FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Union Park Middle School	District Name: Orange County
Principal: Sandy Clark Sauma	Superintendent: Dr. Barbara Jenkins
SAC Chair: Angelica Castillo	Date of School Board Approval: January 29, 2013

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Administrators

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

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Sandy Clark Sauma	Master of Science Educational Leadership, Nova University 2002; Bachelor of Science in Liberal Arts, Barry University 1995 Certified Middle Grade English 5-9, and ESOL Endorsement.	0	8	2011-2012; Grade A, Oakshire Elementary School (Meeting High Standards 62% Reading, 60% Math, 80% Writing, 50% Science, Learning Gains – 81% Reading and 75% Math, Lowest 25% Making Learning Gains - Reading 83% and Math 74%) 2010-2011; Grade A, Oakshire Elementary School (Did not meet AYP, Meeting High Standards 73% Reading, 78% Math, 90% Writing, 55% Science, Lowest 25% Making Learning Gaines - Reading 62% and Math 72%) 2009-10; Grade A, Oakshire Elementary School (Did not meet AYP, Meeting High Standards 77% Reading, 78% Math, 84% Writing, 60% Science, Lowest 25% Making Learning Gaines - Reading 57% and Math 73%) 2008-2009; Grade C, Wekiva High School, (Did not meet AYP, Meeting High Standards 42% Reading, 70% Math, 87% Writing, 32% Science, Lowest 25% Making Learning Gaines - Reading 43% and Math 58%) 2007-2008; Grade A, Lake Brantley High School, (Did meet AYP, Meeting High Standards 64% Reading, 88% Math, 88% Writing, 48% Science, Lowest 25% Making Learning Gaines - Reading 50% and Math 75%)
Assistant Principal	Joy Gordon-Fernandez	B.S. in Social Science Education, M.A. in Educational Leadership Doctorate in Educational Policy Studies Business Education 6-12 Certified ESE Education 6-12 Certified in Educational Leadership Certified in Middle Grades Integrated Curriculum Reading Endorsement Graduate Certificate in Autism	1year	6 year	2011-2012 Union Park Middle School was a C (524 points) 2006 -2011Worked as ESE Program Specialist – East learning Community

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Assistant Principal	Sonia Warner	Guidance And Counseling, (prekindergarten - Grade 12) Middle Grades, Endorsement Psychology, (grades 6 - 12) School Principal, (all Levels) Doctorate in Educational Leadership			2011-2012Glenridge Middle School was an A 2010-2011 Columbia Elementary was an A 2009-2010 Columbia Elementary was an A 2008-2009 Columbia Elementary was an A 2005-2008 Engelwood Elementary, school grade went from a C to a D 2000-2005 Tildenville Elementary school grade went from a D to an A .

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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Nancy Biddinger	B.A. Med Early childhood Elementary Ed. Specific Learning Disabilities Educable Mentally Handicapped ESOL Reading Endorsed	3years	7years	2011-2012 Union Park Middle School was a C (524 points) 2010-2011 Union Park Middle School was a B (506 points) 69% AYP 2009-2010 Union Park Middle School was a B (502 points) 72% AYP 2004-2008 Sadler Elementary moved from D to A
Math	TBA				
Language Arts, Science	Heather Christiansen	B.S. English Education English 5-9 and ESOL	4years	4years	2011-2012 Union Park Middle School was a C (524 points) 2010-2011 Union Park Middle School was a B (506 points) 69% AYP 2009-2010 Union Park Middle School was a B (502 points) 72% AYP

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Opening our campus to college interns and volunteers is one way we can promote our campus environment and let pre-service teachers know what our school can offer them as teachers.	Heather Christiansen, CRT	Ongoing through June 2013
2. Interviews for open teaching positions happen with a committee to be sure that the prospective new teacher will fit with our school needs and the grade level needs. Interview questions are standard for every applicant so that we can compare their answers to our identified needs.	Sandy Clark Sauma, Principal	Ongoing through June 2013, as needed
3. Our Instructional Coach meets with new teachers (new to teaching and new to OCPS) once a month to provide school specific training and classroom management ideas. Once we have hired a new teacher, Union Park Middle School has an established teacher mentoring program. New Teacher Orientation occurs prior to Pre-Planning with Administration, Coaches and Veteran Mentor Staff Members.	Heather Christiansen, CRT	Ongoing through June 2013

4. All new teachers are also assigned mentors: experienced teachers who meet with them on a weekly basis to answer any questions and to provide guidance. Our Instructional Coach and mentors are available to answer any questions and to help them complete their New Teacher Competencies.	Heather Christiansen, CRT	Ongoing through June 2013

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Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Out of Field – None (0) NOT Effective/Highly Effective - 41	Professional Development one week prior to school opening and throughout the school year: Unwrapping The Standards Differentiated Instruction Ruby Payne Strategies Lesson Planning Effective Classroom management Review of 2011-12 Achievement Data Review of 2012-13 School Profile

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Effective/Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
74	11%	43%	28%	18%	30%	45%	15%	1%	39%

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Teacher Mentoring Program/Plan

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
Nancy Biddinger	Ms. Reyes, Ms. Escobar, Ms. Mintzer, Ms. Houston, Ms. Brugnoni, and all teachers new to UPMS).	As the Reading Coach, Mrs. Biddinger will help these Social Studies & Reading teachers (as well as all of our new teachers) incorporate more reading strategies into their content area.	Monthly new teacher meetings, frequent classroom walkthroughs, and one-on-one meetings as needed. Curriculum Engagement strategies: (CRISS, Kagan, Marzano); Behavior Management Strategies; Technology Collaboration; Differentiated Instruction.
Heather Christiansen	Mr. Domez, Ms. Eastman, Mr. Thude, Ms. Gregory, and all teachers new to UPMS).	As the CRT, Mrs. Christiansen will advise these teachers (as well as all of our new teachers) with regard to instructional "best practices".	Monthly new teacher meetings, frequent classroom walkthroughs, and one-on-one meetings as needed. Curriculum Engagement strategies (CRISS, Kagan, Fisher/Fry, Marzano); Behavior Management Differentiated Instruction.
Margaret Olmo	Ms. Green	As the previous ESE Department Chair, Ms. Olmo will offer transition support especially regarding specific dates and procedures.	One-on-one meetings as needed. Behavior Management Strategies; Technology Collaboration; Differentiated Instruction.
Wendy Ross	Ms. Reyes	As the Social Studies Department Chair, Ms. Ross will keep new Social Studies teachers (as well as the returning Social Studies teachers) aware of any content specific dates and procedures.	Bi- Weekly PLC meetings, one-on-one meetings as needed. Behavior Management Strategies; Technology Collaboration; Differentiated Instruction.
Donna Dayton	Ms. Stella	As part of the ESE department, Ms. Dayton will keep Ms. Stella aware of any content specific dates and procedures.	Bi- Weekly PLC meetings, one-on-one meetings as needed. Behavior Management Strategies; Technology Collaboration; Differentiated

			Instruction.
Lindi Jaques	Mr. Pollard	As the returning Band teacher, Ms. Jaques will attend weekly planning session with Alex Pollard to assist him with lesson plans and assignments/activities.	Bi- Weekly PLC meetings, one-on-one meetings as needed. Behavior Management Strategies; Technology Collaboration; Differentiated Instruction.
Cathy Barbano	Ms. Houston, Ms. Mintzer	As part of the Reading department, Ms. Barbano will keep Ms. Mintzer aware of any content information and instructional priorities.	Monthly team meetings, data chats, one-on-one meetings as needed.
Elizabeth Gayol	Mr. Whitney	As part of the Science department, Ms. Gayol will keep Ms. Whitney aware of any content specific dates and procedures.	Bi-Weekly PLC meetings, one-on-one meetings as needed. Behavior Management Strategies; Technology Collaboration; Differentiated Instruction.
Erica Long	Ms. Rodriguez Ms. Dawkins	As part of the Math department, Ms. Bergada will keep Ms. Dawkins and Ms. Rodriguez aware of any content specific dates and procedures.	Bi-Weekly PLC meetings, one-on-one meetings as needed. Behavior Management Strategies; Technology Collaboration; Differentiated Instruction.

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Additional Requirements

*Coordination and Integration-*Title I Schools Only

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

Title I, Part A Union Park Middle School is a Title I school and we receive money to spend on implementing our school improvement goals. Using Title1 dollars, we are able to purchase teaching positions, provide all students with the necessary supplies to learn, and provide staff development for our faculty. We adhere to all the Title I program requirements and collect all required documentation through out the school year. We work with the Title I department of Orange County Public Schools through monthly check points and compliance monitoring.
Title I, Part C- Migrant Union Park Middle School does not receive Title I, Part C dollars.
Title I, Part D Union Park Middle School does not receive Title I, Part D dollars.
Title II This year our Title II dollars will be spent to support teacher collaboration and planning. Title II funds also benefits Union Park Middle School by paying for substitutes so that teachers can attend a variety of content area staff development programs organized by the district.
Title III Union Park Middle School does not receive Title III dollars.
Title X- Homeless Union Park Middle School works with the Orange County Public Schools Homeless department to make sure we are providing services to any of our students who may become homeless. These services include free breakfast and lunch, bussing to and from their temporary accommodations to our school, and other services as needed. Our school guidance counselors, social worker and our registrar work with families who may find themselves in need of this assistance.
Supplemental Academic Instruction (SAI) SAI money is being spent on reading curriculum, and a summer reading program for struggling readers and Math.
Violence Prevention Programs Union Park Middle school participates in the GREAT program with Orange County Sherriff's Office to help our students understand the dangers of gangs. In addition we use the school-wide reading program to teach about bullying through novels. We have a SAFE Plan that also addresses Violence Prevention.
Nutrition Programs The Guidance Counselors and nurses work together to coordinate with our school clinic attendant for hearing screenings, dental and vision, and family assistance as needed. And our teachers teach health and nutrition topics as part of the regular curriculum including the food pyramid, smoking and drugs, alcohol, human body education, dental care, wellness and exercise. We have a school Wellness Committee who work to develop a plan for the school, every year, to address our faculty and student programs. In addition, we are able to provide free breakfast to all of our students so that they start off their day with the proper nutrition as coordinated by OCPS Food and Nutrition.
Housing Programs Union Park Middle School does not have any housing programs.
Head Start Union Park Middle School does not have Head Start.

