Florida Department of Education

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Jan Mann Opportunity	District Name: Miami-Dade
Principal: Samuel L. Johnson	Superintendent: Alberto Carvalho
SAC Chair: Andrea Walker	Date of School Board Approval: Pending

Student Achievement Data:

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

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

Highly ==Effective== Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Samuel L. Johnson	M.S.- Science Education / Ed. Leadership Nova Southeastern University B.S.- Biology, Florida State University Certification: Educational Leadership K-12; Biology	1	17	' 12 '11 '10 '09 '08 The 500 Role Model Academy of Excellence Alternative Education Center 2010-2006 School Grade TBA F * P P AYP No No Yes Yes High Standards Rdg. 4% * 34% 53% High Standards Math 6% * 24% 16% Lrng Gains-Rdg. 46% 44% 66% 80% Lrng Gains-Math 52% 62% 64% 60% Gains-Rdg-25% 63% * 73% 80% Gains-Math-25% 53% * 70%

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

Assistant Principal	Nicholas E. Emmanuel	Bookkeeping	2	17	' 12 '11 '10 '09 '08
		Economics, MG			School Grade n/a n/a n/a n/a n/a
		Math, Middle			AYP n/a n/a n/a n/a n/a
		Grades, ED			High Standards Rdg. n/a n/a n/a n/a n/a
		Leadership			High Standards Math n/a n/a n/a n/a n/a
					Lrng Gains-Rdg n/a n/a n/a n/a n/a
					Lrng Gains-Math n/a n/a n/a n/a n/a
					Gains-Rdg 25% n/a n/a n/a n/a n/a

<u>Highly Effective Instructional Coaches</u>

List your school's highly effective instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A					

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

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. Recruit new highly qualified teachers from Job Fairs and through partnership with Florida Memorial University.	Principal Assistant Principal	On-going
2. Solicit referrals from veteran teachers and outside agencies.	Principal Assistant Principal	On-going
3.		
4.		

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/or 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
3	Provide on-site professional development activities and/or courses offered at TDC.

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)).

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
37	2.7% (1)	2.7% (1)	37.84% (14)	56.76% (21)	56.76% (21)	55% (11)	8.11% (3)	2.7% (1)	16.22% (6)

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
N/A	N/A	N/A	N/A

Additional Requirements

Coordination and Integration-**Title I Schools Only**

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

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
Extended learning opportunities will be provided to ensure students requiring additional remediation are assisted through pull-out tutoring.   Services are provided to ensure students requiring additional remediation are assisted through push-in or pull-out tutorial models during the school day as well as summer school. The district coordinates with Title II in ensuring staff development needs are provided. Support services are provided to secondary students. The administrators and instructional leadership team develop, lead, and evaluate school core content standards/programs. They identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the program include an extensive parental program; Supplemental Educational Services for tutoring; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.
Title I, Part C- Migrant
Jan Mann Opportunity School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.
Title I, Part D
The Educational Alternative Outreach program is supported by district funds. Services are coordinated with district Drop-out Prevention Programs.

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

Title II
The District uses supplemental funds for improving basic education as follows:
●   Training to certify qualified mentors for the New Teacher (MINT) Program
●   Training for add-on endorsement programs, such as Reading, Gifted, and ESOL
Training and substitute for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lessons Learned Study Group Implementation and protocols.
Title III
NA
Title X- Homeless
District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. The Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act, ensuring homeless youth are not to be stigmatized, segregated, or isolated based on their status as homeless and are provided with all entitlements. Project Upstart also provides a homeless sensitivity and awareness campaign throughout all the schools.
Supplemental Academic Instruction (SAI)
Jan Mann Opportunity School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education
Finance Program (FEFP) allocation.

Violence Prevention Programs

Jan Mann Opportunity School provides individual and small group counseling to address bullying, drug abuse, violence prevention, and harassment as well as a supporting classroom curriculum. The Melissa Institute for Violence Prevention is partnering with the school to provide both student and teacher workshops at the school on bullying and violence prevention. The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, guidance counselors, and other student services staff. Training and technical assistance for elementary, middle, and senior high school teachers, as well as administrators and counselors, is also a component of this program. The Student Services department also focuses on individual and group counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises. Additionally, Jan Mann Opportunity School provides positive interaction and motivational programs, group and extensive one-on-one counseling, and rewards and incentives to reinforce positive behavior through the Positive Behavior Support Program.

Nutrition Programs

1. The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2. Nutrition education, as per state statute, is taught through physical education.

3. The School Food Service Program, including school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

High school completion courses are available to eligible senior high students in the evening (at their neighborhood schools) based on the school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes. Additionally, student services personnel are working with overage students and their parents to explore educational options through adult education that may be more appropriate. By establishing strong ties with Florida Memorial University in the area, we offer all our students, regardless of academic prowess, a viable opportunity to continue their education.

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

Career and Technical Education
By promoting Career Pathways and Programs of Study, students will become academy program completers and have a better understanding and appreciation of postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school which provides more opportunities for students to complete 2 and 4 year postsecondary degrees. Workplace skills are taught in the academy and other applied technology electives, including how to prepare a resume, dress for success, and perform during a job interview. Students gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications. Readiness for postsecondary opportunities is strengthened with the integration of academic and career and technical education components and a coherent sequence of courses.
Job Training
N/A

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

Other

Parental Involvement Program Description

The following are strategies utilized in coordination with Title I to increase parental involvement:
● Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.
● Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Orientation Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.
● Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.
● Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/ Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

School Improvement Grant Fund/School Improvement Grant Initiative

The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest subgroups through comprehensive, ongoing data analysis, curriculum and instructional alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated Instruction/Intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding assistance to schools in Differentiated Accountability based on need.

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

School-Based MTSS/RtI Team

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

Identify the school-based MTSS Leadership Team.

MTSS/RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting students achievement, school safety, school culture, literacy, attendance, student social/emotional wellbeing and prevention of student failure through early intervention.

The MTSS/RtI Leadership Team at Jan Mann Opportunity School consists of the following members:
 • Principal
 • Assistant Principal
 • SPED Department Chair
 • Guidance Counselors
 • School Social Workers
 • School Psychologist

 • TRUST Counselor

 • EBD Clinician

 • PBS Team Leader

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

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

The MTSS/RtI Leadership team at Jan Mann Opportunity School conducts bi-weekly meetings to monitor academic and behavioral data to evaluate student progress. The leadership team:

1. Monitors academic and behavior data evaluating progress by addressing the following important questions:

    *   What will students learn? (curriculum based on standards)

    *   How will we determine if the students have learned? (common assessments)

    *   How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)

    *   How will we respond when students have learned or already know? (enrichment opportunities)

    *   How will we correct/redirect inappropriate behavior? (behavior)

2. Gathers and analyzes data to determine professional development for faculty as indicated by student intervention and achievement needs.

3. Maintains communication with staff input and feedback, as well as updating them on procedures and progress.

4. Supports a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions (academic and behavioral).

5. Provides clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

6. Assists with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

7. Implements strategies to target students on each tier, with the level of targeted intervention increasing on each tier.

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

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The MTSS/RtI Leadership Team will do the following in the development and implementation of the School Improvement Plan:
1. Monitor and adjust the school's academic and behavioral goals through data gathering and data analysis;
2. Analyze and disaggregate data in order to drive instruction;
3. Differentiate instruction in order to meet the instructional needs of the students;
4. Develop, implement, and monitor strategies to increase overall attendance rate, decrease the number of suspensions, increase the number of students graduating

   with their cohort, and increase overall percentage of parental involvement.
5. Monitor the fidelity of the delivery of instruction and interventions.
6. Provide levels of support and interventions to students based on data.

MTSS Implementation

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

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.

1. Data will be utilized to guide instructional decisions and system procedures for all students to:

   • Adjust the delivery of curriculum and instruction to meet the specific needs of students.

   • Adjust the allocation of school-based resources.

   • Drive decisions regarding targeted professional development.

   • Create student growth trajectories in order to identify and develop interventions.

