FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

Our School held a properly noticed School Advisory Council (SAC) meeting where we reviewed the SIP mission/vision and goals. Our School Advisory Council approved our School Improvement Plan, and our meeting minutes reflect the SIP approval vote. We have copies of our approved SIP on file and available in the community.

_____

Principal Signature

_____

Principal Name

_____

SAC Chair Signature

_____

SAC Chair Name

September 2012
Rule 6A-1.099811
Revised September 10, 2012

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Mowat Middle School	District Name: Bay
Principal: Ed T. Sheffield, Jr.	Superintendent: William V. Husfelt III
SAC Chair: Kerry Wittkoft	Date of School Board Approval:

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	Ed T. Sheffield, Jr.	MS Educational Leadership, BS Physical Education	3	13	**2006** Grade: A reading - 56% proficient, 58% learning gains, 53% lower quartile gains; math-835 proficient, 82% learning gains, 73% lowest quartile gains. **2007** Grade: B reading - 61% proficient, 56% learning gains, 44% lower quartile gains; Math – 87% proficient, 81% learning gains, 68% lowest quartile gains. **2008** Grade: A reading – 69% proficient, 66% learning gains, 55% lower quartile gains; math – 90% proficient, 85% learning gains, 79% lowest quartile gains. **2009** Grade: B reading – 65% proficient, 56% learning gains, 44% lower quartile gains; math - 90 % proficient, 82% learning gains, 69% lowest quartile gains. **2010** Grade: A reading – 79% proficient, 68% learning gains, 66% lower quartile gains; math – 78% proficient, 69% learning gains, 65% lowest quartile gains. **2011** Grade: A reading – 81% proficient, 64% learning gains, 70% lower quartile gains; math – 81% proficient, 76% learning gains, 73% lowest quartile gains. **2012** Grade: A reading – 70% proficient, 74% lower quartile gains; math -- 69% proficient, 72% lower quartile gains.
Assistant Principal	Cynthia A. Walker	MS Educational Leadership, BA Language Arts Education	1	1	**2012** Grade: A reading – 70% proficient, 74% lower quartile gains; math -- 69% proficient, 72% lower quartile gains.

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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	Barbara Hicks	BA/MS Reading, Certified in Elementary Education (1-6), Reading (K-12)	7 (1st year as our coach)	1	2011-2012 Reading Coach (Bay High): Grade not yet determined. Reading Mastery: 57%, Algebra 1 EOC mastery: 61%, writing mastery: 80%, Biology 1 EOC mastery: 48%, Lowest quartile reading gains: 55%. Prior to 2010-2011 teacher at Mowat.

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Principal will meet regularly with new teachers.	Principal	On-going
2. New teachers will be partnered with veteran staff	Assistant Principal	On-going
3. New teachers will participate in Bay District's New Teacher Induction program.	Assistant Principal	May 2013
4. ESOL Endorsement and Reading Endorsement opportunities provided to all staff members via Bay District initiatives.	Assistant Principal	May 2013

Non-Highly Effective Instructors

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	

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	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
55	7.2% [4]	18.2% [10]	38.2% [21]	36.4% [20]	30.9% [17]	92.7% [51*]	11.8% [6]	5.9% [3]	21.6% [11]

* 4 brand-new teachers with no rating

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Michelle Birdwell/Chris Johnson	Albert Pongonis	Albert Pongonis is a beginning teacher. He is trained in elementary education with K-12 art certification. However, this is his first middle school elective assignment. Michelle Birdwell (band) and Chris Johnson (computers) are veteran elective teachers who are used to large mixed ability level groups.	As participating members in the district's new Teacher Mentor Program, the mentor and mentee meet biweekly in a professional learning community to discuss evidence-based strategies for each domain. Time is given for feedback, coaching and planning. The mentor will assist the mentee in completing the district requirements for the new teacher program.

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Brad Lashley	Joseph Johnson	Joseph Johnson is a first year teacher. Brad Lashley served as his supervising teacher during his practice teaching assignment, so the two have a working relationship. Brad is also the department chair for social studies and has proven classroom success.	As participating members in the district's new Teacher Mentor Program, the mentor and mentee meet biweekly in a professional learning community to discuss evidence-based strategies for each domain. Time is given for feedback, coaching and planning. The mentor will assist the mentee in completing the district requirements for the new teacher program.
Melissa Clark/Mandeville Smith	Michael Cypher	Michael Cypher is a first year teacher. Melissa Clark is an experienced teacher with a proven record of success. She teaches 7th grade science, which is also Michael's subject area. Mandeville Smith is also an experienced teacher with a proven track record. He is the science department chair.	As participating members in the district's new Teacher Mentor Program, the mentor and mentee meet biweekly in a professional learning community to discuss evidence-based strategies for each domain. Time is given for feedback, coaching and planning. The mentor will assist the mentee in completing the district requirements for the new teacher program.
Brad Lashley/Deena Williams	Jennifer (Michelle) Young	Michelle is a first year teacher. Brad is the social studies department chair and a teacher with proven classroom success. He also is a 6th grade World History teacher and Michelle has one World History class. Deena is also an accomplished teacher with a good, proven success rate. She teaches U. S. History which is what Michelle teaches in four of her five classes.	As participating members in the district's new Teacher Mentor Program, the mentor and mentee meet biweekly in a professional learning community to discuss evidence-based strategies for each domain. Time is given for feedback, coaching and planning. The mentor will assist the mentee in completing the district requirements for the new teacher program.
Melissa Clark	Anna Malcolm	Anna Malcolm is a beginning teacher where Melissa Clark is an experienced teacher with proven classroom success. Her students have shown improvement in FCAT reading learning gains as reflected by scoring at high performance levels.	As participating members in the district's new Teacher Mentor Program, the mentor and mentee meet biweekly in a professional learning community to discuss evidence-based strategies for each domain. Time is given for feedback, coaching and planning. The mentor will assist the mentee in completing the district requirements for the new teacher program.

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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.

Administrators: Cynthia Walker, Assistant Principal and Angela Reese, Administrative Assistant
Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.

School Psychologist: John Marshall
Participates in collection, interpretation, analysis of data; facilitates development of intervention plans; provides 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.

Speech Language Pathologist: Bonnie Wirrick
Educates the team in the role language plays in curriculum, assessments, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills

Regular Education Teachers—Jennifer Beach, Brad Lashley, Nicole Muir, Denise Hinson, Jennifer Appleman
Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/interventions, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

ESE Teacher—Jonathan McQuagge
Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Guidance Counselors: Nancy Smith/Crystal Wicker
Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; assist the school and families to support the child's academic, emotional, behavioral and social successes.

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?
MTSS leadership team meets with other MTSS leadership teams from around the district prior to the start of school to review district plan/flow of MTSS activities. Intervention processes and curriculum are streamlined district-wide to include Mowat Middle School, for the purpose of continuity of instructional services. The school-based MTSS team assists in providing teachers with guidance on procedures and curriculum as students transition between tiers. The MTSS team meets monthly to look at school-wide data from sources such as Discovery Education, FCAT, FOCUS, and Classworks. Grade level teams will look at individual student data; however, tier II and III students will still be monitored by the MTSS leadership team.

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?
MTSS leadership team provides data trends for both academics and behavior for the purpose of formulating school improvement goals. This data is monitored throughout the year and changes to instruction, program implementation, or PBS procedures are recommended as necessary.

MTSS Implementation

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Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.
Discovery Education, RtI-B, Mowat Writes, Classworks, curriculum-based summative assessment. Triangulation of data from these sources is utilized for determination of success of students in all tiers with emphasis placed on students in tiers II and III.