Adult Education	
Union Park Middle School does not have Adult Education programs.	
Career and Technical Education	
Union Park Middle School does not have Career and Technical Education programs.	
Job Training	
Union Park Middle School does not have Job Training programs.	
Other	

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. **Principal:** Provides a common vision for the use of data-based decision-making, ensures that the school based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school based RtI plans and activities. **Literacy & Math Coaches, CRT, and ELL Coach**: (Nancy Biddinger, TBA, Heather Christiansen, Ramiro Borja) Provides information about core instruction, participates in student data collection, develops & helps with delivery of Tier I instruction/intervention, collaborates with other staff to develop Tier 2 and 3 interventions. **Staffing Specialist (Sonya Green), Guidance Counselors (Lisa Wharton, Jennifer Frenyea)**: Participates in student data collection, integrates core instructional activities/materials into Tier 1, 2, 3 instructions, and collaborates with general education teachers. **Instructional Coaches of Reading, Math, Science, Writing, and English Language Learners**: Develops, leads and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence based intervention strategies; assists with whole school screening programs that provide early intervening services for student to be considered; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Provides guidance on K-12 reading plans, supports the implementation of Tier 1, 2, and 3 intervention plans. **School Psychologist**: (Sandra Burgos Garcia) Participates in collection, interpretation and analysis of data; facilitates development intervention plans; provide support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data based decision making activities. **Technology Coordinator**: Develops or brokers technology necessary to manage and display data; provides professional development and tech support **Assistant Principals:** (Sonia Warner and Joy Gordon Fernandez) Identifies patterns of student need. Works with staff to identify appropriate research based intervention strategies. Assists in design and implementation for progress monitoring, data collection and data analysis. Participates in design and delivery of professional development. Provides support for assessment and implementation monitoring. **General Education Teachers**: Participates in student data collection. Delivers Tier 1 instruction/intervention. Collaborates with other staff to implement Tier 2 interventions. Integrates Tier 1 material/instruction with Tier 2/3 activities. **ESE Teachers:** Participates in student data collection. Collaborates with general education teachers. Integrates core instructional activities/material into Tier 3 instruction. **Speech/Language Pathologist**: Assists in selection of screening measures. Participates in student data collection. Helps identify patterns of student need with respect to language skills.
Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, teachers, and students? The Leadership team will meet twice monthly to engage in the following activities: Review universal screening data and link instructional decisions; Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP? The RtI Leadership Team in conjunction with the School Advisory Council (SAC) and principal helped develop the SIP. The team will provide data on Tier 1,2,and 3 targets: academic

and social/emotional areas that need to be addressed; help set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching)(Essential Questions, activating strategies, teaching strategies, extending, refining, and summarizing) processes and procedures.

MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.   Baseline data: Progressing Monitoring and Reporting Network (PMRN)- FAIR, Florida Comprehensive Assessment Test (FCAT), Scholastic Reading Inventory (SRI) Progress monitoring: PMRN, FCAT Simulation, Scholastic Read 180, Scholastic Expert 21, Mock Writing Prompts (graded by teachers), SMS (behaviors),   Every other week for data analysis: FCAT, Edusoft mini-benchmark, writing prompts, Read 180, Expert 21,   Midyear: Every other week for data analysis: FCAT, Edusoft mini-benchmark, writing prompts, Read 180, Expert 21   End of Year: FAIR, FCAT, Scholastic programs: SRI, Read 180, Expert 21
Describe the plan to train staff on MTSS.   The staff received small group training during pre-planning for RtI. They will also receive further training during faculty meetings. In addition, the district trained the RtI leadership team. Professional development will be provided during teachers' common planning time and faculty meetings. Other sessions will occur throughout the year. The RtI team will also evaluate additional staff PD needs during monthly meetings.
Describe plan to support MTSS.   Professional development will be provided during teacher planning time and after school monthly.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).   Nancy Biddinger: Reading Coach; Sandy Clark Sauma: Principal   Heather Christiansen: CRT; teachers representing all core areas   Robin Smith: Media Specialist   Reading Teachers: Cathy Barbano, Clara Brugnoni, Margarita Escobar, Jeannette Figueroa, Norma Ortiz, Lorrie Mintzer, Evelyina Houston
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).   The School Based Literacy Team works collaboratively with all areas of the school to increase literacy learning and enjoyment. The team has a scheduled time for meetings and minutes are disseminated to Administration. Agenda items are solicited to focus these meetings on literacy. The team provides support for the school-wide writing program.
What will be the major initiatives of the LLT this year?   1. Data analysis, Higher Order Questioning, Student Engagement and Technology Integration   2. Ongoing professional development about literacy strategies to be used throughout all curriculums.   3. Establish a literacy demonstration classroom in each content area.   4. Engage in classroom –based research by examining student work.   5. Increase circulation in the media center through promotions, incentives, and special events.   6. Increase community involvement through Family events: Book Fair, Open House, etc.   7. Increase the integration of literacy throughout all curriculum areas.   8. Increase participation in Reading Counts.

9. Initiate media mini sessions that introduce web and computer resources to support reading and research skills.

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

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

Every teacher meets with administration to go over the previous year's FCAT reading data. In this meeting, administration stresses to the teachers their responsibility in teaching reading no matter what subject they teach. Teachers are also encouraged to participate in professional development that stresses teaching content literacy across the curriculum. Provide ongoing professional development about literacy strategies to be used throughout all curriculums. We will increase our focus on high quality, collaborative team planning that produces rigorous, specific instruction that is engaging for students. This is monitored by examining data and classroom observations.

**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?

N/A

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?

N/A

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

N/A

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. Teacher knowledge of unwrapping standards and making connections to the Common Core Standards	1A.1 Unwrapping the Standards PD: where teachers will be given time to deconstruct each of the standards and determine the quality of learning targets for lesson planning. Coaches will provide PD on effective questioning techniques and developing rigorous questioning using Webb's Depth of Knowledge and Common Core Standards. Utilize Continuous Improvement Model to identify students needing interventions, remediation, and enrichment with technology.	1A.1. Principal, Assistant Principals, Resource Teachers, Teachers	1A.1. Examine data reports of FCAT, FAIR, SRI, benchmark tests. Lesson plans, mini benchmark test. Administration working individually with teachers through the evaluation process.	1A.1. Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments Conferencing
Reading Goal #1:A By July 2013, 28% (260) of all students taking the FCAT Reading test at Union Park Middle School will score at Level 3	2012 Current Level of Performance:* 25% (232)	2013 Expected Level of Performance:* *28% (260)*					

		1. A.2. Teachers lack progress monitoring of their students.	1. A.2. Use progress monitoring to show teachers how to increase student achievement	1.A.2 Principal, Assistant Principals, Resource Teachers, Teachers	1.A.2 Examine data reports of FCAT, FAIR, SRI, benchmark tests. Lesson plans, mini benchmark test. Administration working with teachers through the data process.	1.A.2 Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments Conferencing
		1A.3. Lack of text complexity instruction and reading	1A.3 Train all teachers to differentiate instruction and use reading strategies through their subject curriculum with emphasis on vocabulary/word walls, reading strategies, and Thinking Maps. Increase experiences with various text complexity.	1A.3 Principal, Assistant Principals, Resource Teachers, Teachers	1A.3. Examine data reports of FCAT, FAIR, SRI, benchmark tests. Lesson plans, mini benchmark test. Administration working with teachers through the evaluation process.	1A.3. Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments Conferencing
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Reading Goal #1b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	NA-fewer than 10 students to					

report							
			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
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading. Reading Goal #2A: By July 2013, 21% (195) of all students taking the FCAT Reading test at Union Park Middle School will score at or above achievement levels 4.	2012 Current Level of Performance:* *18% (167)*	2013 Expected Level of Performance:* 21% (195)	2A.1. Teacher knowledge of unwrapping standards and making connections to the Common Core Standards	2A.1 Unwrapping the Standards PD: where teachers will be given time to deconstruct each of the standards and determine the quality of learning targets for lesson planning. Coaches will provide PD on effective questioning techniques and developing rigorous questioning using Webb's Depth of Knowledge and Common Core standards.	2A.1. Principal, Assistant Principals, Resource Teachers, Teachers	2A.1. Examine data reports of FCAT, FAIR, SRI, benchmark tests. Lesson plans, mini benchmark test. Administration working individually with teachers through the evaluation process.	2A.1. Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments Conferencing

		2A.2 Low percentage of parental involvement	2A.2. Provide training for parents through Parent Nights on how to help their students increase student achievement. Have parents read with their student.	2A.2. Principal, Assistant Principals, Resource Teachers, Teachers	2A.2. Examine data reports of FCAT, FAIR, SRI, and benchmark tests.	2A.2. Parent Night Sign-In Sheets, Additions Hours
		2A.3 Teachers lack progress monitoring of their students.	2A.3 Use progress monitoring to show teachers how to increase student achievement.	2A.3 Principal, Assistant Principals, Resource Teachers, Teachers	2A.3 Examine data reports of FCAT, FAIR, SRI, benchmark tests. Lesson plans, mini benchmark test. Administration working with teachers through the data process.	2A.3 Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments Conferencing
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:	2012 Current Level of Performance:* 2013 Expected Level of Performance:* NA-fewer than 10 students to report					
		2B.2.	2B2.	2B.2.	2B.2.	2B.2.
		2B.3	2B.3	2B.3	2B.3	2B.3

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in reading.			3A.1. Teacher knowledge of unwrapping standards and making connections to the Common Core Standards Lack of meaningful learning goals and rubrics	3A.1 Unwrapping the Standards PD: where teachers will be given time to deconstruct each of the standards and determine the quality of learning targets for lesson planning. Coaches will provide PD on effective questioning techniques and developing rigorous questioning using Webbs Depth of Knowledge and Common Core Standards and meaningful learning goals and rubrics. Utilize Continuous Improvement Model to identify students needing interventions, remediation, and enrichment.	3A.1. Principal, Assistant Principals, Resource Teachers, Teachers	3A.1. Examine data reports of FCAT, FAIR, SRI, benchmark tests. Lesson plans, mini benchmark test. Administration working individually with teachers through the evaluation process.	3A.1. Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments Conferencing
Reading Goal #3a: By July 2013, 64% (595) of all students taking the FCAT Reading test at Union Park Middle School will make learning gains.	2012 Current Level of Performance:* *61% (567)*	2013 Expected Level of Performance:* *64% (595)*					
			3A.2. Teachers lack progress monitoring of their students.	3A.2. Use progress monitoring to show teachers how to	3A.2. Principal, Assistant Principals, Resource Teachers, Teachers	3A.2. Examine data reports of FCAT, FAIR, SRI, benchmark tests. Lesson plans, mini benchmark test.	3A.2. Data Reports, observations, relationship with learning goals, rubrics and classroom

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			increase student achievement		Administration working with teachers through the data process.	instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments Conferencing
		3A.3 Large number of Level 1 and 2 readers	3A.3 Provide professional development of content literacy support to teachers.	3A.3. Principal, Assistant Principals, Resource Teachers, Teachers	3A.3. Examine data reports of FCAT, FAIR, SRI, benchmark tests. Lesson plans, mini benchmark test. Administration working individually with teachers through the evaluation process.	3A.3. Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments Conferencing

3b. Florida Alternate Assessment:
Percentage of students making Learning Gains in reading.