2. Managed data will include:

Academic

   • FAIR assessments

   • Interim Assessments

   • State/Local Math and Science Assessments

   • FCAT

   • EOC Assessment (Algebra 1, Geometry and Biology)

   • Student grades

   • Bi-weekly assessments

   • Referrals for academic evaluations

Behavioral

- Student Case Management

- Detention

- Suspensions/Expulsions

- Referrals by student behavior, staff behavior, and administrative context

- Office referrals per day/per month

- Team climate surveys

- Attendance

- Referrals for psychological evaluations

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

Describe the plan to train staff on MTSS.
The district professional development will include:
1. Training for all administrators in the MTSS/RtI problem solving and data analysis process;
2. Train all staff members in the MTSS/RtI problem solving and data analysis and process;
3. Providing support for school staff to understand basic MTSS/RtI principles procedures; and
4. Providing a network of ongoing support for MTSS/RtI organized through feeder patterns.
Selected staff members completed the online MTSS/RTI training. All instructional staff and paraprofessionals will receive MTSS/RTI training on an early release day.
Describe plan to support MTSS.
School Administrators, psychologist, counselors and Departments Heads will provide levels of support to instructional staff and interventions to students based on data.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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

The principal has selected staff members for the Literacy Leadership Team (LLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Literacy Leadership Team meetings and activities. Resources will be provided to the LLT; and the reading teachers and test chairperson will share their expertise in reading instruction, assessment, and observational data to assist the team in making instructional and programmatic decisions. The following staff are members of the Literacy Leadership Team:

  Samuel L. Johnson, Principal

  Nicholas Emmanuel, Assistant Principal

  Rosetta Ashley, Student Services Chair

  Lynn Binstock, Science/SPED Department Head

  Sylvonnia Simmons, Language Arts Department Head

  Michael Floyd, Mathematics Department Head

  Yvette Hines, Test Chairperson

  Mark Scriven, Social Studies Department Head

  Andrea Walker, PBS Team Leader

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

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

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school and focus on areas of literacy concern across the curriculum. The principal, test chairperson, reading teachers, content area teachers, and others designated by the principal to serve on this team, which meets a minimum of once a month. All members of the leadership team will share the common goal of improving instruction for all students and will work to build staff support, internal capacity, and sustainability over time.

The Literacy Leadership Team will assist with monitoring and responding to the needs of subgroups, which did not make Adequate Yearly Progress last year to ensure proper support during the 2012-13 school year. The LLT will further use reading across the curriculum to create students' growth patterns and to identify and develop interventions.

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

Jan Mann's Literacy Leadership Team will focus on the following:
• Effective utilization of the MTSS/RtI process;
• Greater utilization of assessment data to drive instruction;
• Development of school wide learning activities related to the reading initiative.

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.

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.

N/A

Grades 6-12 Only Sec. 1003.413 (b) F.S
April 2012
Rule 6A-1.099811
Revised April 29, 2011   19

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

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

1. All teachers will receive CRISS training and/or reading strategies and ongoing support will be provided to ensure teachers are utilizing the strategies effectively.

2. In addition to Language Arts/Reading teachers, Social Studies, Science, and elective teachers will receive Instructional Focus Calendars that are aligned with assessed benchmarks along with guidelines for implementing reading strategies.

3. The reading teachers will model lessons for all teachers using reading strategies that can be utilized across the curriculum.

High Schools Only

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

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

Jan Mann Opportunity School offers students the opportunity to take courses related to careers in fashion design, culinary arts, and business technology education. The applications and skills taught in these classes are transferable so that students can apply these skills in their content area courses and in real world applications. Middle school students are exposed to exploratory courses in family and consumer sciences and business technology education; all courses include career planning. Instructional staff members are encouraged to plan project-based learning activities that cross content areas, provide relevance, and include a career component. Additionally, 70% of Junior and Seniors register to take the ACT test as noted in Postsecondary Transition.

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?

Student services members, in conjunction with the classroom teachers, work with students to insure completion of the electronic Portfolio Educational Plan (ePEP), reviewing career goals and programs of study as part of the career planning process. All applied technology courses include career planning components. Students meet individually with the assigned guidance counselor for articulation/subject selection; however, due to the size of the school, course offerings are limited. Because students are placed here for a short period of time and then returned to their home school, the counselor also addresses student course selections at their home schools as well courses offered through adult education and virtual school. Additionally, our career academy focuses on developing specific career job training skills and seeks to offer internship opportunities.

<div style="border:1px solid black; height:2em;"></div>

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 <u>High School Feedback Report</u>.

The ACT Online Prep Program, funded by the Title I Program, will be made available to all students. This will allow students the opportunity to receive individualized feedback and instructions in preparation for the ACT and post-secondary academia. Every student will receive an individual password to access the ACT Online Prep Program from home and or school.

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					

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

	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 | | |

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

1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1a.1.	1a.1.	1a.1.	1a.1.	1a.1.		
	An area of deficiency as noted on the 2012 FCAT Reading Assessment was in Vocabulary and Literary Analysis.	Provide students with the opportunity to practice with prefixes, suffixes, root words, synonyms, and antonyms. Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.	Literacy Leadership Team	The LLT will review assessment data monthly including results from bi-weekly assessments. Results will be used to adjust instruction as needed to ensure progress is being made.	Formative: Bi-weekly assessments; District Baseline Assessments; District Interim Assessments, Reading Plus Data. Summative: Results from the 2013 FCAT Reading Test		

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

Reading Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
An analysis of the 2012 Florida Comprehensive Assessment Test (FCAT) indicates that 16% (14) of students in grades 06-10 achieved Level 3 Proficiency. *Our overall goal for the 2012-2013 school year is to increase Level 3 proficiency by 23 percentage points to 31%.(29).*							
	8% (14)	*31% (29)*					

		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	
		Students demonstrated a deficiency in analyzing a variety of text structures (comparison/ contrast, cause/effect, chronological order) and text features (main headings with subheadings) and explaining their impact meaning in text.	Provide students with the opportunity to practice justifying answers by going back to the text for support. Students will use graphic organizers to see patterns and summarize the main points. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text.	Literacy Leadership Team	The LLT will review data monthly from ongoing performance-based classroom assessments focusing on students' knowledge of text structures and text features to adjust instruction. Results will be used to adjust instruction as needed to ensure progress is being made.	Formative: Bi-weekly assessments; District Baseline Assessments; District Interim Assessments. Summative: Results from the 2013 FCAT Reading Test	
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		

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

Reading Goal #1b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
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		

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

| 2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading. | 2a.1. Students had difficulty with reporting category 4: Informational Text and Research Process. Students had difficulty utilizing critical strategies needed to locate, organize, and interpret information and determine the validity and reliability of information within texts. | 2a.1. Teachers will use project-based learning in order to move students from guided learning to more independent learning.

Provide students with opportunities to use real-world articles such as brochures, manuals, fliers, and websites to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. More practice will be provided to students on the methods of understanding supporting details in performance tasks. | 2a.1. Literacy Leadership Team | 2a.1. The LLT will review data monthly from ongoing classroom assessments/ observations focusing on students' abilities to complete assignments as the teacher become the facilitator and guides students to become independent learners. Results will be used to adjust instruction as needed to ensure progress is being made. | 2a.1. Formative: Student work samples utilizing rubrics; classroom assessments; District Baseline Assessments; District Interim Assessment.

Summative: Results from the 2013 FCAT Reading Test | | |
|---|---|---|---|---|---|---|---|

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

Reading Goal #2a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
An analysis of the 2012 Florida Comprehensive Assessment Test (FCAT) indicates that 0% (0) achieved Levels 4 and 5 Proficiency. *Our overall goal for the 2012-2013 school year is to increase Level 4 and 5 proficiency by 10 percentage points to 10%.* .							
	0% (0)	*10% (9)*					
		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 reading.	2b.1.	2b.1.	2b.1.	2b.1.	2b.1.		
Reading Goal #2b: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2b.2.	2b2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3a. FCAT 2.0: Percentage of students making Learning Gains in reading.	3a.1. The results of the 2012 FCAT indicate that students had difficulty with all reporting categories.	3a.1. Provide students with opportunities to distinguish between literal and figurative interpretations. Useful instructional strategies will include: vocabulary word maps; word walls; instruction in different levels of content-specific words (shades of meaning).	3a.1. Literacy Leadership Team	3a.1. The LLT will assess student progress monthly using FAIR, ongoing Progress Monitoring and calculate percent of students making adequate progress toward goal. Results will be used to adjust instruction as needed to ensure progress is being made.	3a.1. Formative: Student work samples utilizing rubrics; classroom assessments; District Baseline Assessments; District Interim Assessments Summative: Results from the 2013 FCAT Reading Test		

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

| Reading Goal #3a:

The results of the 2012 Florida Comprehensive Assessment Test (FCAT) indicate that 18% (16) of students made learning gains.