Describe the plan to train staff on MTSS.
On-going training of staff in MTSS occurs during department meetings monthly as well as via weekly assistance by district MTSS/RtI coach. Training will be determined through the problem solving process where the team will determine training the faculty may need based upon curricular changes needed for student success.
Describe the plan to support MTSS.
Bay District provides substitutes/stipends for MTSS Leadership Team members to have time to plan and review student data looking for instructional and behavioral trends. This information is then shared with staff for the purpose of instructional and behavioral decision making.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).
Ed Sheffield, Principal; Cynthia Walker, Assistant Principal; Jennifer Beach, 6th grade reading; Denise Hinson, Language Arts Department Chair and 7th grade Language Arts; Jonathan McQuagge, ESE; Brittany Barnes, 7th grade Language Arts,; Brad Lashley, Social Studies department chair; David Hicks, Math Department Chair and pre-AP chair; Betsy Balmer, media specialist.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
The LLT meets monthly to review data, programs, and research-based strategies to assist all students. Team members go back to their departments and share information with teachers. LLT members also mentor teachers who are struggling in an area where the team member has strength (i.e. guided reading lesson or using math manipulatives). This might be done through modeling or demonstration. The LLT is also responsible for implement the CRP with fidelity.

What will be the major initiatives of the LLT this year?
The Literacy Leadership Team will:

1. Review data, particularly that of the subgroups that did not make AMO.
2. Use data from assessments to determine whether or not strategies included in the School Improvement Plan are working and are the best course of action.
3. Work with grade levels to ensure that they are using interventions with fidelity.
4. Provide support, model teaching strategies, and assist with Professional Development of the faculty and staff.

Public School Choice

- **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

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Elementary Title I Schools Only: Pre-School Transition

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

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

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

Encourage training for reading in the content areas. Monitor lesson plans for reading strategies. Have reading/language arts teachers model effective strategies for the faculty as a whole. Have department chairs/grade level chairs model and discuss strategies that are effective for their particular disciplines. Look for Common Core State Standards literacy standards in the lesson plans of appropriate teachers.

High Schools Only

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

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

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

Postsecondary Transition

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

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

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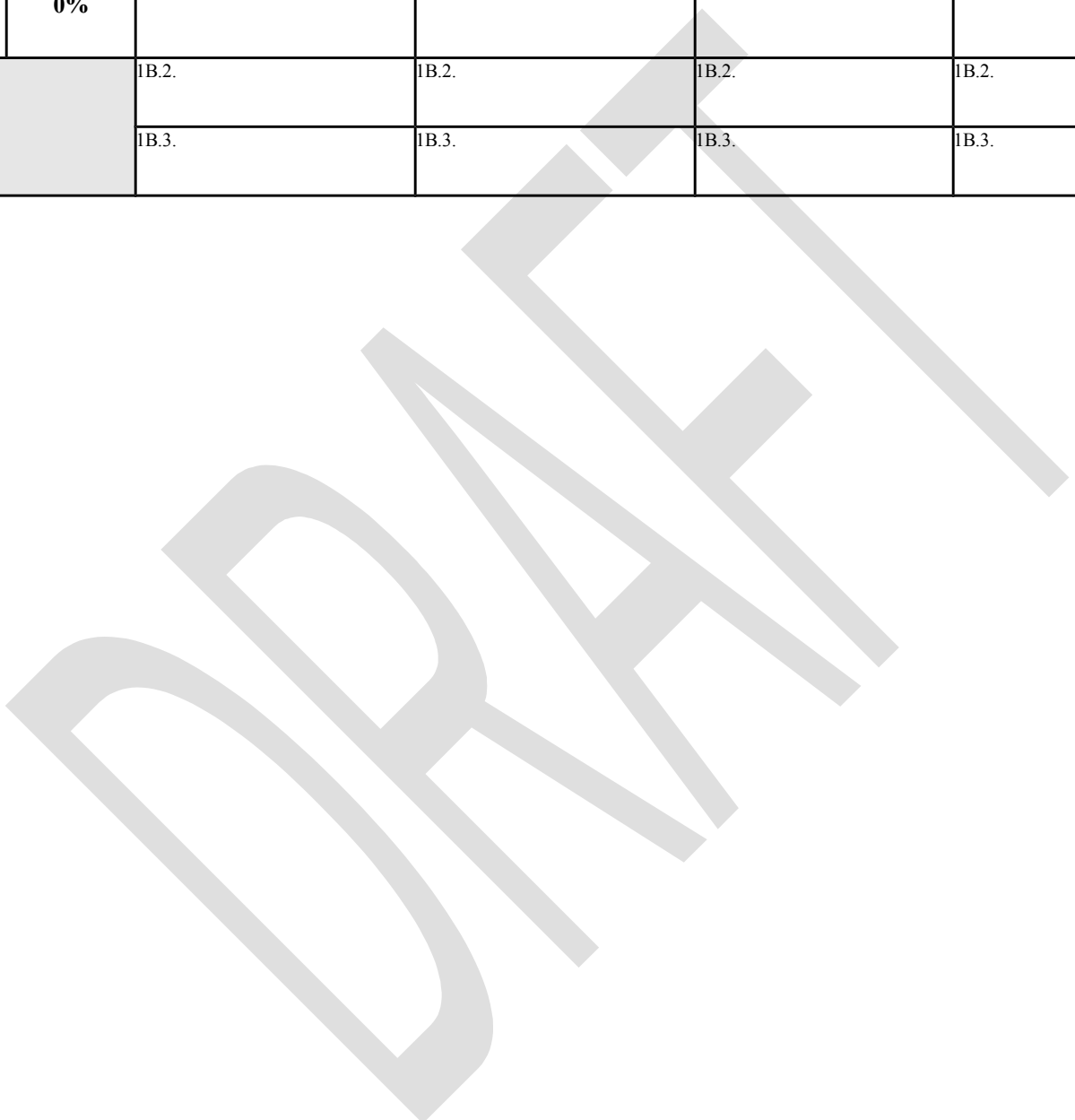
PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. Time constraints during the school day.	1A.1. Small group instruction and differentiated instruction within the classes. Integrate curriculum so everyone teaches reading. Increase parent communication regarding reading needs of individual students/groups.	1A.1. Administration Literacy Leadership Team	1A.1. Standardized tests within departments. Lesson plans.	1A.1. Discovery Education, FCAT data.
Reading Goal #1A: Mowat Middle School students meeting high standards will continue to improve to a level of 70% scoring level 3 in reading as measured by the 2013 FCAT 2.0.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	1A.2. Students in content area classes are not actively involved in answering higher-level questions and using critical thinking and text to support their answers.	1A.2. Higher ordered questions that are in content area teacher's edition will be emphasized during instruction. Students will be encouraged to return to text to support their answers.	1A.2. Administration Literacy Leadership Team	1A.2. Lesson plans will be reviewed. Higher order questions will be noted during observations.	1A.2. Discovery Education, FCAT data
	68% (609)	74% (703)					
			1A.3. Lack of consistency among teachers	1A.3. Follow district pacing guide for 6-8 reading/Language Arts. Use Reading Counts computer program for SSR results.	1A.3. Reading/Language Arts department chairs. Administration Literacy Leadership Team	1A.3. Administration will be aware of focus calendar and will monitor through lesson plans.	1A.3. Effectiveness will be determined through Discovery Education, FCAT data, and individual classroom assessments, Reading Counts data
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: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

All scored above this level N/A	0%	0%					
			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 in reading. Reading Goal #2A: Mowat Middle School students meeting high standards will continue to improve to a level of 38% scoring level 4 or 5 in reading as measured by the 2013 FCAT 2.0.	2012 Current Level of Performance:* *36% (323)*	2013 Expected Level of Performance:* *38% (361)*	2A.1. Lack of challenging curriculum and/or complex text	2A.1. Continue use of Springboard curriculum in 6-8 Language Arts and continue expansion of pre-AP program for high achieving students.	2A.1. Administration, Pre-AP teachers, Language Arts department chair	2A.1. Progress reports and report cards, Grade group meeting notes, and pre-AP meeting notes.	2A.1. FCAT scores, Discovery Education data, classroom assessments
			2A.2. Students in content area classes are not actively involved in answering higher-level questions and using critical thinking to support their answers.	2A.2. Higher ordered questions that are in content area teacher's edition will be emphasized during instruction. Students will be encouraged to return to text to support their answers.	2A.2. Administration, Literacy Leadership Team	2A.2. Lesson plans will be reviewed. Higher order questions will be noted during observations	2A.2. Discovery Education, FCAT data
			2A.3. Lack of motivation to read	2A.3. Provide incentives for students to increase reading frequency through PBS strategies, including reading rewards days and PBS book give-aways.	2A.3. Administration, Reading Teachers, PBS Team, Literacy Leadership Team	2A.3. Reading Logs, lesson plans, PBS participation information	2A.3. Reading Logs, lesson plans, PBS participation information
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading. Reading Goal #2B: Mowat Middle School students will continue to have 100% of students scoring at a level of 7 or above in reading.	2012 Current Level of Performance:* **100% (8/8)**	2013 Expected Level of Performance:* **100% (13/13)**	2B.1. Student's independent reading ability.	2B.1. Students read with teacher and/or paraprofessional in guided groups.	2B.1. Teacher, Administration	2B.1. Placement tests, teacher evaluation	2B.1. Classroom assessments, teacher observation
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Lack of difficult or complex text in regular classrooms and students unwillingness to re-read grade level text that is difficult	3A.1. Teachers will introduce complex text with opportunities for modeling, group work, and re-reading in all content areas.	3A.1. Administration Literacy Leadership Team Classroom teachers and department chairs	3A.1. Administrators will review lesson plans and LLT will review sample text used in classrooms.	3A.1. Discovery Education, FCAT data
Reading Goal #3A: Mowat Middle School students will achieve learning gains of 74% In reading as measured by the 2013 FCAT 2.0.	2012 Current Level of Performance:* *70% (627)*	2013 Expected Level of Performance:* *74% (703)*					
			3A.2. Parent Communication	3A.2. Home/school connection through reading logs, newsletters, and websites. Encourage use of Parent Portal and FOCUS to create assignments in advance.	3A.2. Administration, Literacy Leadership team, Classroom Teachers	3A.2. Discovery Education, FCAT data Copies of newsletters, # of parents using Parent Portal	3A.2. Discovery Education, FCAT data
			3A.3. Lack of monitoring the bubble students that could go either way, increase or decrease.	3A.3. Identify and monitor progress of bubble students to ensure that students are in their appropriate instructional level or reading group and making progress.	3A.3. RtI team, Administration, Literacy Leadership Team, reading teachers	3A.3. Data analysis results (RtI, DE, classroom assessments), lesson plans, student schedules	3A.3. Discovery Education, FCAT
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1. Material becomes too difficult for students' cognitive level.	3B.1. Reading strategies will be integrated throughout all content areas.	3B.1. Teacher, administration	3B.1. Lesson plans	3B.1. Classroom assessments, performance on FAA, teacher observation
Reading Goal #3B: Mowat Middle School students will achieve learning gains of 85% in reading as measured by the Florida Alternative Assessment.	2012 Current Level of Performance:* *80% (4/5)*	2013 Expected Level of Performance:* *85% (11/13)*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Identification of the lowest 25% of students making learning gains	4A.1. Identify students and schedule levels 1 and 2 into a 90 minute reading block.	4A.1. Assistant Principal, Guidance counselors	4A.1. Lesson plans, research-based programs such as Classworks	4A.1. Discovery Education, Read 180, FCAT, Classworks
Reading Goal #4: Mowat Middle School students will achieve learning gains of 75% in the lowest 25% in reading as measured by the 2013 FCAT 2.0	2012 Current Level of Performance:* **74% (663)**	2013 Expected Level of Performance:* **74% (713)**					
			4A.2. Lack of instruction that addresses specific reading deficiencies	4A.2. Follow district pacing guide.	4A.2. Reading teachers, RtI team, administration, Literacy Leadership Team	4A.2. Lesson plans, research-based programs such as Classworks.	4A.2. Discovery Education, Read 180, FCAT, Classworks
			4A.3. Lack of monitoring the bubble students that could go either way, increase or decrease.	4A.3. Identify and monitor progress of bubble students to ensure that students are in their appropriate instructional level or reading group and making progress	4A.3. RtI team, Administration, Literacy Leadership Team, reading teachers	4A.3. Data analysis results (RtI, DE, classroom assessments), lesson plans, student schedules	4A.3. Discovery Education, FCAT

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** White: 69% Black: 46%	All students: 72% White: 75% Black: 51% Hispanic: 75% Asian: 77%	All students: 74% White: 78% Black: 55% Hispanic: 78% Asian: 79%	All students: 77% White: 80% Black 60% Hispanic: 80% Asian: 81%	All students: 79% White: 82% Black: 64% Hispanic: 82% Asian: 83%	All students: 82% White: 84% Black: 69% Hispanic: 84% Asian: 85%	All students: 86% White: 87% Black: 73% Hispanic: 87% Asian: 88%
Reading Goal #5A: Mowat Middle School will achieve at least 86% of all students meeting high standards.							

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. White: Black: Hispanic: Asian: American Indian: Relevance of education	5B.1. Use curriculum that encourages goal setting and awareness of the relevance of education. Encourage all core teachers to give real world examples of how curriculum fits into life outside of school.	5B.1. Administrations, Literacy Leadership Team, Classroom teachers.	5B.1. Progress monitoring through DE and classroom assessments, Lesson plans, department/grade group meeting discussions	5B.1. Progress reports and report cards, DE, department/grade group agendas and/or notes	
Reading Goal #5B: Mowat Middle School will achieve at least 86% of all students meeting high standards.	**2012 Current Level of Performance:*** White: 75% Black: 44% Hispanic: 76% Asian: 68% American Indian: n/a	**2013 Expected Level of Performance:*** White: 78% Black: 55% Hispanic: 78% Asian: 79% American Indian:				
		5B.2. Communication with students and parents	5B.2. Encourage parent use of Parent Portal. Provide parents access to computers at school. Encourage teachers to communicate with parents on a weekly basis.	5B.2. Administrators, Guidance counselors, teachers	5B.2. # of parents using parent portal, teacher communication logs	5B.2. # of parents using parent portal, teacher communication logs	
		5B.3. Lack of difficult or complex text in regular classrooms and students unwillingness to re-read grade level text that is difficult.	5B.3. Teachers will introduce complex text with opportunities for modeling, group work, and re-reading in all content areas.	5B.3. Administration Literacy Leadership Team Classroom teachers and department chairs	5B.3. Administrators will review lesson plans and LLT will review sample text used in classrooms	5B.3. Discovery Education, FCAT data	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C: *N/A*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. Identification of students with disabilities not making progress toward AMO	5D.1. Determine core instructional needs by reviewing Discovery Education assessment data for all Students with disabilities. Plan differentiated instruction using evidence-based instruction/ interventions within 90 minute reading block.	5D.1. Reading Department Chair, RtI team, Administration	5D.1. Student progress is assessed using Discovery Education.	5D.1. DE
Reading Goal #5D: Mowat Middle School will achieve at least 86% of all students meeting high standards.	2012 Current Level of Performance:* *25% (14/57)*	2013 Expected Level of Performance:* *49% (50/102)*					
			5D.2. Lack of difficult or complex text in regular classrooms and students unwillingness to re-read grade level text that is difficult	5D.2. Teachers will introduce complex text with opportunities for modeling, group work, and re-reading in all content areas.	5D.2. Administration Literacy Leadership Team Classroom teachers and department chairs	5D.2. Administrators will review lesson plans and LLT will review sample text used in classrooms	5D.2. Discovery Education, FCAT data
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Communication with students and parents	5E.1. Encourage use of parent portal, provide parents access to computers at school, encourage teachers to communicate with parents on a weekly basis.	5E.1. Administration, teachers, Guidance department	5E.1. Use of parent portal/FOCUS, communication logs	5E.1. Use of parent portal/FOCUS, communication logs
Reading Goal #5E: Mowat Middle School will achieve at least 86% of all students meeting high standards.	2012 Current Level of Performance:* *58% (234/ 404)*	2013 Expected Level of Performance:* *65% (355/ 457)*					
			5E.2. Relevance of Education	5E.2. Use curriculum that encourages goal setting and awareness of the relevance of education. Encourage all core teachers to give real world examples of how curriculum fits into life outside of school.	5E.2. Administrations, Literacy Leadership Team, Classroom teachers.	5E.2. Progress monitoring through DE and classroom assessments, Lesson plans, department/grade group meeting discussions	5E.2. Progress reports and report cards, DE, department/grade group agendas and/or notes
			5E.3. Lack of difficult or complex text in regular classrooms and students unwillingness to re-read grade level text that is difficult	5E.3. Teachers will introduce complex text with opportunities for modeling, group work, and re-reading in all content areas. Use Reading Counts curriculum.	5E.3. Administration Literacy Leadership Team Classroom teachers and department chairs	5E.3. Administrators will review lesson plans and LLT will review sample text used in classrooms	5E.3. Discovery Education, FCAT data, Reading Counts data

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
Text Complexity book study	6-8	Cynthia Walker	A variety of teachers, including reading coach and a high school reading teacher	In person meetings and discussion via electronic discussion board	Review of discussion board and face-to-face meeting notes	Cynthia Walker
Lesson Study	6-8	Kelli Lowe	Any teacher	Lesson study team(s) will meet monthly	Meeting with Lesson Study facilitator	Cynthia Walker

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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
Lesson study	Money for substitutes as needed for 2 cycles	District	To be determined based on need
Pre-AP springboard program	Textbooks and teacher resources	Internal funds	$5,321.25
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Reading Counts!	Computerize reading program	Internal funds	$5,640.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Book study	Books for participants	district	Amount determined on number of participants
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		1.1.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #1: *N/A*	2012 Current Percent of Students Proficient in Listening/Speaking: *Enter numerical data for current level of performance in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #2: *N/A*	2012 Current Percent of Students Proficient in Reading: *Enter numerical data for current level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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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: *N/A*	2012 Current Percent of Students Proficient in Writing : *Enter numerical data for current level of performance in this box.*	2.1.	2.1.	2.1.	2.1.	2.1.
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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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. Time constraints during school day.	1A.1. Small group instruction, KAGAN strategies, Differentiated instruction, Professional development and training on Common Core State Standards' eight mathematical practices.	1A.1. Administration, Math department Chair	1A.1. Progress monitoring, standardized tests	1A.1. Discovery Education, FCAT data, Item analysis
Mathematics Goal #1A: Mowat Middle School students meeting high standards will achieve a level of 75% scoring a level 3 or above on the 2013 FCAT 2.0.	2012 Current Level of Performance:* **67% (599)**	2013 Expected Level of Performance:* **75% (713)**	1A.2. Classroom delivery of material that may not include group instruction	1A.2. Implementation of KAGAN strategies.	1A.2. Administration, Math department Chair	1A.2 Department meetings, administration observations, lesson plans.	1A.2. Formative and summative assessments, observation
			1A.3. Lack of common instruction	1A.3. Utilize the instructional Focus Calendar to identify students in the core curriculum needing intervention and enrichment.	1A.3. Administration, Math department Chair	1A.3. Review student grouping charts frequently and ensure groups are redesigned to target the need of students based on assessment.	1A.3. Progress of all students on common assessments
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B: N/A All scored above this level.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.

		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. Level of academic challenge	2A.1. Increase rigor of math program and percentage of students enrolled in higher level math.	2A.1. Administration, math department chair, pre-AP chair, pre-algebra teachers.	2A.1. FCAT scores, DE, EOC exam results, classroom assessments	2A.1. DE, progress reports, report card grades, department evaluation.
Mathematics Goal #2A: Mowat Middle School students meeting high standards will achieve a level of 38% scoring a level 4 or 5 in math as measured by the 2013 FCAT 2.0.	2012 Current Level of Performance:* **34% (304)**	2013 Expected Level of Performance:* **38% (361)**					
			2A.2. Increase verbal and written communication in math classrooms	2A.2. Utilize small group instruction to increase proficiency of verbal and written communication.	2A.2. Administration, math department chair	2A.2. Assessment construction designed to increase verbal and written components	2A.2. Student progress on assessments
			2A.3. Lack of familiarity with CCSS eight math practices.	2A.3. Provide in-service and training for teachers on eight math practices.	2A.3. Administration, math department chair	2A.3. Lesson plans, assessments which include eight math practices	2A.3. DE, FCAT 2.0, common assessments
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1. Students' grasp of basics in mathematical computations.	2B.1. Teach student appropriate use of manipulatives for use in computation.	2B.1. Teacher, administration	2B.1. Lesson plans to document use of manipulatives.	2B.1. Classroom assessments, FAA
Mathematics Goal #2B: Mowat Middle School students will continue to have 100% of students scoring at a level of 7 or above in math.	2012 Current Level of Performance:* **100% (8/8)**	2013 Expected Level of Performance:* **100% (13/13)**					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1. Teacher awareness of student achievement level over a period of time.	3A.1. Data collection using FOCUS to identify cusp students	3A.1. Math department, math department chair	3A.1. Examination of data input for accuracy	3A.1. Department level discussion during common planning meetings.
Mathematics Goal #3A: Mowat Middle School students will achieve a level of 75% learning gains in math as measured by the 2013 FCAT 2.0.	2012 Current Level of Performance:* **72% [640]**	2013 Expected Level of Performance:* **75% [713]**					
			3A.2. Lack of common instruction	3A.2. Utilize the instructional Focus Calendar to identify students in the core curriculum needing intervention and enrichment	3A.2. Administration, Math department Chair	3A.2. Review student grouping charts frequently and ensure groups are redesigned to target the need of students based on assessment.	3A.2. Progress of all students on common assessments
			3A.3. Lack of familiarity with CCSS eight math practices	3A.3. Provide in-service and training for teachers on eight math practices.	3A.3. Administration, math department chair	3A.3. Lesson plans, assessments which include eight math practices	3A.3. DE, FCAT 2.0, common assessments
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1. Students' ability to use technology, including calculators.	3B.1. Include direct instruction of use of calculators and other technology in lessons.	3B.1. Teacher, administration	3B.1. Lesson plans which include technology.	3B.1. Classroom assessments, FAA
Mathematics Goal #3B: Mowat Middle School students will achieve learning gains of 85% in math as measured by the Florida Alternative Assessment.	2012 Current Level of Performance:* **80% (4/5)**	2013 Expected Level of Performance:* **85% (11/13)**					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics. Mathematics Goal #4: Mowat Middle School students will achieve learning gains of 75% in the lowest 25% as measured by the 2013 FCAT 2.0.	2012 Current Level of Performance:* **72% [159]**	2013 Expected Level of Performance:* **75% [178]**	4A.1. Identification of lowest 25% of students making learning gains	4A.1. Ensure students in ASPIRE, ESE and 8th grade levels 1 and 2 are in a 90 minute math block.	4A.1. Assistant principal, guidance counselors	4A.1. Lesson plans, research-based programs such as Classworks	4A.1. Discovery education, FCAT
			4A.2. Implementing instructional focus calendars that address specific students' needs	4A.2. Utilize the Instructional Focus Calendar to identify students in the core curriculum needing intervention and enrichment.	4A.2. Math teachers, RtI team, assistant principal	4A.2. Lesson plans, research-based programs such as Classworks	4A.2. Discovery education, FCAT
			4A.3. Lack of monitoring the bubble students that could go either way, increase or decrease.	4A.3. Identify and monitor bubble student to ensure that students are in their appropriate instructional level or math class and making progress.	4A.3. Math teachers, RtI team, assistant principal	4A.3. Data analysis, Lesson plans	4A.3. Discovery education, FCAT

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** White: 74% Black 45%	**All students: 73%** **White: 76%** **Black: 50%** **Hispanic: 79%** **Asian: 83%**	**All students:75%** **White: 78%** **Black: 54%** **Hispanic: 81%** **Asian: 84%**	**All students:78%** **White: 81%** **Black: 59%** **Hispanic: 83%** **Asian: 86%**	**All students: 80%** **White:83%** **Black: 63%** **Hispanic: 85%** **Asian: 87%**	**All students: 83%** **White: 85%** **Black: 68%** **Hispanic: 87%** **Asian:89%**	**All students: 86%** **White: 87%** **Black: 73%** **Hispanic: 89%** **Asian:91%**
Mathematics Goal #5A: Mowat Middle School will achieve at least 86% of all students meeting high standards.							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**			5B.1. White: Black: Hispanic: Asian: American Indian: Relevance of Education	5B.1. Use curriculum that encourages goal setting and awareness of the relevance of education	5B.1. Administration, guidance, classroom teachers	5B.1. Progress monitoring, conferring within grade groups	5B.1. Progress reports and report cards, grade group meeting notes	
Mathematics Goal #5B: Mowat Middle School will achieve at least 86% of all students meeting high standards.	2012 Current Level of Performance:* White: 74% Black: 48% Hispanic: 61% Asian: 74% American Indian:	2013 Expected Level of Performance:* White: 78% Black: 54% Hispanic: 81% Asian: 84% American Indian:						
			5B.2. Communication with students and parents	5B.2. Encourage parent use of parent portal, provide parents access to computers at school, encourage teachers to communicate with parents on a weekly basis.	5B.2. Administrators, guidance, classroom teachers	5B.2. Use of parent portal, communication logs.	5B.2. Use of parent portal, communication logs.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: N/A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. Identification of students with disabilities not making progress toward AMO	5D.1. Determine core instructional needs to reviewing Discovery Education assessment data for all students with disabilities. Plan differentiated instruction using evidence-based instruction/interventions within 90-minute block.	5D.1. Math teachers, math department chair	5D.1. Student progress is assessed using Discovery Education. Percent of students making adequate progress toward benchmark is calculated.	5D.1. Discovery Education/FCAT
Mathematics Goal #5D: Mowat Middle School will achieve at least 86% of all students meeting high standards.	2012 Current Level of Performance:* *41%*	2013 Expected Level of Performance:* *52%*					
			5D.2. Identification of students with disabilities not making progress toward AMO	5D.2. Identify students and schedule in an intensive math block	5D.2. RtI team, math teachers, case manager, administration	5D.2. Lesson plans, research-based programs such as Classworks	5D.2. Discovery Education/FCAT
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1. Identification of economically disadvantaged students not making progress toward AMO	5E.1. Identify students and schedule FCAT level 1 and 2s in an intensive math block	5E.1. RtI team, math teachers, administration	5E.1. Lesson plans, research-based programs such as Classworks	5E.1. Discovery Education/FCAT
Mathematics Goal #5E: Mowat Middle school will achieve at least 86% of all students meeting high standards.	2012 Current Level of Performance:* **58%**	2013 Expected Level of Performance:* **64%**					
			5E.2. Communication with students and parents	5E.2. Encourage parent use of parent portal, provide parents access to computers at school, encourage teachers to communicate with parents on a weekly basis.	5E.2. Administration, guidance, classroom teachers	5E.2. Use of parent portal, communication logs.	5E.2. Use of parent portal, communication logs.
			5E.3. Relevance of Education	5E.3. Use curriculum that encourages goal setting and awareness of the relevance of education	5E.3. Administration, guidance, classroom teachers	5E.3. Progress monitoring, conferring within grade groups	5E.3. Progress reports and report cards, grade group meeting notes

End of Middle School Mathematics Goals

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

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1.			1.1. 7th graders have skill gaps due to skipping Math 3 (pre-algebra).	1.1. Use pretest data to discover gaps. Reteach missed material through supplemental materials and differentiation.	1.1. Administration, algebra 1 teachers, math department chair	1.1. Student self-check, tutoring	1.1. DE testing common mid-term evaluation and common post-tests (cumulative).
Algebra 1 Goal #1: Mowat Middle School will continue to have 100% of algebra honors students pass the EOC exam.	2012 Current Level of Performance:* 15% [6]	2013 Expected Level of Performance:* 14% [11]					
			1.2. 7th and 8th graders in the same classroom	1.2. Use enrichment material from text for 8th graders and use KAGAN strategies to have mixed ability groups	1.2. Administration, algebra 1 teachers, math department chair	1.2. Group interaction, classwork	1.2. DE testing common mid-term evaluation and common post-tests (cumulative).
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1. Students may lack mathematical vocabulary needed for CCSS math practices and advanced mathematics.	2.1. Use KAGAN grouping strategies to have students discuss math while using correct terminology.	2.1. Administration, algebra 1 teachers, math department chair	2.1. Students correct use of mathematical terms in discourse and written math problems, lesson plans.	2.1. DE testing common mid-term evaluation and common post-tests (cumulative).
Algebra Goal #2: Mowat Middle School will continue to have 100% of algebra honors students pass the EOC exam.	2012 Current Level of Performance:* 85% [32]	2013 Expected Level of Performance:* 87% [64]					
			2.2. Students may lack mathematical vocabulary needed for CCSS math practices and advanced mathematics.	2.2. Use graphic organizers for vocabulary acquisition, such as Frayer models or concept maps when introducing new or unknown terms.	2.2. Administration, algebra 1 teachers, math department chair	2.2. Students correct use of mathematical terms in discourse and written math problems, lesson plans.	2.2. DE testing common mid-term evaluation and common post-tests (cumulative).

		2.3.	2.3.	2.3.	2.3.	2.3.

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End of Algebra 1 EOC Goals
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
Lesson Study	6-8	Kelli Lowe	Any teacher	Lesson study team(s) will meet monthly	Meeting with Lesson Study facilitator	Cynthia Walker
Common Core Math	6-8	District	Any math teacher	District provided	Lesson plans/observations	Administration/department chair
Math Frameworks	6-8	District	Any math teacher	District provided	Lesson plans/observations	Administration/department chair

Mathematics Budget (Insert rows as needed)

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

			Subtotal:
			Total:

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1. Lack of understanding science concepts due to lack of reading in the content area, specifically content area vocabulary and its relationship to abstract concepts.	1A.1. Increase reading comprehension by utilizing CRISS reading strategies such as graphic organizers (i.e. Venn diagrams, vocabulary improvement strategies, concept maps, selective underlining, margin notes).	1A.1. Science teachers, administration	1A.1. Notebook monitoring, lesson plans documenting hands on labs, PLC meetings, and writing in the content area defining interrelationships in science.	1A.1. Notebook and lab assessments, vocabulary assessments, Discovery Education, FCAT 2013.
Science Goal #1A: Mowat Middle School students meeting high standards will achieve a level of 60% scoring a level 3 in science as measured by the 2013 FCAT.	2012 Current Level of Performance:* *57% (170)*	2013 Expected Level of Performance:* *60% (170)*					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Science Goal #1B: *N/A*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. Lack of real world application and hands on experience in the low proficient strand of Scientific Thinking.	2A.1. Utilize hands-on laboratory science experiences three times a week.	2A.1. Administration and Science Department Chair.	2A.1. The created lab schedule will be implemented with fidelity and monitored by administration.	2A.1. Improvement on the science mini-assessments and Discovery Education.
Science Goal #2A: Mowat Middle School students meeting high standards will achieve a level of 18% scoring a level 4 or 5 in science as measured by the 2013 FCAT.	2012 Current Level of Performance:* *17% (51)*	2013Expected Level of Performance:* *18% (51)*					
			2A.2. Lack of real world application and hands on experience in the low proficient strand of Scientific Thinking.	2A.2. Provide real-world science experiences and engaging activities, including inquiry-based laboratory investigations.	2A.2. Administration and Science Department Chair.	2A.2. Teachers will require students to read periodicals twice a week for homework. Homework log will be reviewed consistently by Department Chair and administration.	2A.2. Improvement on the science mini-assessments and Discovery Education.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B: *N/A*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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

Science Professional Development

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
CRISS	6-8	district	Any teacher not yet attended	District provided	Use of strategies in lesson plans	Administration/department chair
BIOSCOPES	6-8	District	Any science teacher	District provided	Sign in/PLC to discuss	Administration/department chair

Note: table header is under banner "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."

Science Budget (Insert rows as needed)

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

End of Science Goals

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. Writing Goal #1A: Mowat Middle School Students will achieve a level of 85% scoring a level 3.0 and above in writing as measured by the 2013 FCAT.	2012 Current Level of Performance:* *81% (242)*	2013 Expected Level of Performance:* *85% (241)*	1A.1. Students lack the ability to generate adequate supporting details for their topic.	1A.1. Students will use the writing process daily; all writing will be dated, and recorded in a journal, notebook, or work folder for monitoring of growth across time.	1A.1. Administration, Language Arts department chair	1A.1. During the year, teachers will monitor students' writing progress via school-wide timed writing practice which will be scored holistically per the state rubric.	1A.1. Progress between the pretest prompt and mid-year prompt, 2013 FCAT.
			1A.2. Students lack of grade level appropriate vocabulary knowledge in which to apply varied word choice to their writing.	1A.2. The revision and editing process will be explicitly taught and seen in student's writing drafts.	1A.2. Administration, Language Arts department chair	1A.2 Language Arts Department will monitor revision and editing process by reviewing student drafts. Administration will monitor student's progress via teachers' records.	1A.2. Progress between the pretest prompt and mid-year prompt, 2013 FCAT.
			1A.3. Students lack of knowledge of standard English conventions.	1A.3. Students will be explicitly taught standard English conventions in their language arts classes and utilize the conventions in their writing.	1A.3. Administration, Language Arts department chair	1A.3. Language Arts Department Chair, Language Arts teachers	1A.3. Language Arts teachers will monitor use of standard English conventions by reviewing student drafts and scoring written assignments utilizing the state rubric.
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.

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

N/A	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.				
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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
Utilize My Access writing program	8th grade	My Access trainer	8th grade Language Arts Teachers	Annual training	Look at lesson plans/Mowat Writes data	Administration/department chair
Changes to FCAT writes	6-8	Department chair/district personnel	6-8 language arts teachers	Annual training	Meeting attendance/ Mowat Writes data	Administration/department chair
CCSS/ELA training	6-8	District personnel	6-8 reading/Language arts teachers	District provided	Meeting attendance/ Mowat Writes data	Administration/department chair

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

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Technology			
Strategy	Description of Resources	Funding Source	Amount
My Access	Writing program licenses	Internal funds	$2,100.00
		Subtotal:	
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Other			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
		Total:	

End of Writing Goals

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

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

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

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Civics.			1.1.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

End of Civics Goals

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

Attendance Goal(s)

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

<table>
<tr><th colspan="3">Attendance Goal(s)</th><th colspan="5">Problem-solving Process to Increase Attendance</th></tr>
<tr><td colspan="3">Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:</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. Attendance**

Attendance Goal #1:

Mowat will work with parents and students to reduce the number of students with excessive absences and tardies.</td><td>1.1.
Lack of familiarity with school attendance policies and varied educational priorities.</td><td>1.1.
Organize Child Study Teams that include administration, guidance, teachers, parent(s) and student to inform them of state laws and Bay District Policies.

Utilize district truancy policy.

Have administrator in charge of attendance contact parent and student before absences or tardies become critical.</td><td>1.1.
Administration, attendance clerk, Teachers, guidance counselors</td><td>1.1.
Parent conference (CST) notes and strategies, notes from teacher, attendance data, truancy paperwork</td><td>1.1.
Daily and weekly attendance reports in FOCUS and 20 day Attendance Verification data.</td></tr>
<tr><td></td><td colspan="2">
2012 Current Attendance Rate:* — *94% (842)* / 2013 Expected Attendance Rate:* — *95% (903)*

2012 Current Number of Students with Excessive Absences (10 or more) — *15% (134)* / 2013 Expected Number of Students with Excessive Absences (10 or more) — *13% (124)*

2012 Current Number of Students with Excessive Tardies (10 or more) — *.05% (45)* / 2013 Expected Number of Students with Excessive Tardies (10 or more) — *.04% (38)*
</td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td colspan="2"></td><td>1.2.
Family factors that include lack of parent supervision, poverty, and/or family conflicts within the household.</td><td>1.2.
Working with School Guidance Counselors and community counseling organizations to provide assistance with family conflicts/issues.</td><td>1.2.
Administration, attendance clerk, Teachers, guidance counselors</td><td>1.2.
End of grading period attendance/tardy monitoring, Increase in students receiving positive recognition for attendance</td><td>1.2.
Daily and weekly attendance reports in FOCUS and 20 day Attendance Verification data. Review number of Child Study Team cases for attendance.</td></tr>
<tr><td></td><td colspan="2"></td><td>1.3.
Students not using time between classes wisely.</td><td>1.3.
Having teachers stand at doors to greet students and</td><td>1.3.
Administration, attendance clerk,</td><td>1.3.
End of grading period attendance/tardy</td><td>1.3.
Daily and weekly attendance reports in</td></tr>
</table>

			hurry loiterers along. Having teachers and administration talk with students and inform parents of tardiness and attendance policies and expectations.	teachers	monitoring. Increase in students receiving positive recognition for attendance.	FOCUS and 20 day Attendance Verification data.
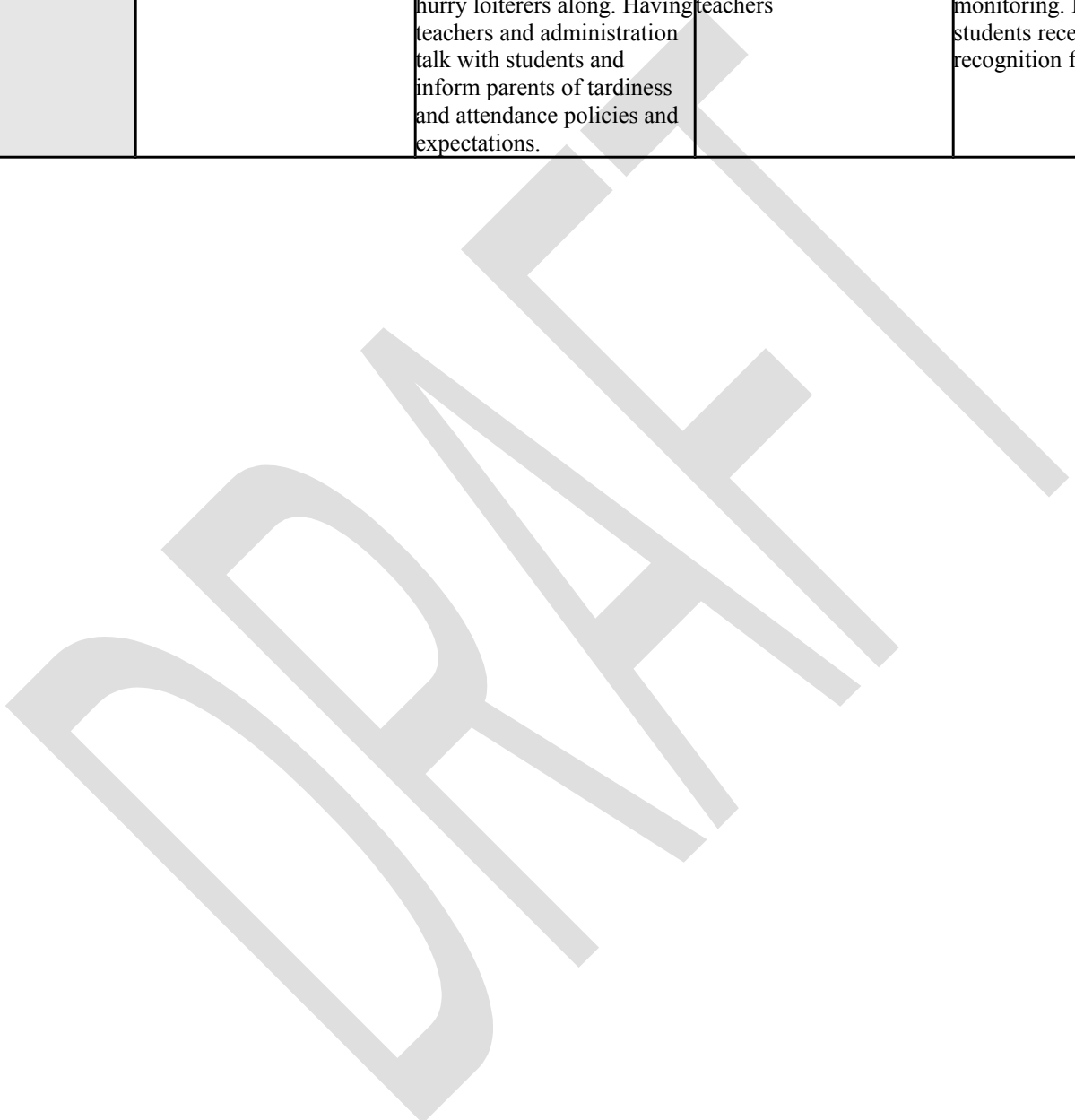
2012-2013 School Improvement Plan (SIP)-Form SIP-1

Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic 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
Fred Jones	any	District	School-wide, esp. new teachers	District provided	Discussions/lesson plans/observation	administration
Boys in Crisis	Any	District	School-wide	District provided	Discussions/lesson plans/observation	administration
Harry Wong	Any	District	Any teachers	District provided	Meeting participation/observations	administration

Attendance Budget (Insert rows as needed)

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

End of Attendance Goals

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).
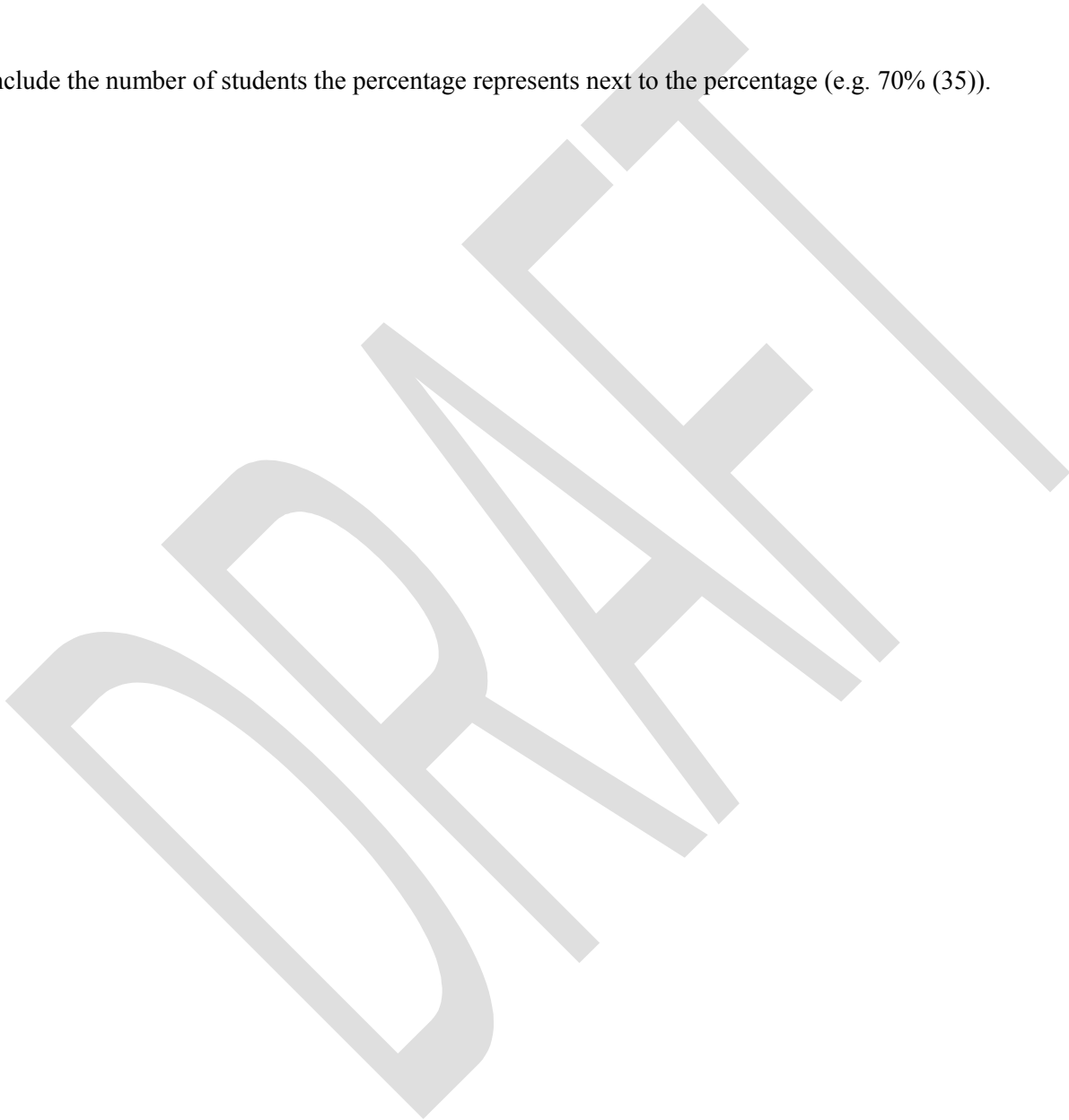
2012-2013 School Improvement Plan (SIP)-Form SIP-1

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 <u>Suspension Goal #1:</u> ***Mowat will reduce the number of students that repeat In-school suspension this year***	2012 Total Number of In –School Suspensions ***130*** 2012 Total Number of Students Suspended In-School ***90*** 2012 Total Number of Out-of- School Suspensions ***211*** 2012 Total Number of Students Suspended Out- of- School ***11% (102)***	2013 Expected Number of In- School Suspensions ***120*** 2013 Expected Number of Students Suspended In -School ***80*** 2013 Expected Number of Out-of-School Suspensions ***110*** 2013 Expected Number of Students Suspended Out- of-School ***8% (76)***	1.1. Students participating in inappropriate behavior during and between classes.	1.1. Review Student Handbook with each grade level at student orientation meeting. Contact parents or guardian of student with minor issues (teachers and/or administration). Utilize Positive Behavioral Reward Activities with each grade level, i.e. Field Trips, recreational time Teach and practice school rules and character traits weekly/monthly.	1.1. Administration, Teachers, School Leadership Team, PBS team.	1.1. Number of discipline referrals generated each nine week period. Number of suspensions of repeat offenders.	1.1. FOCUS, RtIB database
			1.2. Students being able to understand and comprehend their decision making as it relates to behavior on campus.	1.2. There will be a monthly character trait component that will be completed while in ISS.	1.2. Administration, School Leadership team, PBS team	1.2. Number of discipline referrals generated each nine week period. Number of suspensions of repeat offenders.	1.2. FOCUS, RtIB database
			1.3. Lack of implementation of the school-wide discipline plan.	1.3. Provide teachers with discipline data and training during pre-planning week, providing school-wide discipline procedures, each teacher will read and discuss assigned pages of the Mowat handbook and classroom rules.	1.3. Administration, School leadership team, PBS team	1.3. Number of discipline referrals generated each nine week period.	1.3. FOCUS, RtIB database
September 2012 **Rule 6A-1.099811** **Revised September 10, 2012**			1.4 Students participating in inappropriate behavior during and between classes.	1.4 Student Orientation Meeting to review student handbook with each grade level.	1.4 Administration, teachers, school leadership team, PBS team	1.4	1.4 FOCUS, RtIB database

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

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic 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
Fred Jones	any	District	School-wide, esp. new teachers	District provided	Discussions/lesson plans/observation	administration
Boys in Crisis	Any	District	School-wide	District provided	Discussions/lesson plans/observation	administration
Harry Wong	Any	District	Any teachers	District provided	Meeting participation/observations	administration

Suspension Budget (Insert rows as needed)

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

End of Suspension Goals

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

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention Dropout Prevention Goal #1: *Enter narrative for the goal in this box.* *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	2012 Current Dropout Rate:* *Enter numerical data for dropout rate in this box.* 2012 Current Graduation Rate:* *Enter numerical data for graduation rate in this box.*	2013 Expected Dropout Rate:* *Enter numerical data for expected dropout rate in this box.* 2013 Expected Graduation Rate:* *Enter numerical data for expected graduation rate 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.

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

Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

<u>Parent Involvement Goal(s)</u>
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)).
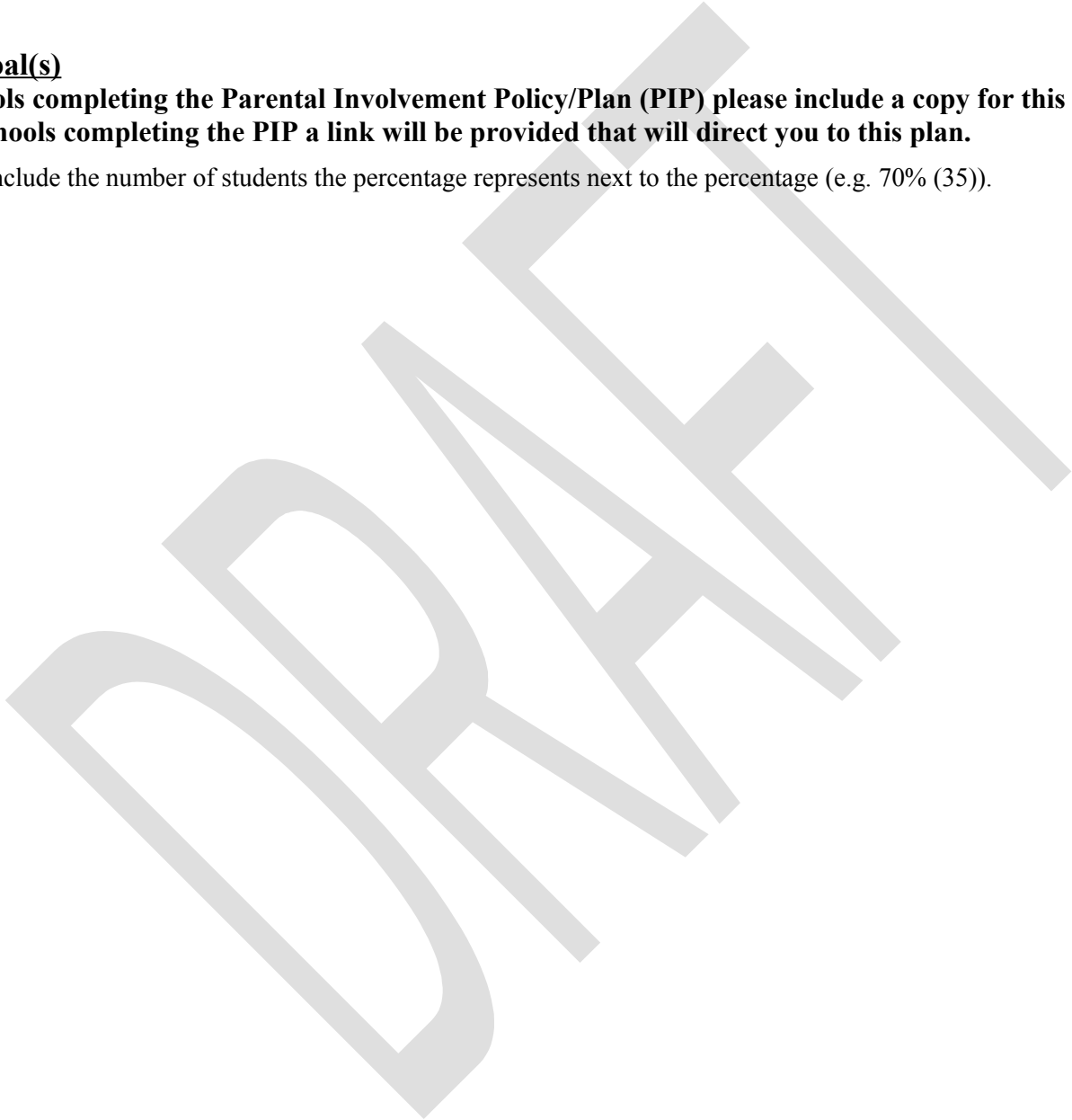
2012-2013 School Improvement Plan (SIP)-Form SIP-1

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: Increase parental involvement by 5%. *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	2012 Current Level of Parent Involvement:* *22%*	2013 Expected Level of Parent Involvement:* *27% (253 parents/ 951students)*	1.1. Ability to keep parents involved due to lack of communication.	1.1. Inform parents about school activities and events through newsletters, school and district calendars, flyers, school marquee, school website, IRIS Alert, PTO, School Advisory council (SAC), Parent portal, and community events calendar. Also, utilize social media by setting up a school Facebook page.	1.1. School volunteer coordinator, Administration, guidance counselors, front office staff,	1.1. Monitoring of parent survey and sign in sheets.	1.1. Parent survey, sign-in sheets, number of hits on Parent portal or "likes" on Facebook page.
			1.2. Families may lack resources at home (instructional materials, computers) to help their child.	1.2. A Parent Resource Center will be set-up in the school Media Center where the parents can come in and use computers to check Parent Portal, district/school websites and have access to a variety of instructional materials	1.2. Teachers, guidance counselors, media specialist, administration	1.2. Sign-in sheet to determine how many parents use the Parent Resource Center.	1.2. Sign-in sheets, and feedback forms.
			1.3. Parents lack of awareness of opportunities available and school/educational goals.	1.3. Parents can learn about different opportunities an gain educational information through Open House, Fall Orientation, parent-teachers conferences, ASPIRE Parent night, pre-AP orientation, and PTO.	1.3. Guidance Counselors, administration, teachers.	1.3. Level of parental involvement in school activities	1.3. Conference logs, sign-in sheets

Parent Involvement Professional Development

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

<table>
<tr><td colspan="6">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.</td></tr>
<tr><td>PD Content /Topic and/or PLC Focus</td><td>Grade Level/Subject</td><td>PD Facilitator and/or PLC Leader</td><td>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</td><td>Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</td><td>Strategy for Follow-up/Monitoring</td><td>Person or Position Responsible for Monitoring</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

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

Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: Increase awareness of STEM courses and opportunities for all students.	1.1. School currently has no STEM program(s).	1.1. Increase use of real-world applications for math in science in those courses. Include application opportunities for STEM in elective courses (art and computers). Have community experts speak in classrooms about their STEM professions	1.1. Administration, teachers	1.1. Lesson plans, volunteer log-in	1.1. Lesson plans, guest speaker/volunteer sign-in sheets
	1.2. No budget or time in school day to implement new STEM programs	1.2. Search for community volunteers who may be interested in facilitating after-school learning opportunities for students around STEM.	1.2. Administration, Teachers, volunteer coordinator	1.2. Creation of after-school STEM opportunities.	1.2. Student/volunteer sign-in sheets (to show interest in STEM opportunities)
	1.3. Interest among students	1.3. Begin STEM collaboration with high school (Mosley).	1.3. Administration	1.3. Documentation of progress toward collaboration	1.3. Notes/documentation of collaborative effort

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

STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

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

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CTE Budget (Insert rows as needed)

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

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</td><td>1.1.</td><td>1.1.</td><td>1.1.</td><td>1.1.</td><td>1.1.</td></tr>
<tr><td>Additional Goal #1:

Enter narrative for the goal in this box.</td><td>2012 Current Level :*

Enter numerical data for current goal in this box.</td><td>2013 Expected Level :*

Enter numerical data for expected goal in this box.</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="3"></td><td>1.2.</td><td>1.2.</td><td>1.2.</td><td>1.2.</td><td>1.2.</td></tr>
<tr><td colspan="3"></td><td>1.3.</td><td>1.3.</td><td>1.3.</td><td>1.3.</td><td>1.3.</td></tr>
</table>

Additional Goals Professional Development

<table>
<tr><th colspan="6">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.</th></tr>
<tr><th>PD Content /Topic and/or PLC Focus</th><th>Grade Level/Subject</th><th>PD Facilitator and/or PLC Leader</th><th>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</th><th>Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</th><th>Strategy for Follow-up/Monitoring</th><th>Person or Position Responsible for Monitoring</th></tr>
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<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

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

End of Additional Goal(s)

Final Budget (Insert rows as needed)

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

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Differentiated Accountability

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

School Differentiated Accountability Status		
☐ Priority	☐ Focus	☐ Prevent

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

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

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

☒ Yes   ☐ No

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

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

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