Reading Goal #3b: *N/A.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
	NA-fewer than 10 students to report	*N/A*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.	4A.1. Teacher knowledge of unwrapping standards and making connections to the Common Core Standards	4A.1 Unwrapping the Standards PD: where teachers will be given time to deconstruct each of the standards and determine the quality of learning	4A.1. Principal, Assistant Principals, Resource Teachers, Teachers	4A.1. Examine data reports of FCAT, FAIR, SRI, benchmark tests. Lesson plans, mini benchmark test. Administration working individually with teachers through the evaluation process.	4A.1. Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments

Reading Goal #4A: 2012 Current Level of Performance:* / 2013 Expected Level of Performance:*

By July 2013, 66% (613) of all students in the

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lowest 25%, taking the FCAT Reading test at Union Park Middle School will make learning gains.	*63% (585)*	66% (613)	Lack of meaningful learning goals and rubrics	targets for lesson planning. Coaches will provide PD on effective questioning techniques and developing rigorous questioning using Webbs Depth of Knowledge and Common Core Standards and meaningful learning goals and rubrics. Utilize Continuous Improvement Model to identify students needing interventions, remediation, and enrichment.			Conferencing
			4A.2 Using the MTSS tiers of support with Level 1 and 2 readers	4A.2 Teachers examine data reports of FCAT, FAIR, SRI, benchmark tests. Lesson plans, mini benchmark test. Administration working with teachers through the evaluation process.	4A.2 Principal, Assistant Principals, and Resource Teachers	4A.2 Examine data reports of FCAT, FAIR, SRI, benchmark tests. Lesson plans, mini benchmark test. Administration working individually with teachers through the different available tiers of support.	4A.2 Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments Conferencing
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

		Teachers lack progress monitoring of their students.	Use progress monitoring to show teachers how to increase student achievement.	Principal, Assistant Principals, Resource Teachers, Teachers	Examine data reports of FCAT, FAIR, SRI, benchmark tests. Lesson plans, mini benchmark test. Administration working with teachers through the data process.	Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments Conferencing
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4b: N/A	2012 Current Level of Performance:* *N/A* 2013 Expected Level of Performance:* *N/A*	4B.1. .	4B.1.	4B.1.	4B.1.	4B.1.
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
		4B.3	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2011-2012 52**	**52%**	57%	**61%**	**65%**	**70%**	**74%**
Reading Goal #5A: (White, Black, Hispanic, Asian, American Indian) **All students will exceed the AMO of 49% by scoring proficient on FCAT in Reading.**							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**		5B.1. Teacher knowledge of unwrapping standards and making connections to the Common Core Standards	5B.1. Unwrapping the Standards PD: where teachers will be given time to deconstruct each of the standards and determine the quality of learning targets for lesson planning. Coaches will provide PD on effective questioning techniques and developing rigorous questioning using Webbs Depth of Knowledge and Common Core Standards.	5B.1. Principal, Assistant Principals, Resource Teachers, Teachers	5B.1. Examine data reports of FCAT, FAIR, SRI, benchmark tests. Lesson plans, mini benchmark test. Administration working individually with teachers through the evaluation process.	5B.1. Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments Conferencing	

Reading Goal #5B:

By July 2013, 37% (71) of all white, 41% (43) of all Blacks and 46% (267) of all Hispanic students taking the FCAT Reading test will have decreased in the number of students not making satisfactory progress in reading.

2012 Current Level of Performance:*	2013 Expected Level of Performance:*
White: 40% Black: 44% Hispanic: 49% Asian: N/A American Indian: N/A	White: 37% Black: 41% Hispanic: 46% Asian: N/A American Indian: N/A

| | | | 5B.2
Lack of knowledge and application of low poverty students | 5B.2.
Offer of Professional Development on Ruby Payne as well as vocabulary/word walls, reading strategies, Thinking Maps, across all content areas. | 5B.2.
Principal, Assistant Principals, Resource Teachers, Teachers | 5B.2.
Examine data reports of FCAT, FAIR, SRI, and benchmark tests. | 5B.2.
Classroom walkthrough documentation, copies of lesson plans, sign in sheets from PD, agenda from PD |
| | | | 5B.3.
Low percentage of parental involvement | 5B.3.
Provide training for parents through Parent Nights on how to help their students increase student achievement. | 5B.3.
Principal, Assistant Principals, Resource Teachers, Teachers | 5B.3.
Examine data reports of FCAT, FAIR, SRI, and benchmark tests. | 5B.3.
Parent Night Sign-In Sheets, Additions Hours |

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. Teacher knowledge of unwrapping standards and making connections to the Common Core Standards	5C.1. Unwrapping the Standards PD: where teachers will be given time to deconstruct each of the standards and determine the quality of learning targets for lesson planning. Coaches will provide PD on effective questioning techniques and developing rigorous questioning using Webbs Depth of Knowledge and Common Core Standards.	5C.1. Principal, Assistant Principals, Resource Teachers, Teachers	5C.1. Examine data reports of FCAT, FAIR, SRI, benchmark tests. Lesson plans, mini benchmark test. Administration working individually with teachers through the evaluation process.	5C.1. Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments Conferencing
Reading Goal #5C: By July 2013, 64% (177) of all English Language Learners taking the FCAT Reading test will have decreased in the number of students not making satisfactory progress in reading.	2012 Current Level of Performance:* *67% (187)*	2013 Expected Level of Performance:* *64% (177)*					
			5C.2 Low percentage of parental involvement	5C.2 Provide training for parents through Parent Nights on how to help their students increase student achievement.	5C.2 Principal, Assistant Principals, Resource Teachers, Teachers	5C.2 Examine data reports of FCAT, FAIR, SRI, and benchmark tests.	5C.2 Parent Night Sign-In Sheets, Additions Hours
			5C.3. Utilization of ELL strategies to enhance student achievement	5C.3. Provide professional development of utilizing ELL strategies throughout the teaching of all areas of curriculum.	5C.3. Principal, Assistant Principals, Resource Teachers, Teachers	5C.3. Examine data reports of FCAT, FAIR, SRI, and benchmark tests.	5C.3. Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments Conferencing
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. Teacher knowledge of	5D.1. Unwrapping the Standards	5D.1.	5D.1. Examine data reports of	5D.1. Data Reports,

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Reading Goal #5D: By July 2013, 73% (126) of all Students with Disabilities taking the FCAT Reading test will have decreased in the number of students not making satisfactory progress in reading.	2012 Current Level of Performance :*	2013 Expected Level of Performance :*				
	76% (132)	73% (126)	unwrapping standards and making connections to the Common Core Standards	PD: where teachers will be given time to deconstruct each of the standards and determine the quality of learning targets for lesson planning. Coaches will provide PD on effective questioning techniques and developing rigorous questioning using Webbs Depth of Knowledge and Common Core Standards.	Principal, Assistant Principals, Resource Teachers, Teachers	FCAT, FAIR, SRI, benchmark tests. Lesson plans, mini benchmark test. Administration working individually with teachers through the evaluation process.	observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments Conferencing
			5D.2 Low percentage of parental involvement	5D.2 Provide training for parents through Parent Nights on how to help their students increase student achievement.	5D.2 Principal, Assistant Principals, Resource Teachers, Teachers	5D.2 Examine data reports of FCAT, FAIR, SRI, and benchmark tests.	5D.2 Parent Night Sign-In Sheets, Additions Hours
			5D.3. Teachers lack progress monitoring of their students.	5D.3. Use progress monitoring to show teachers how to increase student achievement.	5D.3. Principal, Assistant Principals, Resource Teachers, Teachers	5D.3. Examine data reports of FCAT, FAIR, SRI, benchmark tests. Lesson plans, mini benchmark test. Administration working with teachers through the data process.	5D.3. Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments Conferencing

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Teacher knowledge of unwrapping standards and making connections to the Common Core Standards	5E.1. Unwrapping the Standards PD: where teachers will be given time to deconstruct each of the standards and determine the quality of learning targets for lesson planning. Coaches will provide PD on effective questioning techniques and developing rigorous questioning using Webbs Depth of Knowledge and Common Core Standards.	5E.1. Principal, Assistant Principals, Resource Teachers, Teachers	5E.1. Examine data reports of FCAT, FAIR, SRI, benchmark tests. Lesson plans, mini benchmark test. Administration working individually with teachers through the evaluation process.	5E.1. Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments Conferencing
Reading Goal #5E: By July 2013, 46% (376) of all Economically Disadvantaged taking the FCAT Reading test will have decreased in the number of students not making satisfactory progress in reading.	2012 Current Level of Performance :* 49% (400)	2013 Expected Level of Performance :* 46%(376)					
			5E.2 Low percentage of parental involvement	5E.2 Provide training for parents through Parent Nights on how to help their students increase student achievement.	5E.2 Principal, Assistant Principals, Resource Teachers, Teachers	5E.2 Examine data reports of FCAT, FAIR, SRI, and benchmark tests.	5E.2 Parent Night Sign-In Sheets, Additions Hours
			5E.3. Lack of knowledge and application of low poverty students	5E.3. Offer of Professional Development on Ruby Payne as well as	5E.3. Principal, Assistant Principals, Resource Teachers, Teachers	5E.3. Examine data reports of FCAT, FAIR, SRI, and benchmark tests.	5E.3. Classroom walkthrough documentation, copies of lesson plans, sign in

			vocabulary/word walls, reading strategies, Thinking Maps, across all content areas.			sheets from PD, agenda from PD

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Throughout the year book studies: Best Practices, Marzano, Ruby Payne	6-8; all subjects	Resource Teachers	School-wide	Planning periods; early release days	Classroom observations; lesson plans; Edusoft data; assessments	Principal, Assistant Principals, Resource Teachers
Thinking Maps: Path to Proficiency	6-8; all subjects	Resource Teachers	School-wide	Planning periods; early release days	Classroom observations; lesson plans; Edusoft data; assessments	Principal, Assistant Principals, Resource Teachers
Reading in the content area/Marzano's High Yield Strategies	6-8; all subjects	Resource Teachers	School-wide	Planning periods; early release days	Classroom observations; lesson plans; Edusoft data; assessments	Principal, Assistant Principals, Resource Teachers
Focus on Technology: iPad training	6-8; all subjects	Resource Teachers	School-wide	Planning periods; early release days	Classroom observations; lesson plans; Edusoft data; assessments	Principal, Assistant Principals, Resource Teachers
Unwrapping The Standards	6-8; all subjects	Resource Teachers	School-wide	Planning periods; early release days	Classroom observations; lesson plans; Edusoft data; assessments	Principal, Assistant Principals, Resource Teachers

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.				
Evidence-based Program(s)/Materials(s)				
Strategy	Description of Resources	Funding Source	Amount	
PD/workshop to review all reading benchmarks; training teachers on higher order questioning	Read 180; Expert 21; Marzano's High Yield Strategies; thinking Maps: Path to Proficiency	Title I	$18,998.87	
			Subtotal: $18,998.87	
Technology				
				Description
iPad training	ipads; district resource teacher	Title I	$28,280.85	
			Subtotal: $28,280.85	
Professional Development				
				Description
				Best Practi
Substitutes	Planning of curriculum	Title II	$4,200.00	
Book Studies	Books on Best Practices, Marzano, Ruby Payne	Title I	($10,398.60 ordered & paid last year)	
Other			**Subtotal: $51,479.72**	
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
			Total: $51,479.72	

