progress in math from 9% to 5% in 2013.	9% (52)	5% (30)					
	-	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</p>	<p>5E.1. Lack of basic math foundation skills</p>	<p>5E.1. Students scheduled in appropriate Math SIG class</p> <p>Collaboration with Inclusion teacher and Math Interventionist to assist students</p> <p>Small group instruction</p> <p>Differentiated Instruction</p>	<p>5E.1. Teachers</p> <p>Administration</p> <p>District Coach</p>	<p>5E.1. Classroom walk through</p>	<p>5E.1. Lesson Plans</p> <p>Classroom Data Notebooks</p> <p>PMA's</p> <p>Benchmark Assessment</p>		

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<u>Mathematics Goal</u> <u>#5E:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
To decrease the percentage of economically disadvantaged students not making satisfactory progress in math from 61% to 55% in 2013.							
	61% (367)	55% (330)					
		5E.2. Lack of Reading Comprehension	5E.2. Team-Up Professional Development and AVID strategies	5E.2. Administration District Coach Teachers	5E.2. Classroom walk through	5E.2. Benchmark Assessment PMA's Lesson Plans	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

High School	Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
	Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment:	Students scoring at Levels 4, 5, and 6 in mathematics.	1.1.	1.1.	1.1.	1.1.	1.1.		

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Mathematics Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2.1.	2.1.	2.1.	2.1.	2.1.		

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Mathematics Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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

End of Florida Alternate Assessment High School Mathematics Goals

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

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

Algebra 1 EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Algebra 1.	1.1. Achieving over 50% of students scoring level 3 on ALG I EOC assessment	1.1. Schedule students in certain FCAT2.0 cut score level in Intensified Algebra	1.1.	1.1.	1.1.		

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Algebra 1 Goal #1:	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
<i>For the 2013 school year we want to increase students scoring at achievement level 3 in Algebra I from 45% to 50%</i>							
	45% (29)	50% (42)					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.	2.1.	2.1.	2.1.	2.1.	2.1.		

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Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>For the 2013 school year we want to increase students scoring at achievement levels 4 and 5 in Algebra I from 7% to 15%</i>							
	7% (5)	15% (12)					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<p>3A. In six years, school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2010-2011</p>	<p>Prior Knowledge and misconceptions.</p> <p>Students not receiving in depth FCAT strands due to focus on Algebra 1 Strands.</p>	<p>Incorporating basic skills need for student to be proficient in Algebra 1 through scaffolding.</p> <p>Lessons must include FCIM lessons that focus on FCAT strand that are tested</p>	<p>District Math Coach</p> <p>Administration</p>	<p>Classroom walk through</p>		
<p><u>Algebra 1 Goal #3A:</u></p> <p>Increase the number of students who are proficient in skill required to complete and pass the Algebra 1 EOC from % to %. Prepare students for the rigor associated with Algebra 2.</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 subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.	3B.1. White:N/A Black: Loss of knowledge over summer months due to limited academic resources. Hispanic:N/A Asian:N/A American Indian:N/A	3B.1. Scaffolding to activate prior knowledge and using CRA method to teach from Concrete Representation to Abstract Representation.	3B.1. District Math Coach Administration	3B.1. Classroom walk through Student data chats	3B.1.		
<u>Algebra 1 Goal #3B:</u> Increase proficiency on Algebra EOC and maintain or increase FCAT Levels for black students from % to %	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					

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

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

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3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
<u>Algebra 1 Goal #3D:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.	3E.1. Students that are moving forward on Algebra 1 strands but are decreasing in FCAT Levels due to focus on Algebra.	3E.1. FCIM Lesson taught using gradual release model with focus on FCAT strands.	3E.1. District Math Coach Building Administration	3E.1. Building wide assessments District Assessments and Classroom Assessments	3E.1.		
<u>Algebra 1 Goal #3E:</u> Increase proficiency on Algebra 1 EOC and maintain of increase FCAT Levels students who are economically disadvantaged from % to %	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

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End of Algebra 1 EOC Goals

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

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

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

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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2011-2012						
<u>Geometry Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</p>	<p>3B.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>3B.1.</p>	<p>3B.1.</p>	<p>3B.1.</p>	<p>3B.1.</p>		
<p>Geometry Goal #3B: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>	<p><i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>					
		<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	

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

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3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
Geometry Goal #3D: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development

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

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(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 Outside Facilitator	PD Participants (e.g., PLC, subject, grade level, or school-wide) Math/Science Teachers	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Gizmo's	ALL	Outside Facilitator	Math/Science Teachers	October	Sign In Sheet, Observations, Lesson Plans	Administration
Data Mining	ALL	Coaches	Math Department	Quarter One – PLC Meetings	Lesson Plans, Observations, Sign In Sheets	Administration
EverFi	All	Outside Facilitator	Math Department	Quarter One	Observations	Magnet Coordinator Administration
WICOR/AVID Strategies for the Math Classroom	ALL	Lead Teacher/ Literacy Coach	Math Department	Ongoing	Classroom Observations, Lesson Plans	Administration, Literacy Coach,

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

End of 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. Lack of sufficient training in effective implementation of the inquiry-learning model.	1A.1. Incorporate the inquiry-based learning model to encourage student centered learning, which nurtures skill development through problem solving and critical thinking.	1A.1. Teachers Administration State Science Coach	1A.1. Monitor students' ability to formulate questions, display a deep understanding of the content and connect science concepts to the real world.	1A.1. Evident in students' lab reports, journals, and discourse.		

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<u>Science Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Increase student achievement from 21% to 46% proficiency</i>	21% (39)	46% (95)					
		1A.2 Student's ability to understand informational text based on reading level.	1A.2. Teachers will develop engaging, relevant and rigorous lessons that will help to ignite students' interest in science while incorporating interactive technology. Development of student surveys to gather data on the engagement and relevance of the lesson (level of withitness).	1A.2. Teachers Administration State Science Coach	1A.2 Periodic checks for varying levels of engagement throughout the duration of the lesson. Students' response to survey and teachers' willingness to tailor lessons to meet the interest of the students.	1A.2. Differentiated lesson Student interviews High level of authentic engagement High performance on assessments	
		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.		

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<u>Science Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2A.1. Seeing students every other day with 4x4 Block schedule.	2A.1. Teachers will determine core instructional needs by reviewing common assessment data for all students within the bottom quartile.	2A.1. Teachers Administration State Science Coach	2A.1. Collect and analyze results of common assessment data to determine progress toward benchmarks.	2A.1. Science assessments tied to Science Benchmarks administered weekly		
<u>Science Goal #2A:</u> <i>Increase student achievement from 1% to 6% proficiency.</i>	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
	1% (1)	6% (12)					
		2A.2. Students background knowledge in Science is varied and inconsistent	2A.2 Teachers will utilize differentiated instruction with evidence based instruction and interventions within science and math classes.	2A.2. Teachers State Science Coach Administration	2A.2. Classroom walk through Review of lesson plans documenting and displaying evidence of differentiated instruction	2A.2. Classroom walk throughs Daily lesson plans	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

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<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</p>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<p>Science Goal #2B:</p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

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

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2.1.	2.1.	2.1.	2.1.	2.1.		
Science Goal #2: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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End of Florida Alternate Assessment High School Science Goals

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

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

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

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

End of Biology 1 EOC Goals

August 2012

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Revised April 29, 2011

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson Planning – 5E’s Model	Science 6-8	Larkins, Thorpe, Guy, Swanson, Monts	Grade level	PLC meeting	Lesson Plan Review; Classroom Walk through; Training Evaluation	Administration
AVID Strategies	Core Subject Areas, 6-8	Coaches/ AVID Coordinator	School-wide	August 2012 (on- going)	Sign-in Logs, Focus Walks, Informal Observations	Administration
Highly Effective Vocabulary Strategies for Science	Science 6-8	Reading Coach	Science Department	October 2012 PLC meeting Weekly Common Planning	Observations, Lesson plans and student portfolios	Science Administrator

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Data-Driven Instruction through Data Analysis	6-8	Admin/ State Science Coach	School-wide	Weekly	Review of Data notebooks, lesson plans, and observations	Administration
	Science	District Science Coach	Science Department	Common Planning October 2012	Observations, Lesson plans, lab journals	Science Administrator
Inquired-Based Learning	6-8			PLC meeting		
				Weekly		
Highly Effective Reading Strategies for Science	Science	District Reading Coach	Science Department	Common Planning Weekly	Observations, Lesson plans and student portfolios	Science Administrator
Unpacking the Standards	6-8 Science	Larkins	Science Department	Common Planning PLC Meeting	Observations, Lesson plans and student portfolios	Science Administrator
Differentiated Instruction	6-8 Science	District Science Coach	Science Department	September 2012	Observations, Lesson plans and student portfolios	Science Administrator
	6-8			PLC meeting		
				Weekly		
				Common Planning		

Science Budget (Insert rows as needed)

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

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

End of Science Goals

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Writing Goals

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

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

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<p>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</p>	<p>1A.1. Writing across the curriculum, within content areas</p>	<p>1A.1. School- based writing professional development</p>	<p>1A.1. Administrators</p>	<p>1A.1. Observations</p>	<p>1A.1. Data from District Timed Writes, school-based writing assessments, content area writing performance tasks, portfolio.</p>		
		<p>Collaborative PLC with ELA teachers to align writing instruction and develop performance tasks.</p>	<p>Coaches</p>	<p>Lesson Plans</p>	<p>Student work samples</p>		
		<p>Incorporate writing performance tasks, including essays and short/extended responses, in content area courses.</p>	<p>Teachers</p>	<p>Analysis of student work</p>	<p>Writing lesson plans</p>		
					<p>Classroom observation data</p>		
<p><u>Writing Goal #1A:</u></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
<p><i>Enter narrative for the goal in this box.</i></p>							
	<p>77%(159)</p>	<p>96%(198)</p>					

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		IA.2. Tendency toward formulaic writing	IA.2. Focused writing instruction through the use of incorporating Writer's Workshop in ELA. Develop a writing plan that reflects instructional topics throughout the year. School-based professional development about the use of effective writing strategies. District offered professional development	IA.2. Administrators Coaches	IA.2. Analysis of student work School-wide writing plan	IA.2. Data- District Timed Writing, School-based writing assessment Student work samples Lesson plans Classroom observation data	
		IA.3. Scoring alignment across content areas	IA.3. Collaborate through PLCs to align scoring of student writing Use data to plan instruction	IA.3. Administrators Coaches Teacher	IA.3. PLC Data Chats Lesson plans checks Focused Classroom Observations	IA.3. Classroom observation data Lesson Plans Administrative data chats with teacher	
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>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT 2.0 Scoring Alignment	All Grades ELA , Reading, and Social Studies	Reading Coach/ Department Chairs, District Literacy Coach and/or Supervising Administrator	Professional Development through PLCs for ELA, Reading, and Social Studies departments	Weekly PLCs (Tuesdays) And Early Release	PLCs Common Planning Data Chats	Supervising Administrators
Writing Across the Curriculum	All Grades ELA , Reading, and Social Studies	Reading Coach/ Department Chairs, District Literacy Coach and DA Reading Specialist(s)	Professional Development through PLCs for ELA, Reading, and Social Studies departments and Common planning sessions for ELA, Reading, and Social Studies departments	September- December 2012 Weekly PLCs (Tuesdays) And Weekly Common Planning (Wednesdays)	Intensive Coaching Model PLCs Common Planning	Supervising Administrators

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Launching the Writer's Workshop	All Grades	Reading Coach/ Department Chairs and District Literacy Coach	Professional Development through PLCs for ELA, Reading, and Social Studies departments and Common planning sessions for ELA and Reading departments	Weekly PLCs	Intensive Coaching Model	Supervising Administrators	
	ELA , Reading			(Tuesdays)			PLCs
Differentiating Writing Instruction	All Grades	Reading Coach/ Department Chairs and DA Reading Specialist(s)	Professional Development through PLCs for ELA and Reading departments and Common planning sessions for ELA and Reading departments	Weekly Common Planning	Intensive Coaching Model	Supervising Administrators	
	ELA , Reading			(Wednesdays) Weekly PLCs			PLCs
				(Tuesdays)			Common Planning
				Weekly Common Planning	Common Planning		
				(Wednesdays)			

Writing Budget (Insert rows as needed)

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

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

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

End of Writing Goals

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

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

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

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

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

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

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

Civics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)			

Civics Budget (Insert rows as needed)

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

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

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

End of Civics Goals

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

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

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

U.S. History EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in U.S. History.	1.1.	1.1.	1.1.	1.1.	1.1.		
<p><u>U.S. History Goal #1:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

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

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

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

**U.S. History Professional Development
Professional
Development
(PD) aligned with
Strategies through
Professional
Learning
Community (PLC)
or PD Activity**

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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U.S. History Budget (Insert rows as needed)

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

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

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

End of U.S. History Goals

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

Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance	1.1.	1.1.	1.1.	1.1.	1.1.		
Attendance Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Attendance Rate:*</u> 	<u>2013 Expected Attendance Rate:*</u> 					
	<i>Enter numerical data for current attendance rate in this box.</i>	<i>Enter numerical data for expected attendance rate in this box.</i>					

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

	<u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Absences</u> <u>(10 or more)</u>	<u>2013 Expected</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Absences</u> <u>(10 or more)</u>					
	<i>Enter numerical data for current number of absences in this box.</i>	<i>Enter numerical data for expected number of absences in this box.</i>					
	<u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Tardies (10 or</u> <u>more)</u>	<u>2013 Expected</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Tardies (10 or</u> <u>more)</u>					
	<i>Enter numerical data for current number of students tardy in this box.</i>	<i>Enter numerical data for expected number of students tardy in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)			

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
Subtotal:			
Technology			

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

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

End of Attendance Goals

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

Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1.1.	1.1.	1.1.	1.1.	1.1.		
Suspension Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	<i>Enter numerical data for current number of in-school suspensions</i>	<i>Enter numerical data for expected number of in-school suspensions</i>					

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

	<u>2012 Total Number of Students Suspended</u> <u>In-School</u>	<u>2013 Expected Number of Students Suspended</u> <u>In-School</u>					
	<i>Enter numerical data for current number of students suspended</i> <i>in-school</i>	<i>Enter numerical data for expected number of students suspended</i> <i>in-school</i>					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	<i>Enter numerical data for current number of students suspended</i> <i>out-of-school</i>	<i>Enter numerical data for expected number of students suspended</i> <i>out-of-school</i>					
	<u>2012 Total Number of Students Suspended</u> <u>Out-of-School</u>	<u>2013 Expected Number of Students Suspended</u> <u>Out-of-School</u>					
	<i>Enter numerical data for current number of students suspended</i> <i>out-of-school</i>	<i>Enter numerical data for expected number of students suspended</i> <i>out-of-school</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

**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	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)			

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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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

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

End of Suspension Goals

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

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout Prevention	1.1.	1.1.	1.1.	1.1.	1.1.		

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

<u>Dropout Prevention Goal #1:</u> <i>Enter narrative for the goal in this box.</i> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

Professional Development (PD) aligned with

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

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

**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

Grade Level/
Subject

PD Facilitator

PD Participants

Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or

(e.g. , PLC, subject, grade level, or school-wide)

PLC Leader

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

Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	1.1.	1.1.	1.1.	1.1.	1.1.		

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

<u>Parent Involvement Goal #1:</u>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
<p><i>Enter narrative for the goal in this box.</i></p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>							
	<p><i>Enter numerical data for current level of parent involvement in this box.</i></p>	<p><i>Enter numerical data for expected level of parent involvement in this box.</i></p>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning

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

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

Community (PLC) or PD Activity

Please note that each
Strategy does not require a
professional development or

PLC activity.

PD Content /Topic

Grade Level/
Subject

PD Facilitator

PD Participants

Target Dates (e.g. , Early
Release) and Schedules (e.g.,
frequency of meetings)

Strategy for Follow-up/Monitoring

Person or Position Responsible for
Monitoring

and/or PLC Focus

and/or

(e.g. , PLC, subject, grade level, or
school-wide)

PLC Leader

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

Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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

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

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

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

	1.3.	1.3.	1.3.	1.3.	1.3.
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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
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

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

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

	1.3.	1.3.	1.3.	1.3.	1.3.
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CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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

Additional Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal	1.1.	1.1.	1.1.	1.1.	1.1.		

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

<u>Additional Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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

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

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

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

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

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

Are you reward school? Yes No

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

Describe the activities of the SAC for the upcoming school year.

August 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Describe the projected use of SAC funds.	Amount