

FLORIDA DEPARTMENT OF EDUCATION



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: 141.00 Largo Middle School	District Name: Pinellas County Schools
Principal: Mrs. Alisa Gatlin	Superintendent: John A. Stewart, Ed.D.
SAC Chair: Mrs. Eileen Kelly-Pettit	Date of School Board Approval: Pending: October 9, 2012

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	ALISA GATLIN	EDS - Educational Leadership, MA	2	9	11/12 – Principal, Largo Middle School, Grade D, did not make AYP 10/11 – Principal, Largo Middle School, Grade C, did not make AYP 09/10 – AP. Forest Lakes Elementary, Grade A, did not make AYP (97% met)
Assistant Principal	FRANCHON DIALS	MA in Educational Leadership	1 yr.	3 yrs.	09/10- Fitzgerald Middle B, 10/11- Fitzgerald Middle C; 11/12 – Fitzgerald Middle A
Assistant Principal	GAIL GEORGE- COPPENS	Associate of Science, BA - English Education, MA – Educational Leadership	5	2	11/12—Largo Middle School D, did not make AYP
Assistant Principal	JOANN RAINEY	Administration Supervision, Elementary	2	19	11/12 – AP Largo Middle School; Grade D, did not make AYP 10/11 – AP Tyrone Middle School; Grade C, did not make AYP 09/10 – AP Tyrone Middle School, Grade B, did not make AYP

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	Victoria McCollum	B.A- Communications National Board Certified Teacher- Florida Certification: English/Language Arts K-12 Reading Endorsement	<1	1	Palm Harbor University High School :1996-2012 “A”
Reading	Mary Musser	Bachelor of Arts; Master of Education, Instructional Systems; Elementary Education K-6; Reading Endorsement	<1	2	Served prior two years as an embedded literacy coach at Calvin Hunsinger, a K-12 EBD center that does not receive a school grade. The majority of students scored below grade level on the 2012 FCAT 2.0 Reading test, consistent with all prior years, with a 7 point drop in learning gains. Priority School Improvement Plan goals for 2011-12 were to increase independent reading and provide literacy enrichment. Successes in these areas include: --50% of elementary students participated in a take-home independent reading program, up from 0% previous year; --100% of middle school reading classes instituted regular in-class independent reading, up from 50% previous year; --Students in the only high school, regular diploma reading class increased average independent reading time by 600%;
Math	Laurie St. Julien	MA Elementary Education, Science & Mathematics; BS Math Education (Grades 1-9); Associate of Arts/	0	7	Pinellas County School District Data

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		Elementary Education (1-6); Mathematics (5-9)			
Science	Michele Stewart	Degree - B.S. Pre-Medicine/ Biology Certification – Florida Biology 6-12	0	0	Bay Point Middle School: 1998-2000 = C; 2000-2008 = A; 2008-2010 = B; 2010-2011 = C; 2011-2012 = D

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. LMS works diligently to recruit and return high performing teachers. We seek to identify talented and qualified candidates and facilitate certification issues.	APC – Gail George Coppens	June 2013
2. All staff members are engaged in PLC, Faculty, Dept., Grade level and Team PLC promotes growth through collaboration	AP's	June 2013
3. School Administration conduct instructional reviews and observations to monitor all teachers for progress toward teaching competencies. All new teachers are afforded a mentor as a buddy teacher to support and advise.	AP's	June 2013
4. All classroom teachers receive independent support in best practice strategies via modeling, co-teaching demonstrations and conferencing. Teachers are provided with staff development training for opportunities to apply best practice strategies in the classroom.	AP's	June 2013

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Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
1	Facilitate staff trainings and Professional Development opportunities on an as needed basis.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
57	.01% (1)	25% (14)	40% (23)	33% (19)	35% (20)	.05 (3)	21% (12)	.01% (1)	32% (18)

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
Melissa Colgan	Nicole Perkins	close proximity	PLC’s, trainings

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A Title I, Part A funds are utilized, in conjunction with district operating funds and other federal resources, to support teaching and learning, parental engagement, and professional development. Title I services are coordinated and integrated with other resources through the Division of Teaching and Learning, Student Assignment, and Research and Accountability.
Title I, Part C- Migrant NA in Pinellas
Title I, Part D The district receives Title I, Part D funds which provide transition services from alternative education programs to zoned schools. In addition, a portion of Title I, Part A funds is reserved for services to neglected and delinquent students. Funds are targeted to support continuous education services to students in neglected and delinquent facilities through tutoring, instructional materials and resources, and technology.
Title II The district receives funds to increase student achievement through professional development for teachers and administrators. Title II funds provide math and science coaches, as required by Differentiated Accountability, in some of the district's lowest performing schools. A portion of Title I, Part A funds is used to provide additional reading and math coaches in targeted schools based on FCAT results.
Title III Title III funds provide educational materials, bilingual translators, summer programs, and other support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools.
Title X- Homeless The district receives funds to provide resources for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).
Supplemental Academic Instruction (SAI) SAI funds are coordinated with Title I, Part A funds to provide extended learning opportunities for students before/during/after school and during the summer.
Violence Prevention Programs
Nutrition Programs Title I coordinates with district food services to provide breakfast and lunch to students in Title I summer extended learning camps.

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Housing Programs
Head Start Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy.
Adult Education
Career and Technical Education
Job Training
Other

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

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School-Based MTSS/RTI Team

Identify the school-based MTSS leadership team.

Largo Middle School has two levels of RTI teams. The SBLT/RTI consists of the following members: Alisa Gatlin (Principal-Administrator), Franchon Dials (AP-MTSS Coordinator), Janet Oliver (Social Worker-Behavior Resource), Cheryl Jamison (Psychologist-Recorder), Denise Burdsall Prevention Specialist-Student Trainer), Sherri Amato (Data Manager), and Brian Crain (Guidance Counselor-Time Keeper), Joann Rainey (AP), Gail George-Coppens (AP). The SBLT/RTI with Department Chairs consists of Pam Cressman (ESE), Rachel McCurtain and Tara Doyle(language arts), Jim Barth (math), Leslie Pohley (science), Angela Clifford (social studies), Robin Benoit (humanities), Anna Quattrone (PE/Health)

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

-The SBLT/RTI team will meet the every Tuesday of each month at 2:00 p.m. The SBLT/RTI with Department Chairs will meet the 2nd Tuesday each month at 2:00 p.m. The SBLT/RTI team will focus on assessing Tier 1, Tier 2, and Tier 3 interventions in behavior, attendance, and academics and will be reviewing data to see if the interventions being used are successful. The SBLT/RTI with Department Heads will be meeting with teachers to identify core curriculum for each subject area along with a data collection method to see if students are learning the required content. To be considered effective at Tier 1, 80% of the students would meet academic and behavior expectations. Once the data is compiled, the teams will look at the data and consider what additional supports at risk students can receive. Resources will include the Child Study Team which focuses on attendance; Title One, Check and Connect, Intensive reading, Intensive Math and ESE classes focusing on academics; and the Discipline / PBS Committee which focuses on training and implementation of the school-wide discipline plan. Training for all staff will be continuous throughout the year at all faculty, grade level, and department PLCs. Minutes from these meetings will be posted on Outlook in the Largo Middle School folder and data will be collected and analyzed to see if what we are implementing is being successful.

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?

The school based leadership teams will be responsible for managing and coordinating these efforts between all school teams as well as reviewing and revising the School Improvement Plan. The SBLTs play a role in assisting all staff in developing positive and appropriate interventions to assist all students. The team will continue to focus on helping economically disadvantaged students, students with disabilities, African American students, and other struggling students to improve their academic success, both within the classroom and on standardized tests. The SBLT/RTI teams partner with instructional staff and students' families to ensure that

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

When a student is initially referred to the RTI team for academic or behavioral concerns, staff members are asked to provide initial information or baseline data on what interventions have been tried within the classroom to help the student (Tier 1 and/or Tier 2). For academics there are multiple data sources utilized to assess our students, including report card grades, FAIR testing, lexile levels, Middle Grades Baseline Assessment, FCAT Writes, FCAT Reading, and FCAT Science. All of this information is accessible from our data management programs, EDS, and PCS Portal. For behavior, staff is to collect data on the use of our school-wide discipline plan and behavior referrals. They will also collect this data at the end of each marking period by using the Largo Middle School Data Collection Sheet. On this form, staff members are able to keep track of information relating to behavior in a consistent and efficient manner. An RTI team meeting is then held with all teachers to analyze initial data, discuss possible interventions, and implement these interventions within the classroom and school. A time frame is given to try the new interventions, collect new data, and a follow-up meeting is scheduled. Information obtained will be shared with teachers, SAC, parents, and students at the end of each marking period.