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking. CELLA Goal #1: By July 2013, 62% (98) of all English Language Learners taking the CELLA Listening/Speaking test at Union Park Middle School will be proficient.	2012 Current Percent of Students Proficient in Listening/Speaking: 59% (93)	1.1. Limited oral and aural English proficiency	1.1. Promote the use of cooperative learning groups to encourage students speaking and listening by having professional development of cooperative learning strategies.	1.1. Principal, Assistant Principals, Resource Teachers, Teachers	1.1. Examine data reports of CELLA. Practice of listening and speaking assessments using story or content retelling	1.1. CELLA Reports, observations, teacher assessments, conferencing
		1.2. Limited use and expertise of cooperative learning strategies	1.2. Provide training for teachers and students in the cooperative learning strategies	1.2. Principal, Assistant Principals, Resource Teachers, Teachers	1.2. Ongoing progress monitoring of the use of cooperative groups	1.2. CELLA Reports, observations, teacher assessments, conferencing
		1.3. Limited understanding of how to address linguistics proficiency levels	1.3. Provide training on how to interpret and address linguistics proficiency levels; disseminate and review CELLA proficiency reports	1.3. Principal, Assistant Principals, Resource Teachers, Teachers	1.3. Ongoing progress monitoring of the use of cooperative groups; differentiation of instruction	1.3. CELLA Reports, observations, teacher assessments, conferencing
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading. CELLA Goal #2: By July 2013, 30% (47) of all English	2012 Current Percent of Students Proficient in Reading:	2.1. Teacher knowledge of unwrapping standards and making connections to the Common Core Standards	2.1. Unwrapping the Standards PD: where teachers will be given time to deconstruct each of the standards and	2.1. Principal, Assistant Principals, Resource Teachers, Teachers	2.1. Ongoing progress monitoring of the use of cooperative groups;	2.1. Data Reports, observations, relationship with learning goals, rubrics and classroom

Language Learners taking the CELLA Reading test at Union Park Middle School will be proficient.	26% (41)	and levels of language proficiency	determine the quality of learning targets for lesson planning. Coaches will provide PD on effective questioning techniques and developing rigorous questioning using Webbs Depth of Knowledge and Common Core Standards and how to address through levels of language proficiency. Utilize Continuous Improvement Model to identify students needing interventions, remediation, and enrichment.		differentiation of instruction	instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments Conferencing
		2.2. Low numbers participate in afterschool activities	2.2. Recruit attendance in afterschool tutoring sessions to help students in reading	2.2. Principal, Assistant Principals, Resource Teachers, Teachers	2.2. Examine numbers of students enrolled in afterschool SES tutoring	2.2. Tutoring sign-in sheets
		2.3. Bell to bell teaching	2.3. Increase the time students engage on task.	2.3. Principal, Assistant Principals, Resource Teachers, Teachers	2.3. Examine data reports of FCAT, FAIR, SRI, benchmark tests. Lesson plans, mini benchmark test. Administration working individually with teachers through the evaluation process.	2.3. Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments Conferencing

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing. CELLA Goal #3: By July 2013, 30% (47) of all English Language Learners taking the CELLA Writing test at Union Park Middle School will be proficient.	2012 Current Percent of Students Proficient in Writing : 25% (39) scored at proficiency	2.1. Limited writing English proficiency.	2.1. Provide professional development on scaffolding strategies	2.1 Principal, Assistant Principals, Resource Teachers, Teachers	2.1. Ongoing progress monitoring of writing.	2.1. Mock writing scores, weekly writing, integration of reading and writing in the classrooms.
		2.2. Lack of English vocabulary	2.2. Provide professional development of vocabulary strategies and cognates for ELL students.	2.2. Principal, Assistant Principals, Resource Teachers, Teachers	2.2. Ongoing progress monitoring of vocabulary development.	2.2. Mock writing scores, weekly writing, integration of reading and writing in the classrooms.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Unwrapping the Standards/reading benchmark training	State benchmarks & Common Core	Title I	Reported in reading budget
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
iPad training	iPads & covers; district resource teacher	Title I	Reported in reading budget
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Book Studies	Books	Title I	Reported in reading budget
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
			Total: $0

End of CELLA Goals

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Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1. Teacher knowledge of unwrapping standards and making connections to the Common Core Standards.	1A.1. Unwrapping the Standards PD: where teachers will be given time to deconstruct each of the standards and determine the quality of learning targets for lesson planning. Coaches will provide PD on effective questioning techniques and developing rigorous questioning using Webbs Depth of Knowledge and Common Core Standards.	1A.1. Principal, Assistant Principals, Resource Teachers, Teachers	1A.1. Examine data reports of FCAT, FAIR, SRI, benchmark tests. Lesson plans, mini benchmark test. Administration and resource teachers working individually with teachers through the evaluation process.	1A.1. Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments. Conferencing
Mathematics Goal #1A: By July 2013, 26% (241) of all students taking FCAT Math test at Union Park Middle School will score at Level 3.	2012 Current Level of Performance: * *23% (213)*	2013 Expected Level of Performance: * 26% (241)		Utilize Continuous Improvement Model to identify students needing interventions, remediation, and enrichment with technology.			
			1A.2. Bell to bell teaching	1A.2. Increase the time students engage on task. Train all teachers to differentiate instruction and use reading strategies through their subject curriculum with emphasis on vocabulary/word walls, reading strategies, Thinking	1A.2. Principal, Assistant Principals, Resource Teachers, Teachers	1A.2. Examine data reports of FCAT, SRI, benchmark tests. Lesson plans, mini benchmark test. Administration and resource teachers working individually with teachers through the evaluation	1A.2. Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments

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				Maps and Best Practice of math.			process.	Conferencing.
			1A.3. Large number of Level 1 and Level 2s in math.	1A.3. Train all teachers to differentiate instruction and use reading strategies through their subject curriculum with emphasis on vocabulary/word walls, reading strategies, Thinking Maps and Best Practices of math.	1A.3. Principal, Assistant Principals, Resource Teachers, Teachers	1A.3. Examine data reports of FCAT, SRI, benchmark tests. Lesson plans, mini benchmark test. Administration and resource teachers working individually with teachers through the evaluation process.	1A.3. Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments Conferencing
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1. While all instructional personnel are providing adequate instruction and care for the students, the data collection system is inconsistent among professional staff.	1B.1. Teachers will help students understand measurable attributes of objects and the units, systems, and processes of measurement. Apply appropriate techniques, tools, and formulas to determine measurements. Understand, select, and use units of appropriate size and type to measure angles, perimeter, area, surface area, and volume.	1B.1. Principal, Assistant Principals, Resource Teachers, Teachers	1B.1. Examine data reports of FAA, Student work samples and portfolios.	1B.1. Documentation of a consistent and uniform data collection System Lesson plans Classroom observation.
Mathematics Goal #1B: By July 2013, 35% (16) of all students taking FAA Math test at Union Park Middle School will score at Level 4 or above.	2012 Current Level of Performance:* N/A-fewer than 10 students to report	2013 Expected Level of Performance:* 35% (16) will score at Level 4 or above					
			1B.2. Current instructional time segments in each classroom not maximized in order to maximize improvement in student achievement.	1B.2. All teachers will receive training in Differentiated Instruction techniques, Classroom schedule and lesson plans will reflect specially designed for content areas including physical education activities.	1B.2. Principal, Assistant Principals, Resource Teachers, Teachers	1B.2. Examine data reports of FAA, Student work samples and portfolios	1B.2. Documentation of a consistent and uniform data collection System Lesson plans Classroom observation

		1B.3. Based on teacher feedback and the student IEP goals, three areas of great need are consistently identified: feeding, toileting, and mobility. Parents express the need for increasing levels of functional independence for functional behaviors at home, in the community and in the school.	1B.3. Develop instructional strategies that will assist students in increasing skills of independent functioning with respect to toileting, feeding, and mobility.	1B.3. Principal, Assistant Principals, Resource Teachers, Teachers	1B.3. Compare 9 weekly assessment to baseline data for each student	1B.3. Documentation of a consistent and uniform data collection System Lesson plans Classroom observation

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. Teacher knowledge of unwrapping standards and making connections to the Common Core Standards	2A.1. Unwrapping the Standards PD: where teachers will be given time to deconstruct each of the standards and determine the quality of learning targets for lesson planning. Coaches will provide PD on effective questioning techniques and developing rigorous questioning using Webb's Depth of Knowledge and Common Core Standards.	2A.1. Principal, Assistant Principals, Resource Teachers, Teachers	2A.1. Examine data reports of FCAT, SRI, benchmark tests. Lesson plans, mini benchmark test. Administration working individually with teachers through the evaluation process.	2A.1. Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments Conferencing
Mathematics Goal #2A: By July 2013, 20% (186) of all students taking FCAT Math test at Union Park Middle School will score at Level 4 and 5 in mathematics.	2012 Current Level of Performance :* 17% (158)	2013 Expected Level of Performance :* 20% (186)					
			2A.2. Participation in math clubs	2A.2. Have inviting announcements on TV and have teachers encourage participation.	2A.2 Principal, Assistant Principals, Resource Teachers, Teachers	2A.2. Keep track of participation in math clubs.	2A.2. Number of students belonging to math clubs
			2A.3. How math is used in real world situations	2A.3. We will have a math problem of the month on morning announcements that will incorporate reading, vocabulary, and real life applications.	2A.3. Principal, Assistant Principals, Resource Teachers, Teachers	2A.3. Examine data reports of FCAT, SRI, benchmark tests. Lesson plans, mini benchmark test.	2A.3. Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments Conferencing
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1. Teachers are working to align the Sunshine State Standards for FAA within daily routines, instructional presentations and data record keeping in	2B.1. Teachers will use a wide variety of both concrete manipulatives and virtual manipulatives in mathematics classroom including attribute blocks,	2B.1. Principal, Assistant Principals, Resource Teachers, Teachers	2B.1. Student portfolios show progress based on baseline data.	2B.1 Lesson Plans Instructional Focus Calendar Student work samples.
Mathematics Goal #2B: NA-fewer than 10 students to report	2012 Current Level of Performance :*	2013 Expected Level of Performance :*					

	NA-fewer than 10 students to report	NA-fewer than 10 students to report	order to build consistency throughout the instructional program.	geometric shapes of different colors and sizes		
.			2B.2. Infrequent use of manipulatives in class	2B.2. Teachers will use a wide variety of both concrete manipulatives and virtual manipulatives in mathematics classroom attribute blocks, geometric shapes of different colors and sizes.	2B.2. Principal, Assistant Principals, Resource Teachers, Teachers	2B.2 Student portfolios show progress based on baseline data	2B.2. Lesson Plans Instructional Focus Calendar Student work samples.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3. .

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1 Teacher knowledge of unwrapping standards and making connections to the Common Core Standards	3A.1. Unwrapping the Standards PD: where teachers will be given time to deconstruct each of the standards and determine the quality of learning targets for lesson planning. Coaches will provide PD on effective questioning techniques and developing rigorous questioning using Webbs Depth of Knowledge and Common Core Standards. Utilize Continuous Improvement Model to identify students needing interventions, remediation, and enrichment with technology.	3A.1. Principal, Assistant Principals, Resource Teachers, Teachers	3A.1. Examine data reports of FCAT, SRI, benchmark tests. Lesson plans, mini benchmark test. Administration working individually with teachers through the evaluation process.	3A.1. Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments Conferencing
Mathematics Goal #3A: By July 2013, 67% (623) of all students taking FCAT Math test at Union Park Middle School will make learning gains.	2012 Current Level of Performance :* 64% (595)	2013 Expected Level of Performance :* 67% (623)					
			3A.2. Inconsistent use of math software	3A.2. We will offer staff development math software owned by school and encourage the use of.	3A.2. Principal, Assistant Principals, Resource Teachers, Teachers	3A.2. Examine data reports of FCAT, SRI, benchmark tests. Lesson plans, mini benchmark test, use of math software. Administration working individually with teachers through the evaluation process.	3A.2. Examine data reports of Data Reports, observations, program monitoring reports Conferencing
			3A.3. Use of standards to drive instruction consistently	3A.3. Incorporate Thinking Maps in math classes to increase math comprehension; attendance at math conference to get knowledge	3A.3. Principal, Assistant Principals, Resource Teachers, Teachers	3A.3. Examine data reports of FCAT, SRI, benchmark tests. Lesson plans, mini benchmark test, use of math software	3A.3. Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing

			of math strategies Utilize order of instruction/Instructional Focus Calendars to ensure standards are being met		Administration working individually with teachers through the evaluation process.	Instructional Focus Calendars, sign in sheets, common formative assessments Conferencing

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: NA-fewer than 10 students to report	2012 Current Level of Performance :*	2013 Expected Level of Performance :*					
	NA-fewer than 10 students to report	NA-fewer than 10 students to report					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1. Teacher knowledge of unwrapping standards and making connections to the Common Core Standards	4A.1. Unwrapping the Standards PD: where teachers will be given time to deconstruct each of the standards and determine the quality of learning targets for lesson planning. Coaches will provide PD on effective questioning techniques and developing rigorous questioning using Webb's Depth of Knowledge and Common Core Standards. Utilize Continuous Improvement Model to identify students needing interventions, remediation, and enrichment with technology.	4A.1. Principal, Assistant Principals, Resource Teachers, Teachers	4A.1. Examine data reports of FCAT, SRI, benchmark tests. Lesson plans, mini benchmark test. Administration working individually with teachers through the evaluation process.	4A.1. Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments Conferencing
Mathematics Goal #4A: By July 2013, 60% (558) of all students taking FCAT Math test at Union Park Middle School within the lowest 25% of students will make learning gains.	2012 Current Level of Performance:* 57% (530)	2013 Expected Level of Performance:* 60% (558)					
			4A.2. Large number of Level 1 and 2 in math	4A.2. Train all teachers to differentiate instruction and use reading strategies through their subject curriculum with emphasis on vocabulary/word walls, reading strategies, and Thinking Maps.	4A.2. Principal, Assistant Principals, Resource Teachers, Teachers	4A.2. Examine data reports of FCAT, SRI, benchmark tests. Lesson plans, mini benchmark test. Administration and resource teachers working individually with teachers through the evaluation process.	4A.2. Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments Conferencing
			4A.3. Low numbers participate in afterschool activities	4A.3. Recruit attendance in afterschool tutoring sessions to help students in math.	4A.3. Principal, Assistant Principals, Resource Teachers, Teachers	4A.3. Examine numbers of students enrolled in afterschool SES tutoring	4A.3. Tutoring Sign-In Sheets

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4B. **Florida Alternate Assessment:** Percentage of students in lowest 25% making learning gains in mathematics.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Mathematics Goal #4B: NA-fewer than 10 students to report	2012 Current Level of Performance:* NA-fewer than 10 students to report	2013 Expected Level of Performance:* NA-fewer than 10 students to report					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2011-2012** 50%	**50%**	54%	**59%**	**63%**	**68%**	**73%**
Mathematics Goal #5A: All students will exceed the AMO of 49% by scoring proficient on FCAT in Math**.**							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.** Mathematics Goal #5B: By July 2013, 40% (76) of all white, 57% (60) of all black and 48% (278) of all Hispanic students taking the FCAT Math test will have decreased in the number of students not making satisfactory progress in math.	2012 Current Level of Performance:* White: 43% (82) Black: 60% (63) Hispanic: 51% (296) Asian: N/A American Indian: N/A	2013 Expected Level of Performance: * White: 40% (76) Black: 57% (60) Hispanic: 48% (278) Asian: N/A American Indian: N/A	5B.1. Making use of technology routine in each classroom	5B.1. Offer professional development in the use of technology to increase student motivation: smartboards and iPads.	5B.1. Principal, Assistant Principals, Resource Teachers, Teachers	5B.1. Examine data reports of FCAT, SRI, benchmark tests. Lesson plans, mini benchmark test. Administration working individually with teachers through the evaluation process.	5B.1. Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments Conferencing	
			5B.2. Teacher knowledge of unwrapping standards and making connections to the Common Core Standards	5B.2. Unwrapping the Standards PD: where teachers will be given time to deconstruct each of the standards and determine the quality of learning targets for lesson	5B.2. Principal, Assistant Principals, Resource Teachers, Teachers	5B.2. Examine data reports of FCAT, SRI, benchmark tests. Lesson plans, mini benchmark test. Administration working	5B.2. Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus	

			planning. Coaches will provide PD on effective questioning techniques and developing rigorous questioning using Webbs Depth of Knowledge and Common Core Standards. Utilize Continuous Improvement Model to identify students needing interventions, remediation, and enrichment.		individually with teachers through the evaluation process.	Calendars, sign in sheets, common formative assessments Conferencing Subgroups will demonstrate increased scores in departmental common assessments
		5B.3 Lack of instructional differentiation within the classroom	5B.3. Identify and implement differentiation strategies which are successful with all subgroups.	5B.3. Principal, Assistant Principals, Resource Teachers, Teachers	5B.3. Examine data reports of FCAT, SRI, benchmark tests. Lesson plans, mini benchmark test. Administration working individually with teachers through the evaluation process.	5B.3. Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments Conferencing

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1. Interactive use of word walls/vocabulary within the classroom	5C.1. Employ explicit instruction (I do, we do, you do) in teaching students. Have professional development in the most efficient use of interactive word walls and effective instruction of vocabulary	5C.1. Principal, Assistant Principals, Resource Teachers, Teachers	5C.1. Examine data reports of FCAT, FAIR, SRI, benchmark tests. Lesson plans, mini benchmark test. Administration working individually with teachers through the evaluation process.	5C.1. Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments Conferencing
Mathematics Goal #5C: By July 2013, 62% (171) of all English Language Learners taking the FCAT Math test will have decreased in the number of students not making satisfactory progress in math.	2012 Current Level of Performance :* 65% (180)	2013 Expected Level of Performance :* 62% (171)					
			5C.2. Traditional teaching that does not engage all learners	5C.2. Implement technology to support instruction that will motivate students	5C.2. Principal, Assistant Principals, Resource Teachers, Teachers	5C.2. Examine data reports of FCAT, SRI, benchmark tests. Lesson plans, mini benchmark test. Administration working individually with teachers through the evaluation process.	5C.2. Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments Conferencing
			5C.3. Teacher knowledge of unwrapping standards and making connections to the Common Core Standards	5C.3 In-house training with Unwrapping the Standards PD: where teachers will be given time to deconstruct each of the standards and determine the quality of learning targets for lesson planning. Coaches will provide PD on effective questioning techniques and developing rigorous questioning using Webb's Depth of	5C.3. Principal, Assistant Principals, Resource Teachers, Teachers	5C.3. Examine data reports of FCAT, FAIR, SRI, benchmark tests. Lesson plans, mini benchmark test. Administration working individually with teachers through the evaluation process.	5C.3. Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments Conferencing

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			Knowledge and Common Core Standards. Utilize Continuous Improvement Model to identify students needing interventions, remediation, and enrichment.		
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. Limited attention given to students IEP goals. Regular education teachers, special education teachers, ELL teachers and paraprofessionals do not collaborate effectively to ensure progress of special education students and Hispanic students	5D.1. Ongoing review of IEP goals/objectives. Teachers will implement explicit, intensive instruction through the use of centers and small group instruction, cooperative learning for students with an IEP	5D.1. Principal, Assistant Principals, Resource Teachers, Teachers	5D.1. Benchmark test scores. Mini assessments	5D.1. Lesson Plans created include visual strategies Classroom observations
Mathematics Goal #5D: By July 2013, 67% (115) of all Students with Disabilities taking the FCAT math test will have decreased in the number of students not making satisfactory progress in math.	2012 Current Level of Performance:* *70% (122)*				
	2013 Expected Level of Performance:* 67% (115)				
		5D.2. Low numbers participate in afterschool activities	5D.2. Recruit attendance in afterschool tutoring sessions to help students in math.	5D.2. Principal, Assistant Principals, Resource Teachers, Teachers	5D.2. Examine numbers of students enrolled in afterschool SES tutoring	5D.2. Tutoring Sign-In Sheets
		5D.3. Large number of Level 1 and 2 in math	5D.3. Train all teachers to differentiate instruction and use reading strategies through their subject curriculum with emphasis on vocabulary/word walls, reading strategies, and Thinking Maps.	5D.3. Principal, Assistant Principals, Resource Teachers, Teachers	5D.3. Examine data reports of FCAT, SRI, benchmark tests. Lesson plans, mini benchmark test. Administration working individually with teachers through the evaluation process.	5D.3. Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments Conferencing

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1. Teacher knowledge of unwrapping standards and making connections to the Common Core Standards	5E.1. In-house training with Unwrapping the Standards PD: where teachers will be given time to deconstruct each of the standards and determine the quality of learning targets for lesson planning. Coaches will provide PD on effective questioning techniques and developing rigorous questioning using Webb's Depth of Knowledge and Common Core Standards. Utilize Continuous Improvement Model to identify students needing interventions, remediation, and enrichment with technology	5E.1. Principal, Assistant Principals, Resource Teachers, Teachers	5E.1. Examine data reports of FCAT, SRI, benchmark tests. Lesson plans, mini benchmark test. Administration working with teachers through the evaluation process.	5E.1. Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments Conferencing
Mathematics Goal #5E: By July 2013, 50% (409) of all Economically Disadvantaged students taking the FCAT Math test will have decreased in the number of students not making satisfactory progress in math.	2012 Current Level of Performance :*	2013 Expected Level of Performance: *					
	53% (438)	*50% (409)*					
			5E.2. Large number of Level 1 and 2 in math.	5E.2. Train all teachers to differentiate instruction and use reading strategies through their subject curriculum with emphasis on vocabulary/word walls, reading strategies, and Thinking Maps.	5E.2. Principal, Assistant Principals, Resource Teachers, Teachers	5E.2. Examine data reports of FCAT, FAIR, SRI, benchmark tests. Lesson plans, mini benchmark test. Administration working with teachers through the evaluation process.	5E.2. Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments Conferencing
			5E.3. Low numbers participate in afterschool activities	5E.3. Recruit attendance in afterschool tutoring sessions to help students in math.	5E.3. Principal, Assistant Principals, Resource Teachers, Teachers	5E.3. Examine numbers of students enrolled in afterschool SES tutoring	5E.3. Tutoring Sign-In Sheets

End of Middle School Mathematics Goals
October 2012
Rule 6A-1.099811
Revised April 29, 2011

