

# 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: Oceanway Middle School	District Name: Duval County
Principal: Terry Connor	Superintendent: Ed Pratt-Dannals
SAC Chair: Andy Morlock	Date of School Board Approval:

**Student Achievement Data and Reference Materials:**

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

**Administrators**

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Terry Connor	Master of Science Educational Leadership	9	5	2011-12Grade: B, Reading Mastery: 57% Math: 48% Writing: 85% Science: 47%. Did not make AYP for any student subgroup (White, Black, SWD, and SES). Reading Gains for lowest 25% (70), Math Gains for lowest 25% (58)
Assistant Principal	Juanita Church	Master of Science Educational Leadership	6	10	2011-12Grade: B, Reading Mastery: 57% Math: 48% Writing: 85% Science: 47%. Did not make AYP for any student subgroup (White, Black, SWD, and SES). Reading Gains for lowest 25% (70), Math Gains for lowest 25% (58)

June 2012

Rule 6A-1.099811

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### Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
	None	N/A	N/A	N/A	N/A

### 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. Participate in District Tans-fair	Administration	May 2013
2. Vacant faculty positions posted on District Website	Administration	Ongoing
3. Committee of current faculty participate in Interview process	Admin./Faculty	Ongoing
4. Highly qualified/effective teachers rewarded with Leadership Positions	Admin./Faculty	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
None out of field	PLC process, ongoing professional development onsite, Early release day trainings, Peer observations, Department meetings, CAST observations.

### *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
67	8.75%	23.75%	38.75%	28.75%	31.25%	45%	8.75%	3.75%	22.50%

### *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
Jacqueline Cinotti	Carolyn Lebet	Foreign Language Teachers /Former Teacher of the year	MINT program participation, Monthly PDF mtg., Focus Observations of experienced teachers, Formative Observations by mentor, Consultation with Dist. Cadre,
Janet Vaine	Travis Hayes	Expertise in Creative Writing/Highly experienced in mentoring novice teachers.	MINT program participation Monthly PDF mtg., Focus Observations of

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			experienced teachers, Formative Observations by mentor, Consultation with Dist. Cadre,
Odessa Mayer	Hannah Russell	AVID teachers on same team/Experience in Mentoring novice teachers	Monthly PDF mtg., Focus Observations of experienced teachers, Formative Observations by mentor, Consultation with Dist. Cadre, MINT
Bill Moredock	Dawan Bronson	Prior experience with Intensive Math/Effectiveness with using Technology in the classroom.	Monthly PDF mtg., Focus Observations of experienced teachers, Formative Observations by mentor, Consultation with Dist. Cadre, MINT
Lindsey Schaeffer	Tori Gordon	Effectiveness in teaching ELA curriculum	Monthly PDF mtg., Focus Observations of experienced teachers, Formative Observations by mentor, Consultation with Dist. Cadre, MINT
Joan Gavin	Joseph Yoo	Prior experience with effective social studies Instruction	Monthly PDF mtg., Focus Observations of experienced teachers, Formative Observations by mentor, Consultation with Dist. Cadre, MINT
Yvonne Tolbert	Rebekkah Link	Prior experience with effective social studies instruction	Alternative Cert. Participant, Consultation with dist. Cadre, Monthly mtg. with PDF. Frequent informal/formal consultation with mentor,
Crystal Emery	LaShay Hill	Math Department Lead/Effective Math instructor.	Alternative Cert. Participant, Consultation with dist. Cadre, Monthly mtg. with PDF. Frequent informal/formal consultation with mentor,

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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	N/A
Title I, Part C- Migrant	
Title I, Part D	
Title II	
Title III	
Title X- Homeless	
Supplemental Academic Instruction (SAI)	
Violence Prevention Programs	
Nutrition Programs	
Housing Programs	
Head Start	
Adult Education	
Career and Technical Education	
Job Training	
Other	

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. The MTSS team members are: Yvonne Tolbert, Shirley Blue, LaShay Hill, Patrina Lawrence, Odessa Mayer, Joann Simon, Linda Timmons, Caren Walrath, Caroline Lebet, Tanya Drell, Megan Green (Administrator).
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 MTSS team functions in a collective effort to reach every child. The team meets with grade level teams to assess current students who may be exhibiting “red flag” behavior in academics and behavior.
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 team will utilize designated documentation to keep track of the progress made with students and individual grade level teams. The Problem Solving process will guide the team in deciding the type of intervention that is best suited for the individual child. This process will correlate with the School Improvement Plan.
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. Teachers will utilize formative assessments in the form of Knowledge Tickets or Exit Slips to gauge student understanding and mastery of the benchmarks in reading, mathematics, science, and writing. Teachers will use Team Referrals to document and intervene when students are displaying Class I offenses in behavior.
Describe the plan to train staff on MTSS. The MTSS team will meet with grade level teams to discuss how the formative assessments are gauging student understanding. During this time, supplemental and intensive support will be discussed and implemented when necessary in the form of pull out time, small group instruction, and conferencing.
Describe the plan to support MTSS. Meetings/Trainings will be held on Monday mornings with grade level teams to discuss current deficiencies in academics and behavior.