Describe the plan to train staff on MTSS.

All members of the SBLT/RTI Leadership Teams have been participating in Pinellas County trainings on the general functions, goals, and implementation of RTI at our schools. The administrators of our school have also taken on a greater role in assisting staff members to understand the necessity of this process in order to help students be successful in their schooling. The RTI Facilitator reviewed the RTI Benchmarks of Quality Scoring Guide with the PBS/Discipline Committee to review the strengths and weaknesses of our school's implementation of the school-wide expectations. In turn the PBS/Discipline Committee reviewed the expectations and assisted the staff with the implementation of a new behavior flowchart which consists of individual and team interventions to assist the struggling student with improving his/her behavior. Data will be collected to monitor the improvement of behavior and modification of the behavior process will be determined. Multiple strategies and resources within Title 1, Check and Connect, AVID, and ELP will be used to help students academically.

Describe the plan to support MTSS.

SBLT team meetings weekly to assess data that drives the decision making process.

Literacy Leadership Team (LLT)

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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School-Based Literacy Leadership Team

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

Victoria McCollum- Literacy Coach, Alisa Gatlin- Principal, Rachael McCurtain, Language Arts, Dee Surette- Reading, Sharon Poulos- Reading, Nicole Perkins, Language Arts, Roberta Ownbey- Language Arts., Tiffani Szilage- Language Arts, Yort Watson- Media, Angela Clifford- Social Studies, Jamie Jarvis- Science, Nick Wright- Humanities, Kim Andruszko- Math

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

One teacher from each content area will be on the team. Our meetings will start on 09.07.2011 and continue on the first Monday of every month 2011 – 2012. Members will collaborate with teams and will brainstorm and carry out school-wide literacy activities such as but not limited to Literacy Week, Reading Counts, Chapter 1 lunch book study, school-wide vote on Sunshine State Books, Battle of the Books, writing contest, Dr. Seuss activities, teacher-hallway book talk.

The district will provide training and tools for Literacy Leadership Teams.

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

Support for text complexity

- Support for instructional skills to improve reading comprehension
- Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects

Teachers will use best practices such as GRRM to teach lessons. Lesson plans will reflect essential learnings. There will be training on AVID strategies during the 2011-2012 school year. Information will be gathered from teachers on both formal and informal assessments which will indicate how the students have mastered Common Core Standards. The Reading Coach will visit classes, support reading development and program fidelity. The literacy team will conduct monthly meetings and share the information with the department’s professional learning communities.

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.

***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?

- The school Literacy Leadership Team is established to grow the use of literacy strategies in all disciplines. The Team is composed of a cross section of the faculty that act as liaisons to help grow department wide literacy strategies in all classrooms
- The school has a Student Literacy Team that assists in the development and implementation of classroom literacy strategies.
- Teacher evaluations include a provision for teaching reading strategies to students. The teacher summative evaluation, in most cases, uses reading data as a portion of teacher performance.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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* 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. Students lack motivation to read independently and engage collaboratively using higher order inquiry activities	1a.1. Teachers implement engaging reading lessons	1a.1. Assistant Principals, Department chairpersons and PLC members	1A.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/ school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/ essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/ or refocuses class discussion by referring back to the learning goal/ essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Formal assessments, FCAT, FAIR. Additional formative assessment by PLC's.
<u>Reading Goal #1a:</u> Create an environment of independent readers who engage in higher- level inquiry.	<u>2012 Current Level of Performance:*</u> 25% (218)	<u>2013Expected Level of Performance:*</u> Decrease level 1&2's from 59% To 49%	1a.1. Students require consistent and regular support (more feedback, structure, vocabulary instruction and access to more varied text) to comprehend complex text across all content areas.				
			1a.2. Lack of grade level vocabulary inhibits engagement with complex text.	1a.2. Implement engaging vocabulary initiative school wide.	1a.2. Assistant Principals, Department chairpersons and PLC members	1A.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to student's background knowledge,	1a.2. Formal assessments, FCAT, FAIR. Additional formative assessment by PLC's

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					interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with with Peer Support and Feedback; and Independent Practice occur		
					IA.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity models, examples, questions, tasks, and assessments are appropriately given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks		
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1b.2. Insufficient standards based instruction at access points for supported level; access to technology and differentiated instructional strategies that meet individual student needs	1b.2. Provide formative assessments to inform differentiation in instruction; Implement evidenced-based High Yield Instructional Strategies, increase access to technology and differentiated instruction based on individual needs as determined through a variety of curriculum based assessments and ongoing observation	1b.2. AP who evaluates teacher; IEP case managers	1b.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes aligned to access points when appropriate *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1b.2. Walkthrough, IEP objectives and goals periodically reviewed and progress monitored by case manager with therapy and parent input (IEP team), ongoing curriculum based assessment and documented observation
<u>Reading Goal #1b:</u> Demonstrate annual yearly growth through improved performance on Florida Alternate Assessment (by maintaining or improving total score)	2012 Current Level of Performance:* 52%	2013Expected Level of Performance:* Individual scores maintain or improve 2012 level; average 80					
			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 reading.			2a.1. Students require increase rigor and additional access to complex texts.	2a.1. Placement in the AVID program and advanced classes, with the end result being students in the high school level classes by 8 th grade	2a.1. Literacy Coach, Department Chair, RTI leadership, counselors and other team leaders as deemed by principal Members of the Literacy Leadership team. SBLT/ School based leadership team.	2A.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	2a.1. AVID stroll rubric, binder check rubric, walkthroughs and teacher formative assessment
Reading Goal #2a:	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
Raise rigor of Instruction in reading and critical thinking.	15% (133)	20% (198)					
			2a.2.	2a.2.	2a.2.	2A.2. FCAT scores and grades	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2b.1. Insufficient standards based instruction at access points for independent level; access to technology and differentiated instructional strategies that meet individual Student needs	2b.1. Provide formative assessments to inform differentiation in instruction; Implement evidenced-based High Yield Instructional Strategies, increase access to technology and differentiated instruction based on individual needs as determined through a variety of curriculum based assessments and ongoing observation	2b.1. AP who evaluates teacher; IEP case managers	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and	2b1. Walkthrough, IEP objectives and goals periodically reviewed and progress monitored by case manager with therapy and parent input (IEP team), ongoing curriculum based assessment and documented observation
Reading Goal #2b:	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
Demonstrate annual yearly growth through improved performance on Florida Alternate Assessment (by maintaining or improving total score)	39%	Increase level 7 by 5%					

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						progress of students aligned to FAA access points	
			2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in reading.			3a.1. Lack of student engagement and students avoiding reading activities	3a.1. Utilizing RtI and PLC collaborative efforts to support each classroom's rigorous and relevant reading curriculum. Cross curriculum implementation of AVID strategies	3a.1. Literacy Coach, Department Chair, RTI leadership, counselors and other team leaders as deemed by principal Coaches, Department Chairs, RTI leadership, counselors and other team leaders as deemed by principal Members of the Literacy Leadership team. SBLT/ School based leadership team.	3A.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs *these small groups are flexible and change with the contgent, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty	3a.1. AVID stroll rubric, binder check rubric, FAIR data and Teacher formative assessment
<u>Reading Goal #3a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
<i>School wide literacy engaging students desire to participate in every subject area.</i>	54% (440)	59% (460)	Students require consistent and regular support (more feedback, structure, vocabulary instruction and access to more varied text) to comprehend complex text across all content areas.				

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			3a.2.	3a.2.	3a.2.	3a.2.	3a.2.
			3a.3.	3a.3.	3a.3.	3a.3.	3a.3.
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			3b.1.	3b.1.	3b.1.	3b.1.	3b.1.
<u>Reading Goal</u> #3b: Demonstrate annual yearly growth through improved performance on Florida Alternate Assessment (by maintaining or improving total score)	2012 Current Level of Performance:*	2013Expected Level of Performance:*	Lack of student engagement; Insufficient standards based instruction at access points for participatory level; access to technology and differentiated instructional strategies that meet individual student needs	Differentiate Instruction Implement evidenced-based High Yield Instructional Strategies, increase access to technology and differentiated instruction based on individual needs as determined through a variety of curriculum based assessments and ongoing observation	AP who evaluates teacher; IEP case managers	3b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	3b.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable Walkthrough, IEP objectives and goals periodically reviewed and progress monitored by case manager with therapy and parent input (IEP team), ongoing curriculum based assessment and documented observation
	1 student, score 53	Increase average score to 55					
			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.	3b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4a.FCAT 2.0:Percentage of students in Lowest 25% making learning gains in reading.			4a.1.	4a.1.	4a.1.	4a.1.	4a.1.
<u>Reading Goal</u> #4a:	2012 Current Level of Performance:*	2013Expected Level of Performance:*	Lack of student engagement and students avoiding reading activities	REACH, Read 180, 6.5, 7.5, AMP and cross curriculum implementation of AVID strategies	Literacy Coach, Department Chairs, RtI leadership, counselors and other team leaders as	4a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)	4a.1. AVID stroll rubric, binder check rubric, FAIR data and Teacher formative assessment

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

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Improve current level of performance	56% (122)	100%	Students require consistent and regular support (more feedback, structure, vocabulary instruction and access to more varied text) to comprehend complex text across all content areas.		deemed by principal Members of the Literacy Leadership team. SBLT/ School based leadership team.	*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			4a.2.	4a.2.	4a.2.	4A.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention curriculum is aligned with core instructional goals/ objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	4a.2.
				4a.3	4a.3.	4a.3.	4a.3.

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<p>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.</p>			4b.1. Lack of differentiation of instruction	4b.1. Differentiate Instruction	4b.1. AP who evaluates teacher	4b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	4b.1. Lesson Plans & Walkthrough	
<p>Reading Goal #4b:</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>						
	<p>Pending – not available</p>	<p>100%</p>						
			4b.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4b.2. Create intervention that support core instructional goals and objectives	4ab.2. SBLT	4b.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	4b.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs	
			4b.3.	4b.3.	4b.3.	4b.3.	4b.3.	
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math</p>			<p>2011-2012</p>	<p>2012-2013</p>	<p>2013-2014</p>	<p>2014-2015</p>	<p>2015-2016</p>	<p>2016-2017</p>

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Performance Target								
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Reading Goal #5A:	Baseline data 2010-2011 52		60	68	76	84	92	100
	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	
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: Lack of differentiation of instruction	5b.1. Differentiate Instruction as it relates to the individual students and aligns with prior school wide goals to raise students engagement and inquiry skills	5b.1. Literacy Coach, PLC's and Assistant Principals.	5B.1 *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention curriculum is aligned with core instructional goals/ objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	5b.1. Teacher created tests FAIR, student work examples.	
Reading Goal #5B: Improve current level of performance	2012 Current Level of Performance: * White: 64% (224) Black: 11% (39) Hispanic: 17% (58) Asian: 3% (12) American Indian: 1% (2)	2013 Expected Level of Performance: * 100% of all subgroups to make a learning gain Increase proficiency of all subgroups by 10%						

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		5b.2 Lack of Black and Hispanic students in higher level classes	5b.2 Increase enrollment of these population of students in higher level courses with supports offered by adding enrollment into the AVID elective	5b.2 AVID Coordinator and Site Team members deemed with recruitment and retention in academic rigor: Guidance Counselors and other school counselors	5b.2 Progress monitoring through a collaborative effort of the responsible parties every three weeks.	5b.2 Course assessments, progress reports and student work.
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.		5c.1. Lack of vocabulary knowledge and instructional tools that bridge the language barrier	5c.1. Scaffolding the instruction and offering differentiation guided practice and gradual release as deemed necessary	5c.1. Assistant Principals, Department Chair, PLC's and Literacy Coach.	5C.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs *These small groups are flexible and change with content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty	5c.1. FAIR, FCAT 2.0, Teacher created assessments.
<u>Reading Goal #5C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
Improve reading performance of students in the ELL subgroup	29% (30)	100% of ELL students to make a learning gain An increase in proficiency by 10%				
			5C.2.	5C.2.	5C.2.	5C.2.
			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. Student inclusion initiated in this school year with limited availability to pull	5d.1. Teacher teaming adding the support for differentiate instruction, gradual release and remediation in large and	5d.1. Teachers, Case managers, Co-teachers who are teaming, Department Chair	5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning	5d.1. Teacher observation, NRT, FCAT 2.0 and FAIR where applicable.
<u>Reading Goal #5D:</u>	<u>2012 Current Level of Performance</u>	<u>2013 Expected Level of Performance:*</u>				
Improve reading						

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<i>performance of students in the SWD subgroup</i>	e:		out of independent instruction.	small group setting.	and ESE team members.	readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs *These small groups are flexible and change with content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty	
	33% (37)	100% of all SWD students to make a learning gain An increase in proficiency by 10%					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5e.1 Students are not actively engaged in independent and collaborative reading activities	5e.1. Use of school wide inquiry activities including subject specific collaborative reading assignments of complex text.	5e.1. Assistant Principals Literacy Coach, Department Chairs, PLC's.	5E.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs *These small groups are flexible and change with content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty	5e.1. FCAT 2.0 and FAIR
Reading Goal #5E: <i>On the 2013 reading FCAT 2.0, the percentage of students meeting AYP will increase by 10%</i>	2012 Current Level of Performance: e:	2013 Expected Level of Performance:					
	37% (225)	100% of all ED students to make a learning gain An increase in proficiency by 10%					

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			5E.2.	5E.2	5E.2.	5E.2.	5E.2.
			5E.3	5E.3	5E.3	5E.3	5E.3

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy 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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Reading Budget (Insert rows as needed)

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in Listening/Speaking. CELLA Goal #1: Improve current level of proficient students in listening/speaking on CELLA by 3%	2012 Current Percent of Students Proficient in Listening/Speaking: 62% (33)	1.1. Underdeveloped language skills	1.1. Teacher will modify instruction by slowing down delivery and using gesticulation and realia whenever possible. Provide 5's with small group instruction. Teacher will stop frequently and check for understanding.	1.1. AP who evaluates teacher	1.1. Through formative assessments, teacher will determine how to modify instruction. Teacher feedback regarding their progress throughout the year will help to adjust teaching practices.	1.1. Walkthrough
		2.1.	2.1.	2.1.	2.1.	2.1.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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2. Students scoring proficient in Reading.		2.2.	2.2.	2.2.	2.2.	2.2.
CELLA Goal #2: Improve performance of students proficient in reading by 3%.	2012 Current Percent of Students Proficient in Reading : 25% (13)	Students not aware of effective strategies	Teacher will bring in students prior knowledge and interests when possible. Teacher will read aloud to model proper reading technique including tone and pace. Teacher will overtly teach good strategies including Cornell Notes, marking the text, and context clues. Teacher will provide opportunities for guided practice and remediation.	AP who evaluates teacher	Ongoing Formative Assessments, student journals, and error logs.	Walkthrough
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in Writing.		3.1.	3.1.	3.1.	3.1.	3.1.
CELLA Goal #3: Improve performance of students proficient in writing by 3%	2012 Current Percent of Students Proficient in Writing : 25% (13)	Insufficient exposure to new language and underdeveloped knowledge of grammar in native language.	Teacher will model good writing techniques. Teacher will use rubric that relates to activity. Students will be exposed to many types of literature and non-fiction writing as examples. Writing will be an activity that connects to text.	AP who evaluates teacher	Students will demonstrate proper usage of the writing process. Students through peer-intervention will develop and understanding of audience and voice. Less grammatical and syntactical errors will be a sign of progress.	Walkthrough & Lesson Plans
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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 Barrie	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. Some assessments are not aligned with course standards, resulting in inefficient use of time and data which can be utilized for instructional planning.	1a.1. Maximize content instruction and minimize non-academic Activities. Select or design assessments, which are aligned with course standards and district pacing. Utilizing data for instructional planning. <i>Teachers will use Florida Achieves as an on-going formative assessment tool to adjust instruction and re-teach as indicated by the data.</i>	1a.1. Teacher(s) <i>School-based leadership Math coach</i> <i>Data will be shared monthly at the school-based leadership team meetin</i>	1a.1. Evaluation of pacing guide/ actual instruction.	1a.1. On-going classroom assessment and FCAT 2.0
Mathematics Goal #1a:	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
<i>Improve the percentage of students achieving a 3 of higher on the FCAT 2.0 by 6%,</i>	21% (183)	27% (193)					
			1a.2. Students require additional support to understand the relevancy of instruction and the need for productive practice.	1a.2. Utilization of AVID strategies, Cornell notes, and binders for organizing supplies and completed work. Teacher emphasis on need for organization and practice. <i>Incorporation of AVID tutorologies to strengthen</i>	1a.2. Teacher AVID teachers Assistant Principals	1a.2. Portal grades /Teacher Observation of students work	1a.2. Portal grades /Teacher Observation of students work

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			collaborative structures.				
			1a.3. Students need modeling and encouragement to utilize internet math resources to improve math achievement	1a.3. Classroom modeling, utilization and publication of effective websites to both parents and students.	1a.3. Teacher and school news letter editor.	1a.3. On line reports.	1a.3. Classroom assessments and teacher observation.
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1b.2. Insufficient standards based instruction at access points for supported level; access to technology and differentiated instructional strategies that meet individual student needs	1b.2. Implement High Yield Instructional Strategies Provide formative assessments to inform differentiation in instruction; Implement evidenced-based High Yield Instructional Strategies, increase access to technology and differentiated instruction based on individual needs as determined through a variety of curriculum based assessments and ongoing observation	1b.2. AP who evaluates teacher; IEP case managers	1b.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes aligned to access points when appropriate *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1b.2. Walkthrough; IEP objectives and goals periodically reviewed and progress monitored by case manager with therapy and parent input (IEP team), ongoing curriculum based assessment and documented observation
<u>Mathematics</u> <u>Goal #1b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
Demonstrate annual yearly growth through improved performance on Florida Alternate Assessment (by maintaining or improving total score)	65%	Decrease in level 1,2 and 3					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2a.FCAT 2.0:Students scoring at or above Achievement Levels 4 and 5 in mathematics.							

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Mathematics Goal #2a: <i>Increase the number of level 4 and 5 students by 5%</i>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	8% (74)	13% (77)	2b.1. Identifying students capable of handling advanced coursework and achieving proper placement.	2b.1. Analysis of all available state and county data, formative assessments, and teacher and counselor input which might predict student ability and likely success. Monitoring of student's performance placed in advanced classes to determine those at risk.	2b.1 Teachers, math department chair, guidance counselors, and administrators	2b.1. Student academic success in advanced course.	2b1. EOC, FCAT 2.0, and Common Assessments
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2b.1.	2b.1.	2b.1.	2b.1.	2b1.
Mathematics Goal #2b:	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	22%	Increase level 7 by 5%					
			2b.	2b2.	2b.2.	2b.2.	2b.2.
2b.3			2b.3	2b.3	2b.3	2b.3	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.			3a.1. Inconsistent attendance to class	3a.1. Utilize RtI and AVID strategies school wide to improve student engagement and attendance.	3a.1. Attendance Specialist, teachers, administrators	3a.1. Attendance monitoring	3a.1. Portal attendance rts
Mathematics Goal #3a: <i>Increase the number of students making gains in math by 2%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	45% (365)	47% (371)					
			3a.2. Students require access to tutoring and supplemental programs. Communication with parents needs to be more frequent and more effective.	3a.2. Utilize ELP, math tutoring, Ascend Math program, and Novanet. Maximizing the effectiveness of our school newsletter, parent connect, website, and parent nights	3a.2. Teachers, counselors, Novanet coordinator, and ELP teachers	3a.2. Monitoring student progress	3a.2. All student data
			3a.3.	3a.3.	3a.3.	3a..3.	3a.3.
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			3b.1. Lack of student engagement Insufficient standards based instruction at access points for	3b.1. Differentiate Instruction Implement High Yield Instructional Strategies Provide formative assessments to inform	3b.1. AP who evaluates teacher; IEP case managers	3b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level	3b.1. School Summary of observation section of teacher appraisal results IPI data when available
Mathematics Goal #3b:	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					

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Demonstrate annual yearly growth through improved performance on Florida Alternate Assessment (by maintaining or improving total score)	2 students, scores 26 & 43, average 34.5	100% of students will make learning gains	participatory level; access to technology and differentiated instructional strategies that meet individual student needs	differentiation in instruction; Implement evidenced-based High Yield Instructional Strategies, increase access to technology and differentiated instruction based on individual needs as determined through a variety of curriculum based assessments and ongoing observation		*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	State instructional walkthrough when applicable IEP objectives and goals periodically reviewed and progress monitored by case manager with therapy and parent input (IEP team), ongoing curriculum based assessment and documented observation
			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.	3b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4a.FCAT 2.0:Percentage of students in Lowest 25% making learning gains in mathematics.			4a.1. Students enter math courses not having achieved previous grade level proficiency.	4a.1. Utilization of Intensive Math, ELP, Ascend Math, Novanet, BigIdeas.com as well as all school learning initiatives.	4a.1. Teachers, ELP teachers, Novanet coordinators	. 4a.1. Review of student data, engage in data-based discussions, such as Quality Quest protocol, and Looking at Student Work protocol.	4a.1. Assessment data (e.g. FCAT, FAIR, Common Assessments, formative assessments)
Mathematics	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
Goal #4a: Increase the number of the lowest 25% making gains by 5%.	50% (106)	55% (112)					
			4a.2. Lack of basic math skills	4a.2. Utilization of technology, aforementioned tools, math websites (e.g. mathtv.com, Destination Math, Virtual	4a.2. Teachers	4a.2. Evaluation of student performance	4a.2. Common Assessments, formative assessments

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			Manipulatives)			
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.
<p>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.</p>		4b.1. Lack of student engagement	4b.1. Differentiate Instruction	4b.1. AP who evaluates teacher	4b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	4b.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable
<u>Mathematics</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>				
<u>Goal #4b:</u>	Pending: Not available at this time.	100% of students will make learning gains				
			4b.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4b.2. Create intervention that support core instructional goals and objectives	4b.2. SBLT	4b.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes
						4b.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs

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					*Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses		
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011 45%	50%	54%	59%	63%	68%	72%
<u>Mathematics Goal #5A:</u> Improve current level of performance							
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	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.		5b.1. White: Communication with	5b.1. White: increase communication between home and school,	5b.1. White: All staff/ Title 1 facilitator/ Community Involvement Coordinator.	5b.1. White: Increase in attendance by parents at school events and workshops, teacher	5b.1. White: Survey results, attendance and grade improvement	

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Mathematics Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	home needs to be more frequent and effective.	participation in school parent nights and/or workshops	Black: Math teachers, guidance, department chair.	communication and more parents using portal.	Black: Increase enrollment in higher level classes.
<i>White- Improve the math performance of students in the white subgroup by 5%.</i>	White: 66% (170)	White: 71% (183)	Black: Lack of representative enrollment in higher level classes	Black: develop criteria to target African-American students who show aptitude in higher level coursework	Hispanic: All staff/ Title 1 facilitator/ Community Involvement Coordinator.	Black: FCAT explorer, Common Assessments, and Report Card grades.	Hispanic: Portal usage and communication, improvement in grades.
<i>Black- Improve the math performance of students in the black subgroup by 14%.</i>	Black: 9% (23)	Black 23% (57)	Hispanic: ESOL, communication with home needs to be more frequent and effective, and parent's understanding of the relevancy of math education to high school success and college and career.	Hispanic: computer training for parents on using Portal, parent nights, bilingual communication		Hispanic: Increase in parental involvement in school events, and workshops.	
<i>Hispanic- Improve the math performance of students in the Hispanic subgroup by 7%.</i>	Hispanic: 17% (44)	Hispanic 24% (72)					
	Asian: 4% (11)						
	American Indian: 0% 0						
	5B.3.						5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5c.1. ELL students not able	5c.1. Differentiate Instruction, through use of Math	5c.1. Classroom Teacher, ESOL teacher Guidance.	5c.1. Teacher assessments, Teacher Observations and Computer	5c.1. FCAT 2.0

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Mathematics Goal #5C: <i>Increase Satisfactory Progress of ELL subgroup by 10%</i>	<u>2012 Current Level of Performance:*</u> 23% (24)	<u>2013 Expected Level of Performance:*</u> 33% (34)	to understand class instruction due to language barrier.	TV.com,(Spanish version), Thatquiz.org, Paring ELL Students with		Assessments	
			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. Students require more support to understand abstract concepts as well as more opportunities for basic skill development and productive practice.	5d.1. Utilize math manipulates, Ascend Math, One on One (student to student) instruction, pair share, ESE Associates. Group work.	5d.1. Classroom teacher, Guidance, Parents, Case Manager	5d.1. Oral testing, Visual Assessments, Hands-On Assessments.	5d.1. FCAT 2.0
Mathematics Goal #5D: <i>Improve math performances of students in the SWD subgroup by 10%</i>	<u>2012 Current Level of Performance:*</u> 27% (30)	<u>2013 Expected Level of Performance:*</u> 37% (41)					

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			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5e.1. Students need additional support to understand the relevancy of math to their future success in both high school and college or career.	5e.1. Instill in students throughout lessons the importance of getting a high school diploma and seeking further education beyond.	5e.1. Title One Facilitator, Teacher, Guidance, Community Involvement Coordinator	5e.1. FCAT explorer reports, Classroom data and observations	5e.1. FCAT 2.0
<u>Mathematics</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
Goal #5E: <i>Improve the math Performance of students in the economically disadvantaged subgroup by 10%.</i>	29% (174)	39% (193)					
			5E.2	5E.2	5E.2	5E.2	5E.2.
			5E.3	5E.3	5E.3		5E.3

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 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.			1a.1 Seeking student engagement strategies to motivate capable students to participate in class and make more substantial effort.	1a.1 Academic games Data chats Provide assignment options to create sense of choice	1a.1. Teacher and Guidance Counselor	1a.1. EOC	1a.1. EOC
<u>Algebra Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
100% Student Success	62% (41)	Decrease level 1 and 2					
			1a.2.	1a.2.	1a.2.	1a.2.	1a.2.
			1a.3.	1a.3.	1a.3.	1a.3.	1a.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.			2b.1. Seeking student engagement strategies to motivate capable students to	2b.1. Academic games Data chats Provide assignment options to create sense of choice	2b.1. Teacher and Guidance Counselor	EOC	2b.1. EOC
<u>Algebra Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of							

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performance by 5%	27% 18	Increase level 4 and 5 by 5%	participate in class and make more substantial effort.					
			2.2.	2.2.	EOC	2.2.	2.2.	
			2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011 89%	89%	92%	94%	96%	98%	100%	
<u>Algebra Goal #3A:</u> Improve current level of performance								
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.		5b.1. White:	5b.1. White: increase communication between home and school,	5b.1. White: All staff/ Title 1 facilitator/ Community Involvement	White: Increase in attendance by parents at school events and workshops, teacher	5b.1. White: Survey results, attendance and grade improvement.		

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<p>Algebra Goal #3B: Improve current level of performance</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>	<p>Communication with home needs to be more frequent and effective.</p>	<p>participation in school parent nights and/or workshops</p>	<p>Coordinator.</p>	<p>communication and more parents using portal.</p>	<p>Black: Increase enrollment in higher level classes.</p>
	<p>Pending state release of EOC demographic reports.</p>	<p>100% of all students subgroups by ethnicity to make a learning gain</p>	<p>Black: Lack of representative enrollment in higher level classes</p>	<p>Black: develop criteria to target African-American students who show aptitude in higher level coursework</p>	<p>Black: Math teachers, guidance, department chair.</p>	<p>Black: FCAT explorer, Common Assessments, and Report Card grades.</p>	<p>Hispanic: Portal usage and communication, improvement in grades</p>
		<p>Increase proficiency of all student subgroups by ethnicity by 10%</p>	<p>Hispanic: ESOL, communication with home needs to be more frequent and effective, and parent's understanding of the relevancy of math education to high school success and college and career.</p>	<p>Hispanic: computer training for parents on using Portal, parent nights, bilingual communication</p>	<p>Hispanic: All staff/ Title 1 facilitator/ Community Involvement Coordinator.</p>	<p>Hispanic: Increase in parental involvement in school events, and workshops.</p>	
							3B.2.
			5B.3.	5B.3.	Hispanic: Increase in parental involvement in school events, and workshops.	5B.3.	3B.3.
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:</p>			<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>
<p>3C. English Language Learners (ELL) not making satisfactory progress in Algebra.</p>			<p>5c.1. ELL students not able</p>	<p>5c.1. Differentiate Instruction, through use of Math</p>	<p>5c.1. Classroom Teacher, ESOL teacher Guidance</p>	<p>5c.1. Teacher assessments, Teacher Observations and</p>	<p>5c.1. EOC</p>

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<u>Algebra Goal #3C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	to understand class instruction due to language barrier. Instruction and curriculum resources do not currently address the vocabulary needs of ELL students.	TV.com, (Spanish version), Thatquiz.org, Paring ELL Students with bilingual student.		Computer Assessments	
	Pending state release of EOC demographic reports.	100% of ELL students to make a learning gain Increase proficiency of ELL students by 10%					
			5C.2.	5C.2.	5C.2.	5C.2.	3C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	3C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.			5d.1. Students require more support to understand abstract concepts as well as more opportunities for basic skill development and productive practice.	5d.1. Utilize math manipulatives, Ascend Math, One on One (student to student) instruction, pair share, ESE Associates. Group work	5d.1. Classroom teacher, Guidance, Parents, Case Manager	5d.1. Oral testing, Visual Assessments, Hands-On Assessments.	5d.1. EOC
<u>Algebra Goal #3D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Pending state release of EOC demographic reports.	100% of all SWD students to make a learning gain Increase proficiency of SWD students by 10%					

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			5D.2.	5D.2.	5D.2.	5D.2.	3D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	3D.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Algebra.			5e.1.	5e.1.	5e.1.	5e.1.	5e.1.
<u>Algebra Goal #3E:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Students need additional support to understand the relevancy of math to their future success in both high school and college or career.	Instill in students throughout lessons the importance of getting a high school diploma and seeking further education beyond.	Title One Facilitator, Teacher, Guidance, Community Involvement Coordinator	FCAT explorer reports, Classroom data and observations	EOC
Improve current level of performance	Pending state release of EOC demographic reports.	100% of Economically Disadvantaged students to make a learning gain Increase proficiency of Economically Disadvantaged students by 10%					
			5E.2	5E.2	5E.2	5E.2	3E.2.
			5E.3	5E.3	5E.3		3E.3

End of Algebra EOC Goals

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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1a.1. Seeking student engagement strategies to motivate capable students to participate in class and make more substantial effort.	1a.1. Academic games Data chats Provide assignment options to create sense of choice	1a.1. Teacher and Guidance Counselor	1a.1. EOC	1a.1. EOC
<u>Geometry Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
100% Student Success	Not Available	80% pass rate for EOC					
			1a.2.	1a.2.	1a.2.	1a.2.	1a.2.
			1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2b.1. Seeking student engagement strategies to motivate capable students to	2b.1. Academic games Data chats Provide assignment options to create sense of choice	2b.1. Teacher and Guidance Counselor	2b.1. EOC	2b.1. EOC
<u>Geometry Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
100% Student Success							

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	Not Available	Increase level 4 and 5 by 5%	participate in class and make more substantial effort.					
			2.2.	2.2.	2.2.	2.2.	2.2.	
			2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011 <u>Pending state definition of Baseline</u>							
	Geometry Goal #3A: Improve current level of performance							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.			5b.1. White: Communication with	5b.1. White: increase communication between	5b.1. White: All staff/ Title 1 facilitator/ Community	5b.1. White: Increase in attendance by parents at	5b.1. White: Survey results, attendance and grade	

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Geometry Goal #3B: Improve current level of performance	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	home needs to be more frequent and effective.	home and school, participation in school parent nights and/or workshops	Involvement Coordinator.	school events and workshops, teacher communication and more parents using portal.	improvement
	Pending state release of EOC demographic report	100% of all student subgroups to make a learning gain Increase proficiency of all student subgroups by 10%	Black: Lack of representative enrollment in higher level classes Hispanic: ESOL, communication with home needs to be more frequent and effective, and parent's understanding of the relevancy of math education to high school success and college and career	Black: develop criteria to target African-American students who show aptitude in higher level coursework Hispanic: computer training for parents on using Portal, parent nights, bilingual communication	Black: Math teachers, guidance, department chair. Hispanic: All staff/ Title 1 facilitator/ Community Involvement Coordinator.	Black: FCAT explorer, Common Assessments, and Report Card grades. Hispanic: Increase in parental involvement in school events, and workshops.	Black: Increase enrollment in higher level classes. Hispanic: Portal usage and communication, improvement in grades
			5B.3.	5B.3.	5B.3.	5B.3.	3B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	3B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			5c.1. ELL students not able to understand class instruction due to language barrier. Instruction and	5c.1. Differentiate Instruction, through use of Math TV.com, (Spanish version), Thatquiz.org, Paring ELL Students with	5c.1. Classroom Teacher, ESOL teacher Guidance	5c.1. Teacher assessments, Teacher Observations and Computer Assessments	5c.1. EOC
Geometry Goal #3C: Improve current level of performance	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	<i>Pending state release of EOC demographic report</i>	100% of ELL students to make a learning gain Increase proficiency of of ELL students by 10%	curriculum resources do not currently address the vocabulary needs of ELL students.	bilingual student.			
			5C.2.	5C.2.	5C.2.	5C.2.	3C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	3C.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			5d.1. Students require more support to understand abstract concepts as well as more opportunities for basic skill development and productive practice.	5d.1. Utilize math manipulates, Ascend Math, One on One (student to student) instruction, pair share, ESE Associates. Group work	5d.1. Classroom teacher, Guidance, Parents, Case Manager	5d.1. Oral testing, Visual Assessments, Hands-On Assessments.	5d.1. EOC
<u>Geometry Goal #3D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of performance	<i>Pending state release of EOC demographic report</i>	100% of SWD students to make a learning gain Increase proficiency of SWD students by 10%					

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			5D.2.	5D.2.	5D.2.	5D.2.	3D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	3D.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			5e.1. Students need additional support to understand the relevancy of math to their future success in both high school and college or career.	5e.1. Instill in students throughout lessons the importance of getting a high school diploma and seeking further education beyond.	5e.1. Title One Facilitator, Teacher, Guidance, Community Involvement Coordinator	5e.1. FCAT explorer reports, Classroom data and observations	5e.1. EOC
<u>Geometry Goal #3E:</u> Improve current level of performance	<u>2012 Current Level of Performance:*</u> Pending state release of EOC demographic report	<u>2013 Expected Level of Performance:*</u> 100% of Economically Disadvantaged students to make a learning gain Increase proficiency of Economically Disadvantaged students by 10%					
			5E.2	5E.2	5E.2	5E.2	3E.2.
			5E.3	5E.3	5E.3		3E.3

End of Geometry 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

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

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. Our student population continues to change which has led to an increase in L-35's. These students struggle in acquisition of math and reading skills which is further compounded by the challenge to learn science due to the high level of vocabulary. Our newly adopted science textbook offers additional challenges for these students as it is written on a higher level than they can understand without the aid of additional interventions and strategies.	1a.1. In order for us to raise our reading comprehension rates which in turn will raise our science scores, the instructional staff will Set and communicate a purpose for learning and learning goals in each lesson. Teachers will expose students to practice FCAT 2.0 science tests available from the DOE. All 8th grade students will use the FCAT Explorer Online Review from the DOE. All 6th and 7th graders will complete their specific FCAT Explorer segment. We will use WICOR strategies (marking the text, Quickwrites, summaries, Costa's Levels of Questioning, reflections, etc.) and vocabulary building activities (Frayer's model, word webs, word walls, etc.), as well as supplemental reading materials (magazines, research articles, etc.)	1a.1. Grade Level Administrator Classroom Teacher Science Coach AVID team	1a.1. Lessons are aligned with course standards and district pacing guide. Scores on quizzes, tests, on line reading activities tied to the curriculum Avid team will collect school-wide data of trends concerning strategies used in the classroom Science coach will observe classroom teachers and train them in specific areas to help all students Staff will attend trainings related to science strategies, including the 5E model, AVID WICOR, formative assessments, Common Core, and literacy in the science classroom. Teachers will collaborate in PLCs on best practices and the strategies	1a.1. AVID strolls Administrative Walkthroughs Coach observation Lesson Plan review
<u>Science Goal #1a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
Science staff will concentrate on raising reading scores of our ESOL, L-25 and African American students. We will increase our science scores by 7% on the 2013 FCAT 2.0 Science Test	25.6% (74)	32% (78)					

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				and hands-on inquiries and experiments to enhance reading comprehension.		working in their classrooms.	
		1a.2. Our ESOL students have little or no understanding of science vocabulary which in turn creates challenges when using these terms in testing situations.	1a.2. Work on process skills, vocabulary building and CRISS strategies. Utilize the audio version of our new textbook while students read along and answer questions	1a.2. Grade level Administrator	1a.2. Lesson focuses on essential learning objectives and goals. Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback. Guided Practice with Peer Support and Feedback; and Independent Practice occur Teachers will use cooperative learning strategies to help support ESOL students.	1a.2. Walkthrough Lesson plan review Classroom assessment data	
		1a.3. Increasing numbers of students are qualifying for free and reduced lunch and other programs due to economic hardship. Parents are not available to provide much support for their students as many are working several jobs. Many students lack sufficient background knowledge necessary to fully understand difficult science concepts.	1a.3. Instructional rigor would be increased by Emphasize the FCAT science vocabulary as provided by the DOE Utilize the audio version of our new textbook while students read along and answer questions. Provide extra support to struggling students through the Extended Learning Program. Science teachers will assess the prior knowledge of students when introducing new science concepts. They will provide scaffolding to support students and help them to build background knowledge through the use of complex reading materials, online resources, videos, and authentic hands-on inquiry activities to supplement the text.	1a.3. Classroom Teacher, ELP Teachers	1a.3. Teachers will provide instruction which is aligned with appropriate scaffolding and supports to access higher order questions and tasks. Teachers will increase the rigor for all students. Teachers will use WICOR and cooperative learning strategies to engage all students. Teachers will report names of students that may need financial assistance and school supplies to the Child Study Team.	1a.3. Walkthrough, Common Assessment Data Results	

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1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.			1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
Science Goal #1b: Demonstrate annual yearly growth through improved performance on Florida Alternate Assessment (by maintaining or improving total score)	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Insufficient standards based instruction at access points for supported level; access to technology and differentiated instructional strategies that meet individual student needs	1b.1. Set and communicate a purpose for learning and learning goals in each lesson Provide formative assessments to inform differentiation in instruction Implement High Yield Instructional Strategies Provide formative assessments to inform	AP who evaluates teacher; IEP case managers	1b.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class access points.	1b.1. Walkthrough & Lesson Plans IEP objectives and goals periodically reviewed and progress monitored by case manager with therapy and parent input (IEP team), ongoing curriculum based assessment and documented observation
	57%	average increases to 77					
				1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2b.1.	2b.1.	2b.1.	2b.1.	2b.1.
Science Goal #2a: Science instruction will be focused on challenging our level 4 and 5 students. We will utilize Costa's Levels of Questioning and AVID strategies in order to encourage students to hone their ability to analyze, synthesize, and evaluate scientific problems and processes. Largo Middle School science score will increase by 3% on the 2013 FCAT Science Test.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Rigor needs to be increased in the classroom	2b.1. Teachers will expose students to experiences with Comprehensive testing Science teachers will use WICOR strategies that require students to use higher level thinking. This includes the use of complex reading material and hands-on inquiry activities to supplement the text, as well as writing assignments that require cognitive skills (summary, analysis, synthesis, evaluation,	Teachers Administrators Science coach Literacy coach AVID team	2b.1. Formative and summative assessments, monitoring student progress Avid team will collect school-wide data of trends concerning strategies used in the classroom Science coach will observe classroom teachers and train them in specific areas to help all students	2b.1. Common Assessment Classroom assessments Observations AVID strolls Administrative walkthroughs
	4.5% (13)	Increase the level 4 and 5 students 5%					

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Rule 6A-1.099811
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				etc.) to enhance student comprehension of science concepts.		Staff will attend trainings related to science strategies, including the 5E model, AVID WICOR, formative assessments, Common Core, and literacy in the science classroom. Teachers will collaborate in PLCs on best practices and the strategies working in their classrooms.	
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2b.1.	2b.1.	2b.1.	2b.1.	2b.1.
Science Goal #2b:	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>	Insufficient standards based instruction at access points for independent level; access to technology and differentiated instructional strategies that meet individual student needs	Implement High Yield Instructional Strategies Provide formative assessments to inform differentiation in instruction; Implement evidenced-based High Yield Instructional Strategies, increase access to technology and differentiated instruction based on individual needs as determined through a variety of curriculum based assessments and ongoing observation	AP who evaluates teacher; IEP case managers	Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	Walkthrough, IEP objectives and goals periodically reviewed and progress monitored by case manager with therapy and parent input (IEP team), ongoing curriculum based assessment and documented observation
Demonstrate annual yearly growth through improved performance on Florida Alternate Assessment (by maintaining or improving total score)		Increase the level 7 by 5%					
			2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3

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End of Elementary and Middle School Science Goals

Science Professional Development

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

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:
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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.			1a.1.	1a.1.	1a.1.	1a.1.	1a.1.
Writing Goal #1a: To increase the percentage of students scoring 3 or higher on the writing FCAT by 5%	<u>2012 Current Level of Performance:*</u> 66% (189) Level 4 and above 18% (53)	<u>2013 Expected Level of Performance:*</u> Level 3 and above – 71% (199)	New FCAT writing test format is more complex and not understood by teachers and students.	Professional development for teachers through district. Lessons aligned with new standards	LA department chairs, administration	Practice FCAT tests	
			1a.2. Grammar and spelling are now measured in the assessment.	1a.2. Increased focus during practice on grammar and spelling	1a.2. LA department chairs, administration	1a.2. Practice FCAT tests	1a.2.
			1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
Writing Goal #1b: Improve current level of performance	<u>2012 Current Level of Performance:*</u> Level 4,5, and 6 43% Level 7, 8, 9	<u>2013 Expected Level of Performance:*</u> Decrease level 1,2 and 3	Insufficient standard based instruction	1b.1. Set and communicate a purpose for learning and learning goals in each lesson	1b.1. AP who evaluates teacher	1b.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question	Walkthrough & Lesson Plans

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	43%					<p>*Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question</p> <p>*Focuses and/or refocuses class discussion by referring back to the learning goal/essential question</p> <p>*Includes a scale or rubric that relates to the learning goal is posted so that all students can see it</p> <p>*Teacher reference to the scale or rubric throughout the lesson</p>	
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

End of Writing Goals

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

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

* 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.			1a.1. Increased amount of rigor in the 7 th grade Civics course.	1a.1. Utilize Civics resources in the classroom including but not limited to; FJCC curriculum, 7 th grade Civics district pacing guide, and other supplemental resources that are listed in the 7 th grade Civics pacing guide.	1a.1. AP Social Studies Department Chair 7 th Grade Civics Teachers	1a.1. *Ongoing PLCs with 7 th grade Civics to review the effectiveness of the established strategy based on data collection from our 7 th grade Civics classes. Lessons are aligned with a course standard or benchmark and to the district/school pacing guide Increase student readiness for learning by connecting instructional objectives and goals to students’ background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice	1a.1. Walkthroughs Lesson Plans 7 th grade Civics PLC minutes EOC Sample Test
Civics Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Begin using the 7 th grade Civics curriculum in all 7 th grade Social Studies classrooms that aligns to the future Civics EOC.	pending	Improved from baseline					
			1a.2.	1a.2.	1a.2.	1a.2.	1a.2.
			1a.3.	1a.3.	1a.3.	1a.3.	1a.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
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2a.1. Increased amount of rigor in the 7 th grade Civics course.	2a.1. Utilize Civics resources in the classroom including but not limited to; FJCC curriculum, 7 th grade Civics district pacing guide, and other supplemental resources that are listed in the 7 th grade Civics pacing guide.	2a.1. AP Social Studies Department Chair 7 th Grade Civics Teachers	2a.1. *Ongoing PLCs with 7 th grade Civics to review the effectiveness of the established strategy based on data collection from our 7 th grade Civics classes. Lessons are aligned with a course standard or benchmark and to the district/school pacing guide Increase student readiness for learning by connecting instructional objectives and goals to students’ background knowledge, interests, and personal goals, etc. Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice	2a.1. Walkthroughs Lesson Plans 7 th grade Civics PLC minutes EOC Sample Test
Civics Goal #2: Begin using the 7 th grade Civics curriculum in all 7 th grade Social Studies classrooms that aligns to the future Civics EOC.	<u>2012 Current Level of Performance:*</u> not available	<u>2013 Expected Level of Performance:*</u> Improved from baseline					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

Civics Professional Development

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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
Common Core Curriculum and Data Driven Instruction	6-8	Department Chair	Department PLC's	8:50 A.M. – 9:20 10/16, 12/18, 1/15, 2/19, 3/19, 4/16, 5/21,	Reading coach walkthroughs	Grade Level Administrators
Civics Content Training	7 th Grade Social Studies	Social Studies Supervisor	All Civics Teachers	TBD	Implementation of new ideas and strategies into lesson	Grade Level Administrators
DBQ Training	6-8	Reading in Social Studies Coach	New Social Studies Teachers	January	Implementation of DBQ lessons in the classroom	Grade Level Administrators

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			

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Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Civics Goals

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Lack of student engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan. Utilization of “Skills Academy” program. Use student survey to gather data.	1.1. SBLT Child Study Team	1.1. a) Expectations are clearly and positively defined. b) Behavioral expectations are taught and reviewed with all students and staff. c) Appropriate behaviors are acknowledged. d) Behavioral errors are proactively corrected. e) A database for keeping records and making decisions is established. f) Data-based monitoring and adaptations to the plan are regularly conducted. g) Design a computer Web-based survey to be given to each student in school during a designated class Increase in number of students in class each day period.	1.1. Decrease in number of student absences/tardies Decrease in Number of In-School Suspension Decrease Number of out-of-school suspensions.
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
Our Child Study teams are working collaboratively with parents and outside agencies to increase our overall attendance and to decrease our tardies. We would like to increase our current attendance rate by 2%, decrease the number of students with excessive absences by 10%, and decrease the numbers of students with excessive tardies by 10%.	93% (894)	96 % (834)					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	48% (426)	10% decrease from prior year					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	39% (351)	10% decrease from prior year					
			1.2. Unpredictable home-life issues; immature student motivation	1.2. Making home visits, involvement of the attendance court for students with chronic absences. Increased mentoring by adults and peers.	1.2. Administrators, staff, and attendance specialist. Designate Classroom teachers, And PBS team	1.2. Expectations are clearly and positively defined. Behavioral expectations are taught and reviewed with all students and staff. Appropriate behaviors are acknowledged. Behavioral errors are proactively corrected.	1.2. Decrease in number of student absences/tardies Decrease in Number Decrease Number of out-of-school suspensions. of In-School Suspension

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					<p>A database for keeping records and making decisions is established. Data-based monitoring and adaptations to the plan are regularly conducted.</p> <p>Behavioral errors are proactively corrected.</p> <p>Data-based monitoring and adaptations to the plan are regularly conducted.</p>	
		<p>1.3. Students who have adopted the notion that skipping class or being late for class is acceptable.</p>	<p>1.3. Active hallway monitoring by administrators and staff. Ongoing R-t-I process to redirect students who are chronically tardy.</p> <p>Increased AVID process/structure in more classes</p>	<p>1.3. Administrators, staff, and attendance specialist.</p> <p>Classroom teachers and AVID director</p>	<p>1.3. Appropriate behaviors are acknowledged.</p> <p>Behavioral errors are proactively corrected.</p> <p>More students demonstrating compliance</p>	<p>1.3. Decrease in number of student tardy report</p> <p>Increase in number of students in class each day</p> <p>Attendance data from Portal</p>

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

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

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

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)

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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)).

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1. Lack of Student Engagement due to developmental immaturity level of students and low parental engagement in	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan Creation of re-direction	1.1. SBLT	1.1. Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
To decrease the number of students suspended in school.	2568	10% decrease					

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<p>To decrease the number of students suspended out of school.</p> <p>To increase the number of students who are in school and in their class</p>	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School	school life and expectations.	program – The Success Academy		acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule
	288	10% decrease from prior year					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	2115	10% decrease from prior year					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	198	10% decrease from prior year					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

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

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

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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

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

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1. Dropout Prevention			1.1. Students lack skills to plan for future aspirations and create educational goals	1.1. Implement High Yield Instructional Strategies	1.1. Principal	1.1.	1.1. Walkthrough and teacher appraisal
Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>							
Improve current level of performance	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	<i>To be complete in the pre-populated version</i>	10% decrease from prior year					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	<i>To be complete in the pre-populated version</i>	Improve rate from prior year					
			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 and Schedules (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

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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)

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement <u>Parent Involvement Goal #1:</u> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	1.1. Lack of frequent home-school communication in a variety of formats, and allows for families to support and supervise their child's	1.1. Provide frequent home-school communication in a variety of formats, and allows for families to support and supervise their child's educational	1.1. SBLT	1.1. Volunteer hours count	1.1. Volunteer counts, documentation forms

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Largo Middle would like to increase the hours of volunteer involvement by 20%	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*	educational progress	progress			
	5303 hours	Increase by 20%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

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

Parent Involvement Budget

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

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

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to 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: <i>Enter narrative for the goal in this box.</i>	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.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a professional development or PLC activity.</small>

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

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

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			Subtotal:
			Total:

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>CTE Goal #1:</p> <p>To expand and re-orientate the existing business and technical education program at Largo Middle School into the Career and Technical Education (CTE) program. To provide students with the opportunity to explore the skills and academic requirements of the various career clusters/pathways. To provide an opportunity for students to position themselves to earn high school credits towards CTE subjects, upon completion of the middle school curriculum.</p>	<p>1.1</p> <p>Staff unfamiliarity with state requirement for students in career cluster courses.</p> <p>Scheduling conflicts with other courses.</p> <p>Inappropriate movement of students in and out of classes.</p>	<p>1.1.</p> <p>Introduce CTE Concepts to school administration and faculty.</p> <p>Encourage guidance counselors to become familiar with state requirement for CTE curriculum in middle school</p>	<p>1.1.</p> <p>Mr. Wright, the current BTE instructor</p>	<p>1.1.</p> <p>Students enrolled in CTE curriculum program</p>	<p>1.1.</p> <p>Students completing semester in a CTE course</p>
	<p>1.2</p> <p>Disinterest in future career opportunities by students</p>	<p>1.2</p> <p>Enroll 6th grade students in the base level course: <u>Orientation to Career Clusters</u>.</p> <p>Articulate student's progress from base courses to succeeding courses.</p>	<p>1.2.</p> <p>Mr. Wright and guidance counselors</p>	<p>1.2.</p> <p>Students enrolled in CTE curriculum.</p> <p>Students successfully matriculating from level to level in the CTE program.</p>	<p>1.2.</p> <p>Students completing CTE base course.</p> <p>Students successfully completing each level and proceeding to the next.</p>
	<p>1.3</p> <p>Students and parent lack of knowledge of future career prospects for students.</p> <p>Students reticence towards</p>	<p>1.3</p> <p>Inform parents of the CTE program as articulated by the State of Florida Department of Education.</p>	<p>1.3.</p>	<p>1.3.</p> <p>Students successfully matriculating from level to level in the CTE program</p>	<p>1.3.</p> <p>Students completing all three years of the middle school CTE program of studies and getting the credit.</p>

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	challenging work.	Structure 2 nd level courses in the CTE program to provide high level course content for each class. Include relevant and integrated course content. Include computer and Web-based curriculum material that can be utilized in other subject areas. Utilize Florida Choice and Career Exploration curriculum material.			
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CTE Professional Development

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

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:

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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)

Additional Goal I Wellness (s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Wellness			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1:	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
Improve current level of performance	A Data (Options): Not yet meeting Bronze Level on Healthy Schools Inventory Meeting Bronze Level on Healthy Schools Inventory	Options Set A: Not yet meeting Bronze Level on Healthy Schools Inventory Meeting Bronze Level on Healthy Schools Inventory Meeting Silver	A: Failure to form a Healthy School Team.	A: Complete Healthy Schools Program 6 Step Process online https://schools.healthiergeneration.org/	A: Healthy School Team (school administrator, physical education teacher, cafeteria manager, health teacher/elementary classroom teachers (optional members – students, parents, school nurse)	A: Completion of 6 th Step of the Healthy School Program online (Celebrate Successes)	A: Healthy School Inventory (Evaluate Your School) online

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	Meeting Silver Level on Healthy Schools Inventory	Level on Healthy Schools Inventory					
	Meeting Gold Level on Healthy Schools Inventory	Meeting Gold Level on Healthy Schools Inventory					
	B Data: Being Fit Matters/Fitnessgram Data by school will be inserted here.	B Data: Being Fit Matters/Fitnessgram School will improve students' scores on one Being Fit Matters/Fitnessgram Assessment scores for selected by school.	B: Failure to assess students and upload Being Fit Matters/Fitnessgram data	B: Complete Pre and Post Being Fit Matters/Fitnessgram student assessments and upload data	B: physical education teachers	B: Compare Pre and Post Being Fit Matters/Fitnessgram student assessments results	B: Being Fit Matters Statistical Report (Portal)
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Wellness Goals Professional Development

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

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

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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:

Additional Goal II Bradley MOU (s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
1. Additional Goal: Black Academic Achievement	1.1. Lack of interest by	1.1. Proactive student	1.1. Grade level	1.1. Content materials are	1.1. Lesson Plans &

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<p>Additional Goal #1: To increase the number of black students making academic gains in the core subject areas: Algebra; Advance Enrollment, and Honors Enrollment</p>	<p>2012 Current Level :*</p> <p><i>To be complete in the pre-populated version</i></p>	<p>2013 Expected Level :*</p> <p>All black students to make learning gains in reading and math</p>	<p>student</p>	<p>recruitment on campus</p> <p>Recruitment of parents to increase parental support</p>	<p>Assistant Principal</p> <p>Core subjects department chairs</p> <p>AVID director</p>	<p>differentiated by student interests, cultural background, prior knowledge of content, and skill level</p> <p>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)</p> <p>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners</p> <p>*Teachers provide small group instruction to target specific learning needs.</p> <p>These small groups are flexible and change with the content, project and assessments</p> <p>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty</p>	<p>Walkthrough</p>
				<p>1.2.Lack of differentiation of instruction</p>	<p>1.2. Recruit student into AVID</p>	<p>1.2. AVID director , guidance</p>	<p>1.2. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level</p> <p>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)</p> <p>*Models, examples and questions are appropriately</p>

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					<p>scaffolded to meet the needs of diverse learners</p> <p>*Teachers provide small group instruction to target specific learning needs.</p> <p>These small groups are flexible and change with the content, project and assessments</p> <p>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty</p>	
		1.3. Lack of Tutoring	1.3. Increased mentor participation Increase tutoring resources	1.3 Grade level Assistant Principal	<p>1.3. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level</p> <p>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)</p> <p>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners</p> <p>*Teachers provide small group instruction to target specific learning needs.</p> <p>These small groups are flexible and change with the content, project and assessments</p> <p>*Students are provided opportunities to</p>	1.3. Lesson Plans & Walkthrough

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					demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty	
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Additional MOU Goals Professional Development

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

Additional MOU 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

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			Subtotal:
			Total:

Additional Goal III Bradley MOU (s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Student Engagement for Black Students			1.1. Lack of Student Engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Decrease in Number of In-School Suspension Number of out-of-school suspensions
<u>Additional Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
There will be an increase in black student engagement	76.4%	Decrease the percent of Black students receiving referrals, and Receiving in school and out of school suspensions					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional MOU II Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (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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Additional MOU 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:

Additional Goal IV Bradley MOU (s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement
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Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Black graduation rate			1.1. Lack of Student Engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Increase in black graduation rate
<u>Additional Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
There will be an increase in black student graduation rate							
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional MOU Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (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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Additional MOU 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:

Additional Goal V Bradley MOU (s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement
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Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Black Advanced Coursework			1.1. Lack of differentiation of instruction	1.1. Differentiate Instruction	1.1. AP who evaluates teacher	1.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffold to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffold to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	1.1. Lesson Plans & Walkthrough Professional Development includes equity and cultural responsiveness
Additional Goal #1:	2012 Current Level :*	2013 Expected Level :*					
<i>There will be an increase percent of black students enrolled in rigorous advanced coursework</i> <i>There will be an increase in performance of black students in rigorous advanced coursework</i>	<i>To be complete in the pre-populated version</i>	Increase from prior year					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional MOU Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (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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Additional MOU 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)

Please provide the total budget from each section.	
Reading Budget	70781.62
Mathematics Budget	70781.62

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Science Budget	
	70781.62
Writing Budget	
	0
Attendance Budget	
	9880.41
Suspension Budget	
	9880.41
Dropout Prevention Budget	
	0
Parent Involvement Budget	
	40,941.67
Additional Goals	
	70781.62
	343828.97

Final Budget(Insert rows as needed)

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	70781.62
CELLA Budget	0
Mathematics Budget	70781.62
Science Budget	70781.62
Writing Budget	0
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	9880.41
Suspension Budget	9880.41
Dropout Prevention Budget	0
Parent Involvement Budget	40,941.67
STEM Budget	0
CTE Budget	0
Additional Goals	70781.62

343828.97

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

If No, describe the measures being taken to comply with SAC requirements.
We are currently recruiting SAC members, especially ones that fit within our minority/non school board employee needs. We are looking to offer meetings at a later time (after work hours) to allow for more parent participation.

Describe the activities of the SAC for the upcoming school year.
We will meet to discuss the implementation of systems that will help our students reach their potential of highest student achievement. This includes our focus on Fine Arts, AVID, Title I, enhanced learning systems, expansion of technology for our students, MTSS, and increased parent involvement.

Describe the projected use of SAC funds.	Amount
N/A	N/A

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