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

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1. Algebra 1 Goal #1: By July 2013, 61% (64) of students taking the Algebra EOC test at Union Park Middle School will score at Level 3.	2012 Current Level of Performance:* 58% (61)	2013 Expected Level of Performance:* 61% (64)	1.1. Teacher knowledge of unwrapping standards and making connections to the Common Core Standards	1.1. Unwrapping the Standards PD: where teachers will be given time to deconstruct each of the standards and determine the quality of learning targets for lesson planning. Coaches will provide PD on effective questioning techniques and developing rigorous questioning using Webb's Depth of Knowledge and Common Core Standards.	1.1. Principal, Assistant Principals, Resource Teachers, Teachers	1.1. Examine data reports of FCAT, SRI, benchmark tests. Lesson plans, mini benchmark test. Administration working individually with teachers through the evaluation process.	1.1. Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments Conferencing
			1.2. Development and sharing of common assessment	1.2. Algebra I teachers to plan for instruction to develop common assessments.	1.2. Principal, Assistant Principals, Resource Teachers, Teachers	1.2. Common assessments	1.2. Increased EOC Scores within data reports
			1.3. Lack of motivation to join math clubs	1.3. Provide students with encouragement that math is fun and to participate in afterschool math clubs.	1.3. Principal, Assistant Principals, Resource Teachers, Teachers	1.3. Increased EOC Scores	1.3. Data reports, sign in sheets
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1. Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	2.1. Teacher knowledge of unwrapping standards and making connections to the	2.1. Unwrapping the Standards PD: where teachers will be given time to deconstruct	2.1. Principal, Assistant Principals, Resource Teachers, Teachers	2.1. Examine data reports of FCAT, SRI, benchmark	2.1. Data Reports, observations, relationship with learning goals,

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			Common Core Standards	each of the standards and determine the quality of learning targets for lesson planning. Coaches will provide PD on effective questioning techniques and developing rigorous questioning using Webb's Depth of Knowledge and Common Core Standards.		tests. Lesson plans, mini benchmark test. Administration working individually with teachers through the evaluation process. Increased EOC scores	rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments Conferencing
By July 2013, 31% (32) of students taking the Algebra EOC test at Union Park Middle School will score at Level 4 or above.	28% (30)	31% (32)					
			2.2. Lack of motivation to join math clubs	2.2. Provide students with encouragement that math is fun and to participate in afterschool math clubs.	2.2. Principal, Assistant Principals, Resource Teachers, Teachers	2.2. Increased EOC Scores	2.2. Data reports, sign in sheets
			2.3. Low percentage of parental involvement	2.3. Provide training for parents through Parent Nights on how to help their students increase student achievement.	2.3. Principal, Assistant Principals, Resource Teachers, Teachers	2.3. Increased EOC scores	2.3. Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments Conferencing

End of Algebra 1 EOC Goals

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

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

<table>
<tr>
<th colspan="3">Geometry EOC Goals</th>
<th colspan="5">Problem-Solving Process to Increase Student Achievement</th>
</tr>
<tr>
<td colspan="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:</td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td colspan="3">1. Students scoring at Achievement Level 3 in Geometry.</td>
<td>1.1.</td>
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</tr>
<tr>
<td>Geometry Goal #1:
N/A</td>
<td>2012 Current Level of Performance:*
N/A-fewer than 10 students to report</td>
<td>2013 Expected Level of Performance:*</td>
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<td colspan="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:</td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td colspan="3">2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</td>
<td>2.1.
Teacher knowledge of unwrapping standards and making connections to the Common Core Standards</td>
<td>2.1.
Unwrapping the Standards PD: where teachers will be given time to deconstruct each of the standards and determine the quality of learning targets for lesson planning.
Coaches will provide PD on effective questioning techniques and developing rigorous questioning using Webb's Depth of Knowledge and Common Core standards.</td>
<td>2.1.
Principal, Assistant Principals, Resource Teachers, Teachers</td>
<td>2.1.

Examine data reports of FCAT, SRI, benchmark tests. Lesson plans, mini benchmark test.

Administration working individually with teachers through the evaluation process.

Increased EOC scores</td>
<td>2.1.
Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments

Conferencing</td>
</tr>
<tr>
<td>Geometry Goal #2:

By July 2013, 100% (25) of all students taking the Geometry EOC test at Union Park Middle School will score at Level 4 or above.</td>
<td>2012 Current Level of Performance:*

86% (26)</td>
<td>2013 Expected Level of Performance:*

100% (25)</td>
<td></td>
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</table>

		2.2. Lack of motivation to join math clubs	2.2. Provide students with encouragement that math is fun and to participate in afterschool math clubs.	2.2. Principal, Assistant Principals, Resource Teachers, Teachers	2.2. Increased EOC Scores	2.2. Data reports, sign in sheets
		2.3.	2.3.	2.3.	2.3.	2.3.

End of Geometry EOC Goals

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Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Throughout the year book studies: Best Practices, Marzano, Ruby Payne	6-8; all subjects	Resource Teachers	School-wide	Planning periods; early release days	Classroom observations; lesson plans; edusoft data; assessments	Principal, Assistant Principals, Resource Teachers
Thinking Maps: Path to Proficiency	6-8; all subjects	Reading & Math Coach & CRT	School-wide	Planning periods; early release days	Classroom observations; lesson plans; Edusoft data; assessments	Principal, Assistant Principals, CRT, Reading & Math Coaches
Reading in the content area/Marzano's High Yield Strategies	6-8; all subjects	Reading & Math Coach & CRT	School-wide	Planning periods; early release days	Classroom observations; lesson plans; Edusoft data; assessments	Principal, Assistant Principals, CRT, Reading & Math Coaches
Focus on Technology	6-8; all subjects	Reading & Math Coach & CRT	School-wide	Planning periods; early release days	Classroom observations; lesson plans; Edusoft data; assessments	Principal, Assistant Principals, CRT, Reading & Math Coaches
Unwrapping The Standards	6-8; all subjects	Reading & Math Coach, CRT Administration	Core Content Teachers	Week prior to Pre-Planning periods	Classroom observations; lesson plans; Edusoft data; assessments	Principal, Assistant Principals, CRT, Reading & Math Coaches

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
PD/workshop to review all math benchmarks; training teachers on higher order questioning	Math & Literacy Coaches	NA	$0
Dimension U & FASTT Math	Math software	NA	$0
Unwrapping the Standards/reading benchmark training	State benchmarks & Common Core	Title I	Reported in reading budget
			Subtotal: $0
Technology			
Strategy	Description of Resources	Funding Source	Amount
iPad training	iPads & covers; district resource teacher	Title 1	$0 (reported in Reading budget)
			Subtotal: $0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Book Study	Best Practices; Marzano; Ruby Payne	Title I	$0 (reported in reading budget)
Attendance at state math conference		Title I	$260.00
			Subtotal: $260.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: $260.00

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

<table>
<tr><th colspan="3">Elementary and Middle Science Goals</th><th colspan="5">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><td colspan="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:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr>
<td colspan="3">1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.

Science Goal #1A:

By July 2013, 34% (115) of all students taking the FCAT Science test at Union Park Middle School will score at Level 3.</td>
<td>1A.1.
Limited Lab experience and vocabulary instruction</td>
<td>1A.1.
Labs experiments will be developed and implemented according to the Order of Instruction and Instructional Focus Calendar.</td>
<td>1A.1.
Principal, Assistant Principals, Resource Teachers, Teachers</td>
<td>1A.1.
Examine data reports of FCAT, SRI, benchmark tests. Lesson plans, mini benchmark test.

Administration working individually with teachers through the evaluation process.</td>
<td>1A.1.
Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments

Conferencing</td>
</tr>
<tr>
<td></td>
<td>2012 Current Level of Performance :*

31% (104)</td>
<td>2013 Expected Level of Performance :*

34% (115)</td>
<td>1A.2.
Teacher knowledge of unwrapping standards and making connections to the Common Core Standards</td>
<td>1A.2.
Unwrapping the Standards PD: where teachers will be given time to deconstruct each of the standards and determine the quality of learning targets for lesson planning.
Coaches will provide PD on effective questioning techniques and developing rigorous questioning using Webb's Depth of Knowledge and Common Core Standards.

Utilize Continuous Improvement Model to identify students needing interventions, remediation, and enrichment with technology.</td>
<td>1A.2.
Principal, Assistant Principals, Resource Teachers, Teachers</td>
<td>1A.2.
Examine data reports of FCAT, FAIR, SRI, benchmark tests. Lesson plans, mini benchmark test.

Administration working individually with teachers through the evaluation process.</td>
<td>1A.2.
Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments

Conferencing</td>
</tr>
</table>

			1A.3 Lack of common assessments	1A.3. Grade-level teams will review results of common assessments data every two weeks to determine progress toward benchmarks; attendance at Science conference to get knowledge of Science strategies	1A.3 Principal, Assistant Principals, Resource Teachers, Teachers	1A.3. Examine data reports of FCAT, FAIR, SRI, benchmark tests. Lesson plans, mini benchmark test. Administration working individually with teachers through the evaluation process.	1A.3. Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments Conferencing
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1. Aligning instruction to FAA standards	1B.1. Teachers will use real life science activities aligned to Access Points	1B.1. Principal, Assistant Principals, Resource Teachers, Teachers	1B.1. Examine data reports of FAA, and ongoing formative assessment	1B.1. Lesson plans Student work samples
Science Goal #1B: By July 2013, 53% (7) of all students taking FAA Math test at Union Park Middle School will score at Level 4 or above	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	50% (4)	**53% (7)**					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science. Science Goal #2A: By July 2013, 6% (20) of all students taking the FCAT Science test at Union Park Middle School will score at Level 4 or above	2012 Current Level of Performance:* *3% (10)*	2013Expected Level of Performance:* **6% (20)**	2A.1. Limited Lab experience and vocabulary instruction	2A.1.. Labs experiments will be developed and implemented according to the Order of Instruction and Instructional Focus Calendar.	2A.1. Principal, Assistant Principals, Resource Teachers, Teachers	2A.1. Examine data reports of FCAT, SRI, benchmark tests. Lesson plans, mini benchmark test. Administration working individually with teachers through the evaluation process.	2A.1. Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments Conferencing
			2A.2. Teacher knowledge of unwrapping standards and making connections to the Common Core Standards	2A.2. Unwrapping the Standards PD: where teachers will be given time to deconstruct each of the standards and determine the quality of learning targets for lesson planning. Coaches will provide PD on effective questioning techniques and developing rigorous questioning using Webb's Depth of Knowledge and Common Core Standards. Utilize Continuous Improvement Model to identify students needing interventions, remediation, and enrichment with technology.	2A.2. Principal, Assistant Principals, Resource Teachers, Teachers	2A.2. Examine data reports of FCAT, FAIR, SRI, benchmark tests. Lesson plans, mini benchmark test. Administration working individually with teachers through the evaluation process.	2A.2. Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments Conferencing
			2A.3 Lack of common assessments	2A.3. Grade-level teams will review results of common	2A.3 Principal, Assistant Principals, Resource	2A.3. Examine data reports of FCAT, FAIR, SRI,	2A.3. Data Reports, observations, relationship

			assessments data every two weeks to determine progress toward benchmarks	Teachers, Teachers	benchmark tests. Lesson plans, mini benchmark test. Administration working individually with teachers through the evaluation process.	with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments Conferencing
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1. Differentiating instruction to meet individual needs.	2B.1. We will offer staff development to increase the use of Science best practices – differentiation & Thinking Maps	2B.1. Principal, Assistant Principals, Resource Teachers, Teachers	2B.1. Student work samples and portfolios	2B.1. Lesson plans Instructional Focus Calendar Classroom observation Log of lab activities
Science Goal #2B: By July 2013, 28% (4) of all students taking FAA Math test at Union Park Middle School will score at Level 7 or above	2012 Current Level of Performance :*	2013Expected Level of Performance :*					
	25% (2)	28% (4)					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2. Lesson plans Instructional Focus Calendar Classroom observation Log of lab activities
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3. Lesson plans Instructional Focus Calendar Classroom observation Log of lab activities

End of Elementary and Middle School Science Goals

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

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading in the content area/Marzano's High Yield Strategies	6-8; all subjects	Math Coach	School-wide	Planning periods; early release days	Classroom observations; lesson plans; Edusoft data; assessments	Principal, Assistant Principals, CRT, Reading & Math Coaches
Thinking Maps: Path to Proficiency	6-8; all subjects	Reading & Math Coach & CRT	School-wide	Planning periods; early release days	Classroom observations; lesson plans; Edusoft data; assessments	Principal, Assistant Principals, CRT, Reading & Math Coaches
Book Study	6-8; all subjects	Reading & Math Coach & CRT	School-wide	Planning periods; early release days	Classroom observations; lesson plans; Edusoft data; assessments	Principal, Assistant Principals, CRT, Reading & Math Coaches
Focus on Technology	6-8; all subjects	Reading & Math Coach & CRT	School-wide	Planning periods; early release days	Classroom observations; lesson plans; Edusoft data; assessments	Principal, Assistant Principals, CRT, Reading & Math Coaches
Unwrapping The Standards	6-8; all subjects	Reading & Math Coach, CRT Administration	Core Content Teachers	Week prior to Pre-Planning periods	Classroom observations; lesson plans; Edusoft data; assessments	Principal, Assistant Principals, CRT, Reading & Math Coaches

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
Implement differentiated instruction techniques and Use centers to reinforce skills taught in whole group	Math & Literacy Coaches	NA	$0

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			Subtotal: $0
Technology			
Strategy	Description of Resources	Funding Source	Amount
iPad training	iPads & covers; district resource teacher	Title 1	$0 (reported in reading budget)
			Subtotal: $0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Book Studies	Reading Strategies, Best Practices, Marzano	Title I	$0 (reported in Reading budget)
Attend Science conference	Best practices of curriculum	Title I	$260.00
			Subtotal: $260.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $260.00
			Total: $260.00

End of Science Goals

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

Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1 Teacher knowledge of unwrapping standards and making connections to the Common Core Standards	1A.1. Unwrapping the Standards PD: where teachers will be given time to deconstruct each of the standards and determine the quality of learning targets for lesson planning. Coaches will provide PD on effective questioning techniques and developing rigorous questioning using Webb's Depth of Knowledge and Common Core Standards. Utilize Continuous Improvement Model to identify students needing interventions, remediation, and enrichment with technology.	1A.1. Principal, Assistant Principals, Resource Teachers, Teachers	1A.1. Examine data reports of FCAT, FAIR, SRI, benchmark tests. Lesson plans, mini benchmark test, mock writing prompt results. Administration working individually with teachers through the evaluation process.	1A.1. Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments Conferencing
Writing Goal #1A: By July 2013, 68% (229) of all students taking the FCAT Writing test at Union Park Middle School will score at Level 3.0 or above	2012 Current Level of Performance:* 58% (196)	2013 Expected Level of Performance:* 68% (229)					
			1A.2 Motivating students to practice writing in formal language Difficulty organizing their thinking to plan for writing Difficulty elaborating with	1A.2. Provide professional development across the curriculum: Write For the Future, Thinking Maps, and how to motivate students to write using the state rubric	1A.2. Principal, Assistant Principals, Resource Teachers, Teachers	1A.2. Classroom observations, Student work samples, mock writing prompts	1A.2. Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative

		interesting details			assessments
		1A.3. Lack of incorporating grammar and spelling into writing.	1A.3. Identify students in ELL, ED, and Special Education subgroups to track writing progress as measured by common assessments scoring rubrics. Present test-taking strategies cross-curricular including timed writing.	1A.3. Principal, Assistant Principals, Resource Teachers, Teachers	1A.3. Classroom observations, Student work samples, mock writing prompts results	1A.3. Subgroups will demonstrate increased scores in common writing assessments, subgroup data analysis
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1B: By July 2013, 53% (7) of all students taking the FAA Writing test at Union Park Middle School will score at Level 4.0 or above	2012 Current Level of Performance:* 50% (4) / 2013 Expected Level of Performance:* 53% (7)	1B.1. Students given limited methods to express knowledge	1B.1. Help students develop skills to use assistive technology to develop permanent narrative and informational products.	1B.1. Principal, Assistant Principals, Resource Teachers, Teachers	1B.1.	1B.1.
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Thinking Map Training	6-8; all subjects	Resource Teachers	School-wide	Planning periods; early release days	Classroom observations; lesson plans; Edusoft data; assessments	Principal, Assistant Principals, Resource Teachers
Write for the Future Training	6-8; Language Arts	Resource Teachers	School-wide	Planning periods; early release days	Classroom observations; lesson plans; Edusoft data; assessments	Principal, Assistant Principals, Resource Teachers
2-Day Writers Workshop	6-8; all subjects	Consultant	School-wide	Pre-planning	Classroom observations; lesson plans; Edusoft data; assessments	Principal, Assistant Principals, Resource Teachers

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
Thinking Maps: Path to Proficiency	Thinking Maps: Path to Proficiency	NA	NA
Materials and Preparation of mock test	NA	NA	NA
Write For the Future training	Write for the Future materials	NA	NA
Writers Workshop Consultant			$4,779.00
			Subtotal: $4,779.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
iPad training	iPads & covers; district resource teacher	Title 1	$0
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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

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			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	$4,779.00
		Total:	$4,779.00

End of Writing Goals

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

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance Attendance Goal #1: By July 2013, increase our attendance rate from 93% (930) to 96% (892) By July 2013, decrease number of excessive absences from 476 to 428 By July 2013, decrease the number of students with excessive tardies from 30 (3%) to 18 (2%)	2012 Current Attendance Rate:* 93% 2012 Current Number of Students with Excessive Absences (10 or more) 476 (47%) 2012 Current Number of Students with Excessive Tardies (10 or more) 30 (3%)	2013 Expected Attendance Rate:* 96% 2013 Expected Number of Students with Excessive Absences (10 or more) 399 (43%) 2013 Expected Number of Students with Excessive Tardies (10 or more) 18 (2%)	1.1. Lack of school attendance	1.1. Promote school attendance by monitoring student attendance data, notifying parents by letter of excessive student absences, and parent education for parents of students with seven (7) unexcused absences.	1.1. Principal, Assistant Principals, Resource Teachers, Teachers, Social Worker	1.1. Tardy Reports, Absence reports, ACST Meetings	1.1. Tardy logs Attendance reports ACST meeting notes
			1.2. Second Language communication challenges	1.2. Have a staff member available to translate when English is not a parent's first language to explain school and district policies and how to help their student.	1.2. Principal, Assistant Principals, Resource Teachers, Teachers, Social Worker	1.2. Tardy Reports, Absence reports, ACST Meetings	1.2. Tardy logs Attendance reports ACST meeting notes
			1.3. Cultures that view tardiness differently which affects school attendance	1.3. Provide School Attendance Policies to parents in multiple languages.	1.3 Principal, Assistant Principals, Resource Teachers, Teachers, Social Worker	1.3. Tardy Reports, Absence reports, ACST Meetings month attendance	1.3. Tardy logs Attendance reports ACST meeting notes

						Daily attendance

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
RtI	6—8	RtI Team	All staff	On-going	Monitoring data	Principal, Asst. Principals, clerks, classroom teachers
Making Lessons Relevant	6-8	Teachers and Coaches	All Staff	On-going	Monitoring data	Principal, Asst. Principals, Resource Teachers, Teachers

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
RtI	RtI core team	School Based Budget	$0
			Subtotal:0
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:0
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
			Total: 0

End of Attendance Goals

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

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension Suspension Goal #1: Reduce the number of In-School Suspensions from 112-100. Reduce the total number of out-of-school suspensions from 207 -186	2012 Total Number of In –School Suspensions 112 (11%)	2013 Expected Number of In- School Suspensions 93 (10%)	1.1. Students lack of cooperation	1.1. Provide professional development to teachers to help them better understand ways to de-escalate behavior Counselors meet with students School-wide positive behavior expectations	1.1. Principal, Assistant Principals, Resource Teachers, Teachers, Social Worker	1.1. Monthly report of In/out School Suspensions.	1.1. EDW/SMS Discipline Reports
	2012 Total Number of Students Suspended In-School 0	2013 Expected Number of Students Suspended In -School 0					
	2012 Total Number of Out-of-School Suspensions 207 (20%)	2013 Expected Number of Out-of-School Suspensions 167 (18%)					
	2012 Total Number of Students Suspended Out- of- School 0	2013 Expected Number of Students Suspended Out- of-School 0					
			1.2. Teachers have limited resources to deal with student behaviors	1.2. Implement school-wide RtIB, Deans and Counselors talk with students	1.2. Principal, Assistant Principals, Resource Teachers, Teachers	1.2. Data Reports	1.2. EDW/SMS Discipline Report
			1.3.	1.3.	1.3.	1.3.	1.3.

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity					
Please note that each Strategy does not require a professional development or PLC activity.					
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
RtI	6—8	RtI Team	All staff	On-going	Monitoring monthly data for referrals and rewards	Administrative Team

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
RtI	Student incentives	School Based Budget	$1,309.00
			Subtotal: $1,309.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
iPad training	iPads & covers; district resource teacher	Title 1	$0
			Subtotal: $0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal: $0
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal: $0
			Total: $1,309.00

End of Suspension Goals

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

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention Dropout Prevention Goal #1: *Reduce the number of students who failed at the end of the year from 24 to 22*	2012 Current Dropout Rate:* 24 2012 Current Graduation Rate:* N/A	2013 Expected Dropout Rate:* 22 2013 Expected Graduation Rate:* N/A	1.1. Lack of parental involvement	1.1. Provide Family activities to increase knowledge on how to help their students increase student achievement	1.1. Principal, Assistant Principals, Resource Teachers, Teachers	1.1. Assessments, attendance reports, discipline reports	1.1. sign-in sheets
			1.2. Catching patterns of poor attendance and of failing early	1.2. We will collect/analyze data through RtI and PLC meetings and review FCAT results to determine if goals have been met and target needs Failure Conferences at end of each 9 weeks	1.2. Principal, Assistant Principals, Resource Teachers, Teachers, Social Worker	1.2. Progress Reports and Report cards and analysis of results	1.2. RtIB and PLC Meetings agenda and minutes of meetings Failure Conference sign-in sheets
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Classroom Management	666-8-	Resource Teachers, Teachers	School-wide	Planning periods; early release days	Classroom observations; lesson plans; Edusoft data; assessments	Principal, Assistant Principals, CRT, Reading & Math Coaches

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Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
RtI	N/A	School Based Budget	(reported in suspension budget)
Subtotal: $0			
Technology			
Strategy			
iPad training	iPads & covers; district resource teacher	Title 1	(reported in reading budget)
			Subtotal:$0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:$0
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal: $0
			Total: $0

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: By July 2013, increase the total number of people attending activities from 3,192 to 3,300 throughout the school year.	2012 Current Level of Parent Involvement:* 3,192 people	2013 Expected Level of Parent Involvement:* 3,300 people	1.1. Communication/ language barriers for ELL student families.	1.1. Promote Parent Conferences, Offer translation at meetings, offer daytime meetings	1.1. Principal, Assistant Principals, Resource Teachers, Teachers	1.1. On going review of Family Nights/Activities attendance logs	1.1. Parent Night Sign-In Sheets, Additions Hours
			1.2. Low percentage of parental involvement	Promote continued parental involvement, offer daytime meetings, offer translation at meetings, Advertise school activities and involvement opportunities through the school web site, newsletters and Connect Orange	1.2. Principal, Assistant Principals, Resource Teachers, Teachers	1.2. On going review of attendance log of participation in Family Nights/Activities	1.2. Parent Sign-In Sheets , RtI Meeting Agendas, Minutes
			1.3.	1.3	1.3.	1.3	1.3.

Parent Involvement Professional Development

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

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ADDitions training	6-8	Asst. Principal	All staff and parents	Throughout the year	Monitor ADDition data	Admin
Literacy Nights, Parent/Student Activities	6-8	Principal, Assistant Principals, Resource Teachers	All staff and parents	Throughout the year	Monitor participation	Principal, Asst. Principals

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
Newsletters	Parent newsletters	Title I	$2,972.00
			Subtotal: $2,972.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Electronic Weekly Service Reviews		Title I	$2500
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Total: $2,972.00

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: Increase student interest and achievement in math and science each year by 3% in the number of students scoring 3, 4 or 5 in math and science.	1.1. Limited participation in math/science clubs and "science fairs"	1.1. Use of Best Practices for math and science All teachers will incorporate mathematical, scientific and problem-solving skills into their content area. Math & Science Teachers will establish a forum to share ideas, materials and experiences	1.1. Principal, Assistant Principals, Resource Teachers, Teachers	1.1. Create a math and science education newsletter, website, periodic publications, and resource database. Tests, quizzes, projects, portfolios, mini-assessments and FCAT scores	1.1 Participation in professional development activities. Establish a contact list of business and industry leaders. Sign-in sheet for a "Math and Science Fair Cross-curricular mathematics/ science in 8th grade science
	1.2. Inconsistent use of technology to promote learning	1.2. Teachers will embed the use of technology in lesson plans to improve the quality of instruction Teachers will use hands-on, inquiry-based instructional methods to stimulate learning	1.2. Principal, Assistant Principals, Resource Teachers, Teachers	1.2. Increase student interest and achievement in math and science	1.2. Sign in sheets, increased math and science scores as evidenced by FCAT
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity					
Please note that each Strategy does not require a professional development or PLC activity.					
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Hands-on Inquiry – based instructional	6 – 8th Math & Science	Resource Teachers	Math & Science Teachers	Planning periods; early release days	Classroom observations, lesson plans, PLC Meetings,	Principal, Assistant Principals, Resource Teachers

methods	Teachers				
Integrating Math, Science and Technology projects to increase student achievement	6 – 8th Math & Science Teachers	Resource Teachers	Math & Science Teachers	Planning periods; early release days	Classroom observations, lesson plans, PLC Meetings	Principal, Assistant Principals, Resource Teachers

STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: N/A *Enter narrative for the goal in this box.*	1.1.	1.1.	1.1.	1.1.	1.1.
	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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A					

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

CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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Additional Goal(s)

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

<table>
<tr>
<th colspan="3">Additional Goal(s)</th>
<th colspan="5">Problem-Solving Process to Increase Student Achievement</th>
</tr>
<tr>
<th colspan="3">Based on the analysis of school data, identify and define areas in need of improvement:</th>
<th>Anticipated Barrier</th>
<th>Strategy</th>
<th>Person or Position Responsible for Monitoring</th>
<th>Process Used to Determine Effectiveness of Strategy</th>
<th>Evaluation Tool</th>
</tr>
<tr>
<td colspan="3">**1. Additional Goal**
Additional Goal #1: All middle schools will increase the enrollment and performance of students in high school courses offered at the middle school level.

Additional Goal #1:

By July 2013, increase the enrollment of students in high school courses offered at the middle school to 43% (145).</td>
<td>1.1.
Motivation</td>
<td>1.1.
Provide professional development to best practices and new ways of teaching old concepts.

Use of technology integration to increase student engagement in higher level thinking

Encourage students and parents to get motivated to participate in higher student achievement.</td>
<td>1.1.
Principal, Assistant Principals, Resource Teachers, Teachers</td>
<td>1.1.
Increase in EOC test scores

Increase use of technology

Increase parental involvement</td>
<td>1.1.
Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments

Conferencing</td>
</tr>
<tr>
<td colspan="2"></td>
<td>2012 Current Level :*

40% (135)</td>
<td>1.2
Lack of differentiated instruction</td>
<td>1.2.
Teacher training in differentiating instruction</td>
<td>1.2.
Principal, Assistant Principals, Resource Teachers, Teachers</td>
<td>1.2.
Examine data reports of FCAT, and benchmark tests</td>
<td>1.2.
Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments

Conferencing</td>
</tr>
<tr>
<td colspan="2"></td>
<td>2013 Expected Level :*

43% (145)</td>
<td>1.3
Lack of rigor in curriculum</td>
<td>1.3.
Teachers will be trained in how to embed higher order questions relevant to content and how to prompt for high order responses. Use WICR strategies.</td>
<td>1.3.
Principal, Assistant Principals, Resource Teachers, Teachers</td>
<td>1.3.
Examine data reports of FCAT, and benchmark tests</td>
<td>1.3.
Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative</td>
</tr>
</table>

					assessments
					Conferencing

Additional Goal(s)		Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Additional Goal #2: All middle schools will implement the AVID program/philosophy to support academic, rigor and promote college readiness.		2.1. Lack of understanding about the AVID program A	2.1. AVID program criteria will be published in newsletter and in AVID nights that parents will be invited to.	2.1. Principal, Asst. Principals, AVID Coordinator	2.1. Examine data reports, master schedule, class counts	2.1. Parent Sign-In sheets
Additional Goal #2: Increase the number of students in AVID from 221 to 231.	2012 Current Level :* **221** — 2013 Expected Level :* **231**					
		2.3 Limited knowledge of college readiness skills	2.3. Teachers will be trained to embed college and career readiness skills into content area lessons.	2.3. Principal, Asst. Principals, Teachers, Resource Teachers	2.3. Examine data reports of FCAT and benchmark tests	2.3. Observations, classroom walkthrough, lesson plans
		2.3	2.3.	2.3.	2.3.	2.3.

Additional Goal(s)		Problem-Solving Process to Increase Student Achievement				Strategy
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
Additional Goal #3: Increase College and Career Readiness		2.1. Limited role models to help with developing career goals	2.1. Have an 8th grade Parent Night to discuss educational and career goals and the effects of taking a challenging, more rigorous curriculum	2.1. Principal, Asst. Principals, AVID Coordinator, Teachers	2.1. Examine the program and how many parents participated	2.1. Parent sign-in sheets
Additional Goal #3: Increase college and career readiness	2012 Current Level :* 221 — **2013 Expected Level:*** **241**					

		2.2. Many parents may not have the skills to assist their students with early postsecondary planning	2.2. Provide information about planning for colleges and academic programs	2.2. Principal, Asst. Principals, AVID Coordinator, teachers	2.2. Have parents fill out survey about planning for college and academic programs	2.2. Parent sign-in sheets
		2.3	2.3.	2.3.	2.3.	2.3.

Additional Goal(s)		**Problem-Solving Process to Increase Student Achievement**				
Based on the analysis of school data, identify and define areas in need of improvement:		Anticipated Barrier				
Additional Goal #4: Decrease the Achievement Gap for Each Identified Subgroup by 10% by June 30, 2016.						
Additional Goal #4: Refer to Reading and math Goals: 5B, 5C, 5D, 5E						

Additional Goal(s)			40% (135)			
Based on the analysis of school data, identify and define areas in need of improvement:			Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Additional Goal #5: Increase Fine Arts Enrollment			1.1. Provide professional development to best practices and new ways of teaching old concepts. Use of technology integration to increase student engagement in higher level thinking Encourage students and parents to get motivated to participate in higher student achievement.	1.1. Principal, Assistant Principals, Resource Teachers, Teachers	1.1. Increase in FCAT test scores Increase parental involvement	1.1. Data Reports, observations, relationship with learning goals, rubrics and classroom instruction, ongoing Instructional Focus Calendars, sign in sheets, common formative assessments, sign in sheets Conferencing
Refer to Reading Goal # 3A and 4A		1.1. Large number of Level 1 & 2 which do not have an elective period				

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Additional Goal(s)		Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Additional Goal #6: Decrease Disproportionate Classification in Special Education		1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #6: Refer to Reading and Math Goal # 5D	**2012 Current Level :***					
	2013 Expected Level :*					

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Book Study	6-8; all subjects	Reading & Math Coach, CRT Administration	School-wide	Planning periods; early release days	Classroom observations; lesson plans; Edusoft data; assessments	Principal, Assistant Principals, CRT, Reading & Math Coaches
Reading in the content area/Marzano's High Yield Strategies	6-8; all subjects	Reading & Math Coach & CRT	School-wide	Planning periods; early release days	Classroom observations; lesson plans; Edusoft data; assessments	Principal, Assistant Principals, CRT, Reading & Math Coaches
Focus on Technology	6-8; all subjects	Reading & Math Coach & CRT	School-wide	Planning periods; early release days	Classroom observations; lesson plans; Edusoft data; assessments	Principal, Assistant Principals, CRT,

						Reading & Math Coaches

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

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

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total: $51,479.72
CELLA Budget	
	Total: $0
Mathematics Budget	
	Total: $260.00
Science Budget	
	Total: $260.00
Writing Budget	
	Total: $4,779.00
Civics Budget	
	Total: $0
U.S. History Budget	
	Total: $0
Attendance Budget	
	Total: $0
Suspension Budget	
	Total: $1,309.00
Dropout Prevention Budget	
	Total: $2,972.00
Parent Involvement Budget	
	Total: $0
STEM Budget	
	Total: $0
CTE Budget	
	Total: $0
Additional Goals	
	Grand Total: $61,259.72

Differentiated Accountability

October 2012
Rule 6A-1.099811
Revised April 29, 2011   85

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

School Differentiated Accountability Status		
☐Priority	☐Focus	☒Prevent

Are you a reward school? ☐Yes   ☒No
(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

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

School Advisory Council (SAC)

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

☐ Yes   ☒ No

If No, describe the measures being taken to comply with SAC requirements.
Ongoing attempts are made by making calls to parents to extend invitations to SAC meetings.

Describe the activities of the SAC for the upcoming school year.
Discussions of school achievement data, curriculum, and school safety. Writing, reviewing and editing: School Improvement Plan, Parental Involvement Plan, and Parent-Student-Compact. Deciding on the appropriate needs assessment survey to conduct and how.

Describe the projected use of SAC funds.	Amount
There are no SAC funds	$0