### *Literacy Leadership Team (LLT)*



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### School-Based Literacy Leadership Team

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

Sara Skutt, Rebecca Boehm, Andy Francis, Lindsay Schaeffer, Tori Gordon, Susan Radugge, Betty McClendon, Jennifer Crouch, Jeffrey Haimowitz, B. Williams.

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

The LLT meets in conjunction with the MTSS Team, especially if the concern revolves around the child's literacy. The team meets as needed throughout the school year.

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

The major initiative for the LLT this year is to have at least 75% of all students reading and performing on grade level through novel studies each quarter in ELA classes.

### ***Public School Choice***

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

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

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

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

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

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

Every PLC is expected to utilize specific reading strategies within their lessons when possible. Reading strategies are reviewed during early release faculty trainings, and during planning periods or PLC meetings. Also, during instructional planning meetings teachers discuss how they implement reading strategies in their content areas. All teachers are required to have reading strategies posted in the classroom as they are taught, so students can refer to them as necessary. Specific focus walks are conducted by the administrative staff to observe the use of reading strategies throughout all content areas.

### *\*High Schools Only*

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

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

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

### *Postsecondary Transition*

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

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

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**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b>			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
<b>Reading Goal #1A:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>	<ol style="list-style-type: none"> <li>1. Time restraints</li> <li>2. Parents level of education.</li> <li>3. Making reading a priority school-wide.</li> <li>4. Reading strategies inconsistently taught through all contents.</li> <li>5. Access to high interest, appropriate lexile level books.</li> <li>6. Validity of data due to the frequency of testing.</li> <li>7. Availability of computers for all students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Reading strategies explicitly taught through content classes.</li> <li>2. Sustained silent reading the first fifteen minutes during P.E. class.</li> <li>3. Weekly PLC collaborations.</li> <li>4. Data chats regarding current assessment results.</li> <li>5. Adjust instruction based on data.</li> <li>6. Celebrations for meeting reading goals.</li> <li>7. Weekly Reading log</li> </ol>	<ol style="list-style-type: none"> <li>1. Administrators</li> <li>2. District Coach</li> <li>3. Rtl Team</li> <li>4. ELA PLC</li> <li>5. Steering Committee Members</li> </ol>	<ol style="list-style-type: none"> <li>1. Administer baseline and post test for each unit via LSAs.</li> <li>2. Disaggregate data during weekly PLC meetings.</li> <li>3. Monitor progress towards monthly reading goals via ELA classes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Benchmark testing</li> <li>2. Learning Schedule Assessments</li> <li>3. Progress Monitoring Assessments</li> <li>4. Informal Assessments.</li> </ol>
Students achieving level 3 in reading will increase proficiency on the grade level NGSS/CC standards in Reading through the use of technology.	32% (370)	42% (407)					

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				checks.			
			1A.2.	1A.2. 8. Use compass odyssey for differentiated instruction	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3. 9. Teach test-taking strategies for online testing	1A.3.	1A.3.	1A.3.
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Reading Goal #1B:	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
*DNA	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</b>			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
<b>Reading Goal #2A:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	<ol style="list-style-type: none"> <li>1. Time restraints</li> <li>2. Parents level of education.</li> <li>3. Making reading a priority school-wide.</li> <li>4. Reading strategies inconsistently taught through all contents.</li> <li>5. Access to high interest, appropriate lexile level books.</li> <li>6. Validity of data due to the frequency of testing.</li> <li>7. Availability of computers for all students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Reading strategies explicitly taught through content classes.</li> <li>2. Sustained silent reading the first fifteen minutes during P.E. class.</li> <li>3. Weekly PLC collaborations.</li> <li>4. Data chats regarding current assessment results.</li> <li>5. Adjust instruction based on data.</li> <li>6. Celebrations for meeting reading goals.</li> <li>7. Weekly Reading log checks.</li> </ol>	<ol style="list-style-type: none"> <li>1. Administrators</li> <li>2. District Coach</li> <li>4. RtI Team</li> <li>5. ELA PLC</li> <li>6. Steering Committee Members</li> </ol>	<ol style="list-style-type: none"> <li>1. Administer baseline and post test for each unit via LSAs.</li> <li>2. Disaggregate data during weekly PLC meetings.</li> <li>3. Monitor progress towards monthly reading goals via ELA classes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Benchmark testing</li> <li>2. Learning Schedule Assessments</li> <li>3. Progress Monitoring Assessments</li> <li>4. Informal Assessments.</li> </ol>
Students achieving level 4 and higher in reading will increase proficiency on the grade level NGSS/CC standards in Reading.	<b>26% (230)</b>	<b>30% (237)</b>					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.