Our overall goal for the 2012-2013 school year is to increase student learning gains by 10 percentage points to 28%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	18% (16)	*28 % (26)*					
		3a.2.	3a.2.	3a.2.	3a.2.	3a.2.	
		3a.3.	3a.3.	3a.3.	3a.3.	3a.3.	

3b. <mark>**Florida Alternate Assessment:** **Percentage of students making Learning Gains in reading.**</mark>	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.		
Reading Goal #3b: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	

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

		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4a. <mark>**FCAT 2.0:**</mark> **Percentage of students in Lowest 25% making learning gains in reading.**	4a.1. The results of the 2012 FCAT indicated that students had difficulty with all reporting categories.	4a.1. Provide students with the opportunity to read from a wide variety of texts and receive instruction in affixes and root word activities.	4a.1. Literacy Leadership Team	4a.1. 1. The LLT will monitor assessment data monthly including data from FAIR assessment to determine student improvement on decoding skills based on FAIR assessment data.	4a.1. Formative: Student work samples utilizing rubrics; classroom assessments; District Baseline Assessments; District Interim Assessments, FAIR data. Summative: Results from the 2013 FCAT Reading Test		

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

Reading Goal #4a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The results of the 2012 Florida Comprehensive Assessment Test (FCAT) indicate that 5% of the students in the lowest 25% made learning gains. *Our overall goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains in reading to 10%.*						
	5% (12)	*10% (24)*				
		4a.2.	4a.2.	4a.2.	4a.2.	4a.2.
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.

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

4b. **<mark>Florida Alternate Assessment:</mark> Percentage of students in Lowest 25% making learning gains in reading.**	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.		
Reading Goal #4b: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011	■ ■ ■ 8	17	25	33	42	50
Reading Goal #5A: *Our overall goal for the 2012-2013 school year is to increase Level 3 proficiency by 9 percentage points to 17%.*							
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		

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5B.1. Black: An analysis of 2012 FCAT data reveals that students in grades 06-10 had difficulty in reporting category 1 and 2: Vocabulary and Reading Application.	5B.1. Provide students with the opportunity to use a variety of genres (textbooks and novels) that include identifiable Main Ideas and Supporting Details, Comparisons, Cause and Effect, Author's Viewpoint, and vocabulary used within each genre.	5B.1. Literacy Leadership Team	5B.1. The LLT will review assessment data monthly from ongoing performance-based classroom assessments focusing on students' knowledge of text structures and text features. Results will be used to adjust instruction as needed to ensure progress is being made.	5B.1. Formative : Monthly assessments; District Baseline Assessments; District Interim Assessments Summative: Results from the 2013 FCAT Reading Test		

Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Black: An analysis of the 2012 Florida Comprehensive Assessment Test (FCAT) indicates that 82% (76) of students in grades 06-10 represented in the Black subgroup did not make satisfactory progress in reading.							
	82% (76) White: Black: Hispanic: Asian: American Indian:	*28% (26)* White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.	
Reading Goal #5D: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
	—	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.

		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.		
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.			
	Economically Disadvantaged: An analysis of 2012 FCAT data reveals that students in grades 06-10 had difficulty in reporting category 1 and 2: Vocabulary and Reading Application.	Provide students with the opportunity to use a variety of genres (textbooks and novels) that include identifiable Main Ideas and Supporting Details, Comparisons, Cause and Effect, Author's Viewpoint, and vocabulary used within each genre.	Literacy Leadership Team	The LLT will review assessment data on a monthly basis from ongoing performance-based classroom assessments focusing on students' knowledge of text structures and text features.	Formative : Monthly assessments; District Baseline Assessments; District Interim Assessments Summative: Results from the 2013 FCAT Reading Test			

Reading Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
An analysis of the 2012 Florida Comprehensive Assessment Test (FCAT) indicates that 78% (76) of students in grades 06-10 represented in the Economically Disadvantaged subgroup did not make satisfactory progress in reading.							
	78% (76)	*28% (26)*					
		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)

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

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
Effective Implementation of the Instructional Focus Calendar	6-12	Language Arts Department Chair	School-wide	August 16, 2012	Lesson Plans and Classroom Walkthroughs	Administration
Voyager Reading Programs	6-8	District Staff	Middle School Reading Teachers	August 16, 2012	Lesson Plans and Classroom Walkthroughs	Literacy Leadership Team Administration
Jamestown Reading Program	9-12	District Staff	Sr. High Reading Teacher	August 16-17, 2012	Lesson Plans and Classroom Walkthroughs	Literacy Leadership Team Administration
Reading with USA Today	9-12	District Staff	Sr. High Reading Teachers	August 16-17, 2012	Lesson Plans and Classroom Walkthroughs	Literacy Leadership Team Administration
Common Core Standards	6-12	Language Arts Department Chair	Literacy Leadership Team	September 25, 2012	Lesson Plans and Classroom Walkthroughs	Literacy Leadership Team Administration
FCAT 2.0 Writing	6-12	Language Arts Department Chair	Instructional Staff	October 2012	Lesson Plans and Classroom Walkthroughs	Literacy Leadership Team Administration
Writing Across the Curriculum	6-12	Language Arts Department Chair	Instructional Staff	October 2012	Lesson Plans and Classroom Walkthroughs	Literacy Leadership Team Administration
Effective Vocabulary Instruction	6-12	Language Arts Department Chair	Instructional Staff	October 2012	Classroom Walkthroughs	Literacy Leadership Team Administration
Reading Plus	6-12	District Staff	Language Arts/Reading Teachers	October-November 22, 2012	Lesson Plans and Classroom Walkthroughs	Literacy Leadership Team Administration
Reading Coaches Professional Development	6-12	District Staff	Designated Reading Teacher	October 26, 2012	Observation of Modeling	Literacy Leadership Team Administration
						Literacy Leadership Team

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

| CRISS | 6-12 | District Staff | Selected Core Area Teachers | January, 2013 | Lesson Plans and Classroom Walkthroughs | Administration |
| | | | | | | Literacy Leadership Team |

Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
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
1.1 Teachers will utilize CRISS strategies for deriving word meanings and word relationships from context such as vocabulary concept maps, as well as provide additional instruction on word meanings. Students will practice using context clues to distinguish the correct meaning of words that that have multiple meanings through the reading of a wide variety of texts.	Substitutes	School Title I Budget	$1,200

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

Subtotal:			
Total: 1,200.00			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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

1. Students scoring proficient in Listening/ Speaking.	1.1.	1.1.	1.1.	1.1.	1.1.	
	An analysis of the data indicates that students had difficulty understanding short and extended listening passages, including passages that present academic information.	Provide students with the opportunity to use illustrations/diagram (A5), and use simple direct language (A6).	Principal Assistant Principal Literacy Leadership Team	The LLT will review assessment data monthly from CELLA reports and classroom assessments/ observations focusing on students' abilities to complete assignments as the teacher become the facilitator and guides students to become independent learners.	Formative: Student work samples utilizing rubrics; classroom assessments. Summative: 2013 CELLA Test	
CELLA Goal #1: *Our overall goal for the Comprehensive English Language Learning Assessment (CELLA) is to increase the percent of students scoring proficient in Listening/ Speaking.*	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
	100% (1)					
		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

Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in Reading.	2.1. An analysis of the data indicates that students had difficulty in two areas: Reading Vocabulary and Reading Comprehension, Students had difficulty understanding vocabulary words, including reading passages that present academic information.	2.1. Provide students with the opportunity to activate prior knowledge (C1) utilize vocabulary in context clues (C17) and use multiple meaning words (C19).	2.1. Principal Assistant Principal Literacy Leadership Team	2.1. The LLT will review assessment data monthly from CELLA reports and classroom assessments/ observations focusing on students' abilities to complete assignments as the teacher become the facilitator and guides students to become independent learners.	2.1. Formative: Student work samples utilizing rubrics; classroom assessments. Summative: 2013 CELLA Test	
CELLA Goal #2: *Our overall goal for the Comprehensive English Language Learning Assessment (CELLA) is to increase the percent of students scoring proficient in Reading.*	2012 Current Percent of Students Proficient in Reading :					
	Enter numerical data for current level of performance in this box.					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
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	

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

3. Students scoring proficient in Writing.	3.1.	3.1.	3.1.	3.1.	3.1.	
	An analysis of the data indicates that students had difficulty answering questions related to English grammar, sentence structure, writing descriptive sentences and word choice.	Provide students with the opportunity to write descriptive sentences and answer questions relating to English grammar.	Principal Assistant Principal Literacy Leadership Team	The LLT will review assessment data monthly from CELLA reports and classroom assessments/ observations focusing on students' abilities to complete assignments as the teacher become the facilitator and guides students to become independent learners.	Formative: Student work samples utilizing rubrics; classroom assessments. Summative: 2013 CELLA Test	
CELLA Goal #3: *Our overall goal for the Comprehensive English Language Learning Assessment (CELLA) is to increase the percent of students scoring proficient in Writing.*	2012 Current Percent of Students Proficient in Writing :					
	Enter numerical data for current level of performance in this box.					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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)			

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

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
Utilize Computer Assisted Programs (CAP), during small group independent practice in accordance with district pacing guides	Substitutes	Title 1 Funding	$500.00
Subtotal:$500.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of CELLA Goals

Middle School Mathematics Goals

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

ddle School Mathematics Goals	Problem Solving Process to Increase Student Achievem					

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

	ent						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1a.1. An analysis of 2012 FCAT data reveals that students in grade 6 had difficulty in Category 1: Fractions, Rations, Proportional Relationships, Statistics and Category 3: Geometry and Measurement.	1a.1. Provide the opportunities for students to explain and justify procedures for multiplying and dividing fractions and decimals. Use visual models (SMART BOARD) to explain multiplication and division of fractions. Use number lines and circle graphs to model the concept of dividing fractions, as well as mixed numbers	1a.1. Principal Assistant Principal Math Dept. Head	1a.1. The LLT will review assessment data monthly, including results from Computer Assisted Programs including Carnegie Learning, and FCAT Explorer. Results will be used to adjust instruction as needed to ensure progress is being made.	1a.1. Formative: Bi-weekly assessments; District Baseline and Interim Assessments Summative: 2013 FCAT Math Test		

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

Mathematics Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
An analysis of the 2012 Florida Comprehensive Assessment Test (FCAT) indicates that 3% (2) of 06-08 graders achieved Level 3 Proficiency in mathematics. *Our overall goal for the 2012-2013 school year is to increase Level 3 proficiency by 18 percentage points to 21% .*							
	3% (2)	*21% (13)*					

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

		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	
		An analysis of 2012 FCAT data reveals that students in grades 07-08 had difficulty in all reporting categories: Number-base ten, Fractions, Rations, Proportional Relationships, Statistics, and Geometry and Measurement.	Provide the opportunities for students to add, subtract, multiply, and divide integers, fractions, and terminating decimals, and perform exponential operations with rational bases and whole number exponents including solving problems in everyday contexts. Use manipulatives and real world scenarios (budgets) to develop meanings for integers and related vocabulary; and represent and compare quantities with them.	Principal Assistant Principal Math Dept. Head	The LLT will review assessment data monthly including results from Computer Assisted Programs including Carnegie Learning, and FCAT Explorer. Results will be used to adjust instruction as needed to ensure progress is being made.	Formative: Bi-weekly assessments; District Baseline and Interim Assessments Summative: 2013 FCAT Math Test	
		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.		

April 2012
Rule 6A-1.099811
Revised April 29, 2011   52

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

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

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

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.		
	An analysis of 2012 FCAT data reveals that students in grades 06-08 had difficulty in all reporting categories: Number, base ten, fractions, rations, proportional relationships, statistics, and Geometry and Measurement.	Provide opportunities for students to make reasonable approximations of square roots and mathematical expressions that include square roots, and use them to estimate solutions to problems and to compare mathematical expressions involving real numbers and radical expressions. Use visual models (SMART BOARD) to explain multiplication and division of fractions.	Principal Assistant Principal Math Dept. Head.	The LLT will review assessment data monthly including results from Computer Assisted Programs including FCAT Explorer, and Carnegie Learning. Results will be used to adjust instruction as needed to ensure progress is being made.	Formative: Bi-weekly assessments; District Baseline and Interim Assessments Summative: 2013 FCAT Math Test		

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

Mathematics Goal #2a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
An analysis of the 2012 Florida Comprehensive Assessment Test (FCAT) indicates that 0% (0) of 06-08 graders achieved Levels 4-5 Proficiency in mathematics. *Our overall goal for the 2012-2013 school year is to increase Level 4-5 proficiency by 8 percentage points to 8%.*						
	0% (0)	*8% (5)*				
		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.		

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

Mathematics Goal #2b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2b.2.	2b2.	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		

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

| **3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.** | 3a.1. The results of the 2012 FCAT indicate that students had difficulty with all reporting categories. | 3a.1. Provide concrete real-world examples by infusing literacy into the mathematics class with Computer Assisted Programs to show a transfer of mathematical theory to practical applications. In addition, students will use manipulatives to help in bridging the gap between the abstract and the concrete. | 3a.1. Principal Assistant Principal Math Dept. Head. | 3a.1. The LLT will review assessment data monthly including results from Computer Assisted Programs including FCAT Explorer, and Carnegie Learning. Results will be used to adjust instruction as needed to ensure progress is being made. | 3a.1. Formative: Bi-weekly assessments; District Baseline and Interim Assessments, CAP Reports Summative: 2013 FCAT Math Test | | |

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

Mathematics Goal #3a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The results of the 2012 Florida Comprehensive Assessment Test (FCAT) indicate that 14% (12) of students made learning gains. *Our overall goal for the 2012-2013 school year is to increase student learning gains by 10 percentage points to 24%.*							
	14% (12)	*24% (22)*					
		3a.2.	3a.2.	3a.2.	3a.2.	3a.2.	
		3a.3.	3a.3.	3a.3.	3a.3.	3a.3.	

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.		
Mathematics Goal #3b: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	
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		

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

4a. **FCAT 2.0:** **Percentage of students in Lowest 25% making learning gains in mathematics.**	4a.1. The results of the 2012 FCAT indicate that students had difficulty with all reporting categories.	4a.1. Provide students with the opportunity to practice finding the pattern, writing the rule, and determining the function for a given sequence of numbers.	4a.1. Principal Assistant Principal Math Department Head	4a.1. The LLT will review assessment data monthly including results from Computer Assisted Programs including FCAT Explorer, and Carnegie Learning. Results will be used to adjust instruction as needed to ensure progress is being made.	4a.1. Formative: Bi-weekly assessments; District Baseline and Interim Assessments Summative: 2013 FCAT Math Test		
Mathematics Goal #4a: *The results of the 2012 Florida Comprehensive Assessment Test (FCAT) indicate that 6% (6) of the students in the lowest 25% made learning gains.* *Our goal for the 2012-2013 school year is to increase learning gains in the lowest 25% by 10 percentage points to 16%.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	6% (6)	*16% (16)*					

		4a.2.	4a.2.	4a.2.	4a.2.	4a.2.	
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.	
4b. Florida Alternate Assessment: **Percentage of students in Lowest 25% making learning gains in mathematics.**	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.		
Mathematics Goal #4b: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	8	17	25	33	42	50

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

Mathematics Goal #5A:							
Our overall goal for the 2012-2013 school year is to increase Level 3 proficiency by 9 percentage points to 17%.							
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		

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5B.1. Black: An analysis of the FCAT Mathematics Test indicates that students represented in the Black subgroup did not make satisfactory progress.	5B.1. Provide concrete real-world examples by infusing literacy into the mathematics class with Computer Assisted Programs to show a transfer of mathematical theory to practical applications. In addition, students will use manipulatives to help bridge the gap between the abstract and the concrete.	5B.1. Principal Assistant Principal Math Department Head	5B.1. The LLT will review assessment data monthly including results from Computer Assisted Programs including FCAT Explorer, and Carnegie Learning. Results will be used to adjust instruction as needed to ensure progress is being made.	5B.1. Formative: Bi-weekly assessments; District Baseline and Interim Assessments Summative: 2013 FCAT Math Test		

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

Mathematics Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Black: An analysis of the 2012 Florida Comprehensive Assessment Test (FCAT) indicates that 72 % (70) of Black students in grades 06-08 did not make satisfactory progress in mathematics.							
	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	*Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	

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

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

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

		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		

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

Mathematics Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
	___	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3.	5D.3.	5D.3.	5D.3.	
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		

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1. An analysis of the FCAT Mathematics Test indicates that students represented in the Economically Disadvantaged subgroup did not make satisfactory Progress.	5E.1. Provide students with the opportunity to determine the measures of central tendency (mean, median, and mode) and variability (range) for a given set of data, collection of personal information such as height, weight, and shoe size is appropriate in the helping to develop an understanding of mean, median and mode.	5E.1. Principal Assistant Principal Mathematics Dept. Chair	5E.1. The LLT will administer district and bi-weekly assessments and implement a data management system, Edusoft, to score assessments and generate reports to track achievement trends. Data will be shared with staff members at faculty, department, leadership team and EESAC meetings.	5E.1. Formative: Bi-weekly benchmark assessments, CAP reports generated from FCAT Explorer, and Carnegie Learning. Summative: Results from the 2013 Algebra EOC Assessment.	

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

Mathematics Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
An analysis of the 2012 Florida Comprehensive Assessment Test (FCAT) indicates that 72% (70) of Economically Disadvantaged students in grades 06-08 did not make satisfactory progress in mathematics.						
	72% (70)	*82% (80)*				
		5E.2.	5E.2	5E.2.	5E.2.	5E.2.
		5E.3	5E.3	5E.3	5E.3	5E.3

End of Middle School Mathematics Goals

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

Algebra End-of-Course (EOC) Goals

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

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

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

| 1. Students scoring at Achievement Level 3 in Algebra. | 1.1. An analysis of the 2012 Algebra 1 EOC data reveals that Students had difficulty with all three Reporting Categories: Functions, Linear Equations, Inequalities, Polynomials, Rationals, Radicals, Quadratics, and Discrete Mathematics. | 1.1. Utilize Computer Assisted Programs (CAP) for all tiers, including Carnegie Learning, FCAT Explorer, and E2020 during mathematics classes to perform operations using polynomials and quadratics.

Provide all student s with opportunities to solve linear equations in one variable that include simplifying algebraic expressions.

Provide opportunities for students to identify the domain and range of a relation. | 1.1. Principal

Assistant Principal

Mathematics Dept. Chair | 1.1. The LLT will administer district and bi-weekly assessments and implement a data management system, Edusoft, to score assessments and generate reports to track achievement trends. Data will be shared with staff members at faculty, department, leadership team and EESAC meetings. | 1.1. Formative: Bi-weekly benchmark assessments,

CAP reports generated from FCAT Explorer, E2020, and Carnegie Learning.

Summative: Results from the 2013 Algebra EOC Assessment. | | |

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

Algebra Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
An analysis of the 2012 End of Course Assessment indicates that 4% (1) of students scored in the middle third tier (Level 3). *Our goal for the 2012-2013 school year is to increase the percentage of students in the middle tier by 7 percentage points to 11% (3).*						
	4% (1)	*11% (3)*				
		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.	2.1.	2.1.	2.1.	2.1.	2.1.		
	An analysis of the 2012 Algebra 1 EOC data reveals that no students achieved proficiency in the middle and upper third tier. Students had difficulty with all three reporting categories: Functions, Linear Equations, Inequalities, Polynomials, Rationals, Radicals, Quadratics, and Discrete Mathematics.	Students will be provided opportunities during mathematics classes to add, subtract, multiply, and divide integers, fractions, and terminating decimals, and perform exponential operations with rational bases and whole number exponents including solving problems in everyday contexts. Additionally, students will use manipulatives and real world scenarios involving relations and functions.	Principal Assistant Principal Mathematics Dept. Chair	The LLT will administer district and bi-weekly assessments will be used for progress monitoring as well as data obtained from Edusoft. This data will be used to redirect classroom instruction and provide information for tutorials.	Formative: Bi-weekly Assessments Summative: Results from the 2013 Algebra EOC Assessment.		

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

Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
An analysis of the 2012 End of Course Assessment indicates that 0% (0) of students scored in the upper third tier (Levels 4-5). *Our overall goal for the 2012-2013 school year is to increase students in the upper third tier by 3 percentage points to 3%.*							
	0% (0)	*3% (1)*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
		8	17	25	33	42	50
Algebra Goal #3A: *Our overall goal for the 2012-2013 school year is to increase Level 3 proficiency by 9 percentage points to 17%.*							
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		

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

| 3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. | 3B.1.

Students had difficulty with all three Reporting Categories: Functions, Linear Equations, Inequalities, Polynomials, Rationals, Radicals, Quadratics, and Discrete Mathematics. | 3B.1.

Utilize Computer Assisted Programs (CAP) for all tiers, including Carnegie Learning, and FCAT Explorer, during mathematics classes to perform operations using polynomials and quadratics.

Provide all student s with opportunities to solve linear equations in one variable that include simplifying algebraic expressions.

Provide opportunities for students to identify the domain and range of a relation. | 3B.1.

Principal

Assistant Principal

Mathematics Dept. Chair | 3B.1.

The LLT will review assessment data monthly, data will be used for progress monitoring as well as data obtained from Edusoft. This data will be used to redirect classroom instruction and provide information for tutorials. | 3B.1.

Formative: Bi-weekly Assessments

Summative: Results from the 2013 Algebra EOC Assessment. | | |
| Algebra Goal #3B:

An analysis of the 2012 End of Course Assessment indicates that 87% of students represented in the Black Subgroup did not make satisfactory progress in Algebra. | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |

	87% (85) White: Black: Hispanic: Asian: American Indian:	*85% (80)* White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

3C. English Language Learners (ELL) not making satisfactory progress in Algebra.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
Algebra Goal #3C: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
Algebra Goal #3D: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					

		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
	Students had difficulty with all three Reporting Categories: Functions, Linear Equations, Inequalities, Polynomials, Rationals, Radicals, Quadratics, and Discrete Mathematics.	Provide students with more practice using quadratic equations to solve real-world problems. Provide all students with more practice in, identifying and applying the distributive, associative, and commutative properties of real numbers and the properties of equality.	Principal Assistant Principal Math Department Head	The LLT will review assessment data monthly including results from computer assisted programs such as Carnegies Learning, and FCAT Explorer. Results will be used to adjust instruction as needed to ensure progress is being made.	Formative: Bi-weekly assessments; District Baseline and Interim Assessments Summative: Results from the 2013 Algebra EOC Assessment.		

Algebra Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
An analysis of the 2012 End of Course Assessment indicates that 96% (24) of students did not score in the middle and upper third tier. *Our overall goal for the 2012-2013 school year is to increase students in the middle and upper third tier by 7 percentage points to 7% (2).*							
	96% (24)	*94% (24)*					
		3E.2.	3E.2	3E.2.	3E.2.	3E.2.	
		3E.3	3E.3	3E.3	3E.3	3E.3	

End of Algebra EOC Goals

Geometry End-of-Course Goals

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

* 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	

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

1. Students scoring at Achievement Level 3 in Geometry.	1.1. The Results of the 2012 Geometry EOC assessment indicate that 6% (1) of students scored in the middle third (Levels 3-5). An analysis of the 2012 Geometry EOC Data reveals that students had difficulties in all reporting categories: Two-Dimensional Geometry, Three-Dimensional Geometry, and Trigonometry and Discrete Mathematics	1.1. Provide students with practice in using coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines. Provide inductive reasoning strategies that include Khan Academy and virtual labs. Provide opportunities for students to determine the measures of interior and exterior angles of polygons, justifying the method used.	1.1. Principal Assistant Principal Mathematics Dept. Chair	1.1. The LLT will review Edusoft reports to ensure students are making adequate progress. Results will be used to adjust instruction as needed to ensure progress is being made.	1.1. Formative: Bi-weekly Assessments Summative: Results from the 2013 Geometry EOC Assessment.		

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

Geometry Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The Results of the 2012 Geometry EOC assessment indicate that 6% (1) of students scored in the middle third tier (Level 3). *Our overall goal for the 2012-2013 school year is to increase proficiency by 6 percentage points to 12% (2)..*							
	6% (1)	*12% (2)*					
		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		

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	2.1.	2.1.	2.1.	2.1.	2.1.		
	The Results of the 2012 Geometry EOC assessment indicate that 0% (0) of students scored at or above achievement Levels 4-5 in Geometry. An analysis of the 2012 Geometry EOC Data reveals that students had difficulties in all reporting categories: Two-Dimensional Geometry, Three-Dimensional Geometry, and Trigonometry and Discrete Mathematics	Provide all students with practice in using a Venn diagram to identify relationships and patterns and to create an argument about the relationships between sets. Provide students with practice in solving real-world problems using trigonometric ratios (sine, cosine, and tangent).	Principal Assistant Principal Mathematics Dept. Chair	The LLT will review assessment data monthly, data will be used for progress monitoring as well as data obtained from Edusoft. This data will be used to redirect classroom instruction and provide information for tutorials.	Formative: Bi-weekly Assessments Summative: Results from the 2013 Geometry EOC Assessment.		

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

Geometry Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The Results of the 2012 Geometry EOC assessment indicate that 6% (1) of students scored in the upper third (Levels 4-5) in Geometry. *Our overall goal for the 2012-2013 school year is to increase proficiency by 3 percentage points to 9%.*						
	6% (1)	*9% (1)*				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	**8**	**17**	**25**	**33**	**42**	**50**

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

<u>Geometry Goal #3A:</u>

Our overall goal for the 2012-2013 school year is to increase Level 3 proficiency by 9 percentage points to 17%.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**	3B.1. Students had difficulty with all three Reporting Categories: Two-Dimensional Geometry, Three-Dimensional Geometry, and Trigonometry and Discrete Mathematics.	3B.1. Provide students with practice in deriving the formulas for perimeter and/ or area of polygons by utilizing Khan Academy and virtual labs.	3B.1. Principal Assistant Principal Math Department Head	3B.1. The LLT will review assessment data monthly including results from computer assisted programs such as Carnegie Learning, and FCAT Explorer. Results will be used to adjust instruction as needed to ensure progress is being made.	3B.1. Formative: Bi-weekly Assessments Summative: Results from the 2013 Geometry EOC Assessment.		

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

Geometry Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
An analysis of the 2012 End of Course Assessment indicates that 94% (9) of students represented in the Black Subgroup did not score in the middle and upper third tier. *Our overall goal for the 2012-2013 school year is to increase students in the middle and upper third tier by16 percentage points to 16%.*							
	94% (9) White: Black: Hispanic: Asian: American Indian:	*94% (9)* White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
Geometry Goal #3D: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	

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

		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1. Students had difficulty with all three Reporting Categories: Two-Dimensional Geometry, Three-Dimensional Geometry, and Trigonometry and Discrete Mathematics.	3E.1. Provide all students with more practice in identifying and using the relationships between special pairs of angles formed by parallel lines and transversal. Provide all students with more practice in determining the measures of interior and exterior angles of polygons, justifying the method used.	3E.1. Principal Assistant Principal Math Department Head	3E.1. The LLT will review assessment data monthly including results from Computer Assisted Programs such as Carnegie Learning, and FCAT Explorer. Results will be used to adjust instruction as needed to ensure progress is being made.	3E.1. Formative: Bi-weekly Assessments Summative: Results from the 2013 Geometry EOC Assessment.	

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

Geometry Goal #3E: *An analysis of the 2012 End of Course Assessment indicates that ___% of students represented in the Economically Disadvantaged subgroup did not score in the middle and upper third tier.* *Our overall goal for the 2012-2013 school year is to increase students in the middle and upper third tier by ___ percentage points to ___%.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		3E.2.	3E.2	3E.2.	3E.2.	3E.2.
		3E.3	3E.3	3E.3	3E.3	3E.3

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning

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 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
Pre-School Institute - Algebra	6-12	District Staff	Sr. High Math Teacher	August 16-17, 2012	Lesson Plans and Classroom Walkthroughs	Administration Math Department Chair
Pre-School Institute - Geometry	6-12	District Staff	Sr. High Math Teacher	August 16-17, 2012	Lesson Plans and Classroom Walkthroughs	Administration Math Department Chair
Differentiated Instruction	6-12	Mathematics Department Chair	Math Teachers grades 6-12	December 8, 2012	Lesson Plans and Classroom Walkthroughs	Administration Math Department Chair
Secondary Math Coaches Dialogue	6-12	District Staff	Math Chair	2-3 Times Annually	Lesson Plans and Classroom Walkthroughs	Administration Math Department Chair
Common Core Standards	6-12	District Staff	Math Teachers 6-12	Sept. - October, 2012	Lesson Plans and Classroom Walkthroughs	Administration Math Department Chair

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:			

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

Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Utilize Computer Assisted Programs (CAP), including FCAT Explorer, and Carnegie Learning and Carnegie Learning during small group independent practice in accordance with district pacing guides.	Substitutes	School Title I Funds	$500
Subtotal: $500.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to					

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

	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 | | |

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

1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1a.1.	1a.1.	1a.1.	1a.1.	1a.1.		
	An analysis of the 2012 FCAT Science data reveals that students had difficulty in all reporting categories: Nature of Science, Earth and Space Science, Physical Science and Life Science.	Incorporating lab investigations, and content related curriculum provide opportunities for students to explore their surroundings for evidence of cause and effect relationships that exist in the four domains of science (Nature of Science, Earth and Space Science, Physical Science and Life Science) by.

Increase the use of technology (i.e., GIZMOS, Discovery, E2020, and Pearson Interactive Science) that relates to science curriculum to increase students' knowledge in the four domains of science.

Implement reading through science to enhance | Principal

Assistant Principal | The LLT will review assessment data monthly and continue assessments after implementation of strategies utilizing informal assessments by the teachers as well as bi-weekly assessments and class work. | Formative: Bi-weekly Assessments

Summative: 2013 FCAT Assessment | | |

		vocabulary acquisition.					
<u>Science Goal #1a:</u> *An analysis of the 2012 Florida Comprehensive Assessment Test (FCAT) indicates that 0% of students in grade 8 achieved Level 3 Proficiency.* *Our overall goal for the 2012-2013 school year is to increase Level 3 proficiency by 7 percentage points to 7%.*	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	0% (0)	*7% (2)*					
		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 Level 4, 5, and 6 in science.	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		

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

Science Goal #1b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
N/A						
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
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	

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

2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2a.1.	2a.1.	2a.1.	2a.1.	2a.1.		
	An analysis of the 2012 FCAT Science data reveals that students had difficulty in all reporting categories: Nature of Science, Earth and Space Science, Physical Science and Life Science.	Students will have the opportunity to design and develop science projects through virtual labs and Khan Academy to increase scientific thinking and implement inquiry-based activities.	Principal Assistant Principal	Administrators will monitor student assignments monthly to ensure compliance with pacing guides. Science teachers will meet by subject area to prepare lesson plans, discuss strategies, and determine pacing to provide school- wide compliance.	Formative: Bi-weekly Assessments Summative: 2013 FCAT Assessment		
Science Goal #2a: *The results of the 2012 Florida Comprehensive Assessment Test (FCAT) indicate that 0% (0) of students achieved Level 4 or 5 proficiency. Our goal for the 2012-2013 school year is to increase Level 4 and 5 proficiency by 3 percentage points to 3%.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	0% (0)	*3% (1)*					
		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	

		2a.3	2a.3	2a.3	2a.3	2a.3	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2b.1.	2b.1.	2.1.	2b.1.	2b.1.		
Science Goal #2b: N/A	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		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

Biology End-of-Course (EOC) Goals

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

Biology EOC Goals	**Problem-Solving Process to Increase Student**					

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

	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. The Results of the 2012 Biology EOC Assessment indicates that 0% (0) of students scored in the middle and upper third tier (Levels 3-5). Students had difficulty in all reporting categories: Molecular and cellular biology, classification, heredity and evolution, organisms, populations and ecosystems.	1.1. Provide inquiry-based, hands-on, laboratory activities incorporating the nature of science and allowing them to make connections to real-life experiences and write about their results and conclusions based on their laboratory experiences.	1.1. Principal Assistant Principal Test Chairperson	1.1. Administrators will review bi-weekly assessment data weekly, student work folders, and lesson plans to ensure compliance.	1.1. Formative: Bi-weekly Assessments Summative: Results of the 2013 Biology EOC Assessment.		

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

Biology Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The Results of the 2012 Biology EOC Assessment indicates that 8% (1) of students scored in the middle third tier (Levels 3-5). *Our overall goal for the 2012-2013 school year is to increase students in the middle and upper third tier by 6 percentage points to 14%.(2).*						
	8% (1)	*14% (2)*				
		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	

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

2. Students scoring at or above Achievement Levels 4 and 5 in Biology.	2.1.	2.1.	2.1.	2.1.	2.1.		
	An analysis of the 2012 Biology Baseline Assessment reveals that students struggled with all content areas.	Provide classroom opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it pertains to the Life and Environmental sciences (i.e., Science Fair and Fairchild Challenge).	Principal Assistant Principal	Administrators will monitor student assignments monthly to ensure compliance with pacing guides. Science teachers will meet by subject area to prepare lesson plans, discuss strategies, and determine pacing to provide school- wide compliance.	Formative: Bi-weekly Assessments Summative: Results of the 2013 Biology EOC Assessment.		

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

Biology Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The Results of the 2012 Biology EOC Assessment indicates that 0% (0) of students scored at or above achievement Levels 4 and 5. *Our overall goal for the 2012-2013 school year is to increase students Achievement in Levels 4 and 5 by 3 percentage points to 3%.*							
	0% (0)	*3% (0)*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

End of Biology EOC Goals

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

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

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
Use of Edusoft Reports for Data Analysis	6-11th Grade Science	Assistant Principal Test Chair	6th-10th Grade Science Teachers, Math/ Science Department Chair,	Department Meetings Early Release Days	Classroom Monitoring	Principal Assistant Principal
Differentiated Instruction	6-11th Grade Science	LLT	6th-10th Grade Science Teachers, Math/ Science Department Chair	Teacher Planning Days December 8, 2012	Classroom Walkthroughs Lesson Plans	Principal Assistant Principal
Biology Content and Pacing Professional Development	Biology	District Staff	Sr. High Science Teacher	August 15-16, 2012	Classroom Walkthroughs Lesson Plans	Principal Assistant Principal
Common Core Standards	6-11th Grade Science	LLT	6th-10th Grade Science Teachers,	September-Oct., 2012	Classroom Walkthroughs Lesson Plans	Principal Assistant Principal

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
2.1 Provide students with the opportunity to utilize hands-on supplementary materials while engaging in essential labs where they can apply real life applications.	Science Technology Resources	School Title I Funds	$3,000.00

Subtotal: $3,000.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Science Goals

Writing Goals

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

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

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

1a. FCAT: **Students scoring at Achievement Level 3.0 and higher in writing.**	1a.1. The Results of the 2012 FCAT Writing Test indicate that 32% (11) students scored a Level 3 or higher. The students had difficulty elaborating on details when writing an expository and a persuasive essay.	1a.1. Students will conduct peer sharing and editing, as well as student-teacher writing conferences using editor's checklist. Improve connections between main ideas and details elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, and anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials.	1a.1. Reading/Language Arts Department Chair, Literacy Leadership Team	1a.1. The LLT will administer and score writing prompts monthly to monitor students' progress. Administer a Pre/Post Writing Assessment to monitor student achievement.	1a.1. Formative: Pre/Post Writing Assessments, monthly writing assessments Summative: 2013 FCAT Writing		

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

Writing Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance·*				
The Results of the 2012 FCAT Writing Test indicate that 29% (13) students in grades 8 and *10 scored a Level 3 or higher.*						
	29% (13)	*36% (16)*				
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.	
Writing Goal #1b:

N/A | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	

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

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	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
Writing Across the Content Areas	6-12	PLC Leader Language Arts/Reading Department Head	Instructional Staff	October 27, 2012	Classroom Walkthroughs and Lesson Plans	Administration
Holistic Scoring	6-12	Language Arts/Reading Department Head	8th and 10th Grade Language Arts Teachers	October 25, 2012	Monitor student portfolios and review assignments with holistic scorning and comments.	Administration Language Arts/Reading Department Chair
Common Core Standards	6-12	Language Arts/Reading Department Head	8th and 10th Grade Language Arts Teachers	September – Oct, 2012	Classroom Walkthroughs and Lesson Plans	Administration Language Arts/Reading Department Chair

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

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
1.1 Students will conduct peer sharing and editing, as well as student-teacher writing conferences using editor's checklist. During writing instruction, students will use organization, support and conventions in their essay writing.	Writing Workbooks	School	$500.00
Subtotal:			
Total:			

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

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

1. Students scoring at Achievement Level 3 in Civics.	1.1.	1.1.	1.1.	1.1.	1.1.		
	Students had difficulty reading and interpreting maps, charts, and timelines.	Provide opportunities for students to strengthen their abilities to read and interpret maps, charts, timelines and other graphic representations.	Principal Assistant Principal MTSS/RtI	MTSS/RtI will review data on a monthly basis from ongoing performance-based classroom assessments focusing on students' knowledge of Civics.	Formative: Bi-weekly Civics Assessments, Classroom Assessments. Summative: Civics Post Test		
Civics Goal #1: *Our overall goal is to increase the percent of students scoring proficient in Civics.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0% (0)	*Enter numerical data for expected level of performance in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	2.1.	2.1.	2.1.	2.1.	2.1.		
	Students had difficulty reading and interpreting dilemmas involved with social political and economic issues.	Provide opportunities for students to strengthen their abilities to read and interpret dilemmas involved with social, political and economic issues by utilizing current media and online newspapers.	Principal Assistant Principal Department Head	MTSS/RtI will review data on a monthly basis from ongoing performance-based classroom assessments focusing on students' knowledge of Civics.	Formative: Bi-weekly Civics Assessments, Classroom Assessments. Summative: Civics Post Test		
Civics Goal #2: *Our overall goal is to increase the percent of students scoring at or above Achievement Levels 4 and 5 in Civics.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0% (0)	*Enter numerical data for expected level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

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

Civics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Use of Edusoft Reports for Data Analysis	7th Grade Civics	Assistant Principal Test Chair	6th-10th Grade Science Teachers, Math/ Science Department Chair,	Department Meetings Early Release Days Teacher Planning Days	Classroom Monitoring	Principal Assistant Principal
Differentiated Instruction	7th Grade Civics	Reading Coach	6th-10th Grade Science Teachers, Math/ Science Department Chair	December 8, 2012	Classroom Walkthroughs	Principal
Civics Content and Pacing Professional Development	7th Grade Civics	District Staff	Sr. High Science Teacher	August 15-16, 2012	Lesson Plans Classroom Walkthroughs Lesson Plans	Assistant Principal Principal Assistant Principal

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)			

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

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

End of Civics Goals

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

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

U.S. History EOC Goals	Problem-Solving Process to Increase Student Achievement					

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

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.		
	Students had difficulty understanding content specific vocabulary found in U.S. History.	Students will have the opportunity to complete history presentations, participate in history debates and develop an understanding of the content-specific vocabulary taught in history.	Principal Assistant Principal Department Head MTSS/RtI	The MTSS/RtI will review data weekly from bi-weekly U.S. History assessments and ongoing performance-based classroom assessments focusing on students' knowledge of U.S. History.	Formative: Monthly U.S. History Assessments, Classroom Assessments. Summative: Results from the 2013 U.S. History EOC.		
U.S. History Goal #1: *Our overall goal is to increase the percent of students scoring proficient in U.S. History.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0% (0)	*Enter numerical data for expected level of performance in this box.*					
		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.	
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. Students had difficulty understanding vocabulary used in social, political and economic issues in U.S. History.	2.1. Provide students with opportunities to participate in history debates by discussing the values, complexities, and dilemmas involved in social, political, and economic issues in history.	2.1. Principal Assistant Principal Department Head MTSS/RtI	2.1. The MTSS/RtI will review data weekly from bi-weekly U.S. History assessments and ongoing performance-based classroom assessments focusing on students' knowledge of U.S. History.	2.1. Formative: Monthly U.S. History Assessments, Classroom Assessments. Summative: Results from the 2013 U.S. History EOC.		
U.S. History Goal #2: *Our overall goal is to increase the percent of students scoring at or above Achievement Levels 4 and 5 in U.S. History.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0% (0)	*Enter numerical data for expected level of performance in this box.*					

| | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. | |
| | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 | |

U.S. History Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Use of Edusoft Reports for Data Analysis	7th Grade Civics	Assistant Principal	6th-10th Grade Science Teachers, Math/ Science Department Chair,	Department Meetings	Classroom Monitoring	Principal
		Test Chair		Early Release Days		Assistant Principal
				Teacher Planning Days		
Differentiated Instruction	7th Grade Civics	Reading Coach	6th-10th Grade Science Teachers, Math/ Science Department Chair	December 8, 2012	Classroom Walkthroughs	Principal
					Lesson Plans	Assistant Principal
U.S. History Content and Pacing Professional Development	7th Grade Civics	District Staff	Sr. High Science Teacher	August 15-16, 2012	Classroom Walkthroughs	Principal
					Lesson Plans	Assistant Principal

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

124

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

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

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

End of U.S. History Goals

Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving						

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

	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. As a result of being retained, students are reluctant to come to school because they are no longer with their cohort.	1.1. Provide opportunities for students with good attendance to receive rewards and/ or incentives through Positive Behavior Support (PBS). Provide credit recovery classes to assist students in making up missed credits so that they have an opportunity to graduate on time.	1.1. MTSS/RtI Team	1.1. Administrators will review attendance rosters daily to ensure compliance. Administrators will review social workers visitation logs weekly to ensure compliance.	1.1. Attendance rosters Visitation Logs		

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

Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*				
Our goal for the 2012-2013 school year is to increase attendance by 3 percentage points to 87% (69) by minimizing absences due to illnesses and truancy. Our second goal is to decrease the number of excessive absences/tardies (8) or more by 3%.						
	84.47% (163)	*87.47% (169)*				
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
	153	*145*				

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

	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	115	*109*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

Please note that each Strategy does not require a

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

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
Response to Intervention	6-12	District Staff/ Online	Instructional Staff	December 8, 2012	Review COGNOS reports, attendance bulletins, and RtI meeting minutes.	Principal
Attendance/Truancy Procedures	NA	District Staff	School Social Worker	September 27, 2012	Review truancy reports and escalating services for adherence to procedure.	Assistant Principal Principal

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			
Strategy	Description of Resources	Funding Source	Amount
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Offer rewards to students with good attendance through Positive Behavior Support (PBS).	Student Incentives	EESAC/Special Purpose Funds	$700
Subtotal:			

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

Total: $700.00			

End of Attendance Goals

Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1.1. Data from the COGNOS report suggest that students' negative behavior and poor interaction with peers have resulted in a high number of outdoor suspensions.	1.1. Provide positive interaction and motivational programs, group and extensive one-on-one counseling and rewards and incentives to reinforce positive behavior through the Positive Behavior Support Program.	1.1. Principal Assistant Principal PBS Team Leader	1.1. Administrators will review the COGNOS suspension report every month.	1.1. COGNOS report		

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

Suspension Goal #1: *Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 10%.*	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	104	*94*					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	55	*50*					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	387	*348*					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					

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

		127	*114*				
		1.2.	1.2.	1.2.	1.2.	1.2.	
		Students have self-esteem issues as a result of poor academic performance and repeated behavioral offenses.	Through the incorporation of monthly Girls'/Boys' Talk workshops and advisement activities, students will develop positive on-site behavior intervention strategies.	Principal Assistant Principal Trust Specialist	Administrators will review the COGNOS suspension report every month.	COGNOS report	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

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

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

Positive Behavior Support	6-12	PBS Team	6-12th grade teachers	August 2012	Classroom Monitoring	Principal
				Ongoing		Assistant Principal

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
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Provide positive interaction and motivation programs, group and extensive one-on-one counseling, rewards and incentives to reinforce positive behavior through the PBS program. Additionally, through the incorporation of monthly Girls'/Boys' Talk workshops; students will develop positive on-site behavior as well as behavior intervention strategies.	Student Incentives	EESAC	$1000.00
Subtotal:			
Total: $1,000.00			

End of Suspension Goals

Dropout Prevention Goal(s)
Note: Required for High School- F.S., Sec. 1003.53

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

* 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 Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year*.	1.1. Data reflects that students are dropping out of school because they have difficulty meeting FCAT graduation requirements. Students are also discouraged because they lack the number of credits needed for graduation.	1.1. Students will be encouraged to register for tutoring at an approved SES site to strengthen skills in Reading and Mathematics. Students will also register for Florida Virtual School and take courses through E2020 to make up missing credits.	1.1. Principal Assistant Principal Grade Level Counselor	1.1. MTSS/RtI will review FCAT data and graduation requirements on a monthly basis. Effectiveness will be determined by the percentage of students passing the FCAT and completing graduation requirements.	1.1. Formative: Interim Assessments Summative: 2013 Graduation Rate		

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

	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*				
Our goal for the 2012-2013 school year is to decrease the dropout rate by 5% and increase the graduation rate by 2%.						
	NA	*NA*				
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*				
	0% (0)	*2% (1)*				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning

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 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
Credit Recovery with e2020				October-November 2012	Classroom monitoring	Principal
	9-12	e2020 Trainers	Credit Recovery Teachers			Assistant Principal

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
Students will also register for Florida Virtual School and take courses through E2020 to make up missing credits	Substitutes	School Funds	$500

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

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

End of Dropout Prevention Goal(s)

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					

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	1.1.	1.1.	1.1.	1.1.	1.1.		
Enter narrative for the goal in this box.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
	Enter numerical data for current level of parent involvement in this box.	*Enter numerical data for expected level of parent involvement in this box.*					
		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

Parent Involvement Professional Development

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

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:			

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

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)

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

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

STEM Goal(s)	Problem-Solving Process to				

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

	Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: *Our overall goal is to increase the number of students pursuing careers in Science, Technology, Engineering and Mathematics.*	1.1. Students have difficulty answering higher order thinking questions that are required to solve abstract questions and real world problems.	1.1. Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities.	1.1. Principal Assistant Principal Math Department Head Science Department Head	1.1. Administrators will monitor student assignments weekly to ensure compliance with pacing guides. Math and Science teachers will meet by subject area to prepare lesson plans, discuss strategies, and determine pacing to provide school- wide compliance.	1.1. Formative: Monthly Assessments Summative: 2013 FCAT Assessment
	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

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Use of Edusoft Reports for Data Analysis	6-11th Grade Science /Math	Assistant Principal Test Chair	6th-10th Grade Science Teachers, Math/ Science Department Chair,	Department Meetings Early Release Days Teacher Planning Days	Classroom Monitoring	Principal Assistant Principal
Differentiated Instruction	6-11th Grade Science/Math	LLT	6th-10th Grade Science Teachers, Math/ Science Department Chair	December 8, 2012	Lesson Plans and Classroom Walkthroughs	Principal Assistant Principal
Common Core Standards	6-11th Grade Science/Math	District Staff	6th-10th Grade Science Teachers, Math/ Science Department Chair,	Sept.-October, 2012	Lesson Plans and Classroom Walkthroughs Lesson Plans	Principal Assistant Principal

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)			

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

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Provide students with the opportunity to utilize hands-on supplementary materials while engaging in essential labs where they can apply real life applications.	Science Technology Resources	School Title I Funds	$500.00
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)

Career and Technical Education (CTE) Goal(s)

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

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: *Our overall goal is to increase the awareness of Career Academies and Technical Education.*	1.1. Career academy students are not in cohort schedule with academic and CTE teachers.	1.1. Provide students with opportunities for Project Based Learning that will combine career themed instruction with common academic instruction	1.1. Principal Assistant Principal	1.1. Administrators will monitor the curriculum development of lessons weekly through classroom observations/lesson plans	1.1. Student work folders and exhibitions.
	1.2.	1.2.	1.2.	1.2.	1.2.

	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards	6-11th Grade Science/Math	District Staff	6th-10th Grade Science Teachers, Math/ Science Department Chair,	Sept.-October, 2012	Lesson Plans and Classroom Walkthroughs	Principal
					Lesson Plans	Assistant Principal

CTE Budget (Insert rows as needed)

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

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

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:$500.00			
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)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget

	Total:
Mathematics Budget	
	Total:
Science Budget	
	Total:
Writing Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
Additional Goals	
	Total:
	Grand Total:

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent

- ● *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.

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

Jan Mann Opportunity School Educational Excellence School Advisory Council (EESAC) meets at least once a month in the school's Media Center. The primary focus of the meeting is to support the instructional program, monitor student achievement, recommend training for school personnel, and review/recommend staff allocations. Additionally, the EESAC monitors the goals, objectives and the implementation of the strategies in the School Improvement Plan and evaluates the results.

Describe the projected use of SAC funds.	Amount
Positive Behavior Support	$500