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<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Reading Goal #2B:  N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	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
<b>3A. FCAT 2.0: Percentage of students making learning gains in reading.</b>			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
<b>Reading Goal #3A:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	<ol style="list-style-type: none"> <li>1. Instructional time constraints</li> <li>2. Parents level of education.</li> <li>3. Making reading a priority school-wide.</li> <li>4. Reading strategies inconsistently taught through all contents.</li> <li>5. Access to books that are high interest, appropriate lexile level.</li> <li>6. Validity of data due to the frequency of testing.</li> <li>7. Availability of computers for all students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Student conferencing</li> <li>2. Implement Super Six reading strategies across core content classes.</li> <li>3. Instructional grouping based on skill levels</li> <li>4.</li> </ol>	<ol style="list-style-type: none"> <li>1. Administrators</li> <li>2. District Coach</li> <li>4. RtI Team</li> <li>5. ELA PLC</li> <li>6. Steering Committee Members</li> <li>7. Action Team Members</li> </ol>	<ol style="list-style-type: none"> <li>1. Administer baseline and post test for each unit via LSAs.</li> <li>2. Disaggregate data during weekly PLC meetings.</li> <li>3. Monitor progress towards monthly reading goals via ELA classes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Benchmark testing</li> <li>2. Learning Schedule Assessments</li> <li>3. Progress Monitoring Assessments</li> <li>4. Informal Assessments.</li> </ol>
The number of students making learning gains in Reading will increase.	68% (775)	73% (813)					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.

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<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</b>			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Reading Goal #3B:  *DNA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
<b>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</b>			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.			
<b>Reading Goal #4A:</b> Students in the lowest quartile will increase the learning gains in Reading.	<table border="1"> <tr> <td>2012 Current Level of Performance:*</td> <td>2013 Expected Level of Performance:*</td> </tr> <tr> <td>70% (196)</td> <td>75%(206)</td> </tr> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	70% (196)	75%(206)	<ol style="list-style-type: none"> <li>1. Reading strategies inconsistently taught through all contents.</li> <li>2. Access to high interest, appropriate lexile level books.</li> <li>3. Validity of data due to the frequency of testing.</li> <li>4. Availability of computers for all students.</li> <li>5. Less instructional time due to budget constraints.</li> </ol>	<ol style="list-style-type: none"> <li>1. School-wide intervention plan for struggling readers</li> <li>2. Morning Tutoring</li> <li>3. Team-Up program</li> <li>4. Monthly Buc pass for lexile level increases.</li> <li>5. Student of the week recognition for meeting monthly reading goals.</li> <li>6. Grade level celebrations for meeting school reading goals.</li> <li>7. Intensive Reading double blocked.</li> </ol>	<ol style="list-style-type: none"> <li>1. Administrators</li> <li>2. District Coach</li> <li>4. RtI Team</li> <li>5. ELA PLC</li> <li>6. Steering Committee Members</li> <li>7. Action Team Members</li> </ol>	<ol style="list-style-type: none"> <li>1. Administer baseline and post test for each unit via LSAs.</li> <li>2. Disaggregate data during weekly PLC meetings.</li> <li>3. Monitor progress towards monthly reading goals via ELA classes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Benchmark testing</li> <li>2. Learning Schedule Assessments</li> <li>3. Progress Monitoring Assessments</li> <li>4. Informal Assessments.</li> </ol>
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*								
	70% (196)	75%(206)								
	4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	4A.2.				
	4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	4A.3.				
<b>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.</b>			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.			

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Reading Goal #4B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
*DNA	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b> Grade B: Reading Mastery 57% Math: 48%, Writing: 85%, Science: 47%. Did not make AYP for any student subgroup	Grade: B, Reading Mastery: 57% Math Mastery: 48%.	Grade: Reading Mastery: Math Mastery:	Grade: Reading Mastery: Math Mastery:	Grade: Reading Mastery: Math Mastery:	Grade: Reading Mastery: Math Mastery:	Grade: Reading Mastery: Math Mastery:
	<b>Reading Goal #5A:</b>  All students will make a year's growth in Reading as measured by the NGSS/Common Core Standards.						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b>	<b>Reading Goal #5B:</b>  Increase reading proficiency for all subgroups not making satisfactory progress in Reading.		5A.1.  1. Less instructional time due to budget constraints.  2. Access to high interest, appropriate lexile level books.  3. Validity of data due to the frequency of testing.  4. Availability of computers for all students.	5A.1.  1. Students will be assigned recovery path as soon as they begin to struggle.  2. School-wide intervention plan for struggling readers  3. Morning Tutoring  4. Team-Up program  5. Monthly Buc pass for lexile level increases.  6. Student of the week recognition for meeting monthly reading	4A.1.  1. Administrators  2. District Coach  4. RtI Team  5. ELA PLC  6. Steering Committee Members  7. Action Team Members	4A.1.  1. Administer baseline and post test for each unit via LSAs.  2. Disaggregate data during weekly PLC meetings.  3. Monitor progress towards monthly reading goals via ELA classes.	4A.1.  1. Benchmark testing  2. Learning Schedule Assessments  3. Progress Monitoring Assessments  4. Informal Assessments.
		2012 Current Level of Performance: White:38% (282) Black:52% (148) Hispanic:39% (26) Asian: 23% (6) American Indian: N/A	2013 Expected Level of Performance: White:(33%)(268) Black:45% (133) Hispanic:34% (25) Asian: 18% (5) American Indian: N/A				

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				goals. 7. Grade level celebrations for meeting school reading goals. 8. Intensive Reading double blocked.			
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>			1.1. Teacher use of prior vocabulary	1.1. School wide academic vocabulary will help students increasingly complex (i.e. Word of the week, Word Wall e)	1.1. Department Heads, Team Leaders and Administration	1.1. Lesson Plans will be review to look for evidence of academic vocabulary being infused into students learning activities	1.1. FAIR and FCAT score improvement
<b>Reading Goal #5C:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
80% of our ELL students will be proficient in Listening/Speaking English	75% (6 out of 8) are proficient	<b>80% (8)</b>					
			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
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>			5D.1. Large range of SWD population within one class.	5D.1. Co-teachers will assist the SWD population with instruction  Use of supplemental resources and strategies  Differentiate instruction	5D.1. ESE liaison Administration teachers	5D.1. Use assessments to measure growth. (Scoring 70% or higher)	5D.1. Data
<b>Reading Goal #5D:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
To increase the number of students with disabilities who are making satisfactory progress in Reading.	<b>61% (65)</b>	<b>70% (70)</b>					
			5D.1. Less instructional time due to budget constraints.	5D.1. Using a school-wide system of intervention for students struggling with essential outcomes.	5D.1. Administrators Leadership Team RtI Team	5D.1. Common assessment data District Benchmark Data FCAT Data	5D.1. Assessment data

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool					
<b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>  <b>Reading Goal #5E:</b> Economically disadvantaged students who are not making satisfactory progress in Reading will decrease.			5E.1. Possible attendance issues.	5E.1. Hold quarterly parent night workshops with dinner provided by SAC or other organizations to address their concerns and explain the importance of good attendance.	5E.1. Administrators Leadership Team RtI Team	5E.1. Book log check Common assessment data District Benchmark Data FCAT Data	5E.1. Assessment data					
			Lack of parental support.	Basic survival needs overriding the value of an education and/or reading.	Access to books outside of school.	School fundraiser to purchase books to donate to disadvantage families.  Quarterly reading goal celebration with prizes for recognitions.						
			<table border="1"> <tr> <th>2012 Current Level of Performance:*</th> <th>2013 Expected Level of Performance:*</th> </tr> <tr> <td><b>49% (290)</b></td> <td><b>40%(264)</b></td> </tr> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	<b>49% (290)</b>	<b>40%(264)</b>					
			2012 Current Level of Performance:*	2013 Expected Level of Performance:*								
<b>49% (290)</b>	<b>40%(264)</b>											
	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
Writing	7/8	Skutt	ELA Department	Early Release	Student Portfolios Artifacts	Administrator

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Reading Strategies	6/7/8	Skutt/Walrath	ELA Department	Early Release	Student Portfolios Artifacts	Administrator
Prioritizing Curriculum & Collaborative Team Planning	6	District	6 <sup>th</sup> grade ELA PLC	Once a month	Product completion for each session	Administrator

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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
Students will be given Bucs passes to encourage more reading. We have implemented the <b>“Read it Forward Jax” Super Six Research-based Comprehension Strategies</b> across grade levels through a novel study.	Lanyards and I.D. Badges for Bucs Passes  Laminated Bookmarks	School fundraiser dance	1000.00
			<b>Subtotal:</b>

Technology

Strategy	Description of Resources	Funding Source	Amount
<b>Two on site computer labs</b> and technology based instructional programs such as Brain Pop, will be made available for teachers to utilize.	Computer Labs ELMOs Grade Cams		
			<b>Subtotal:</b>

Professional Development

Strategy	Description of Resources	Funding Source	Amount
Our teachers have been given time and training in prioritizing the curriculum and using student voice to make informed instructional decisions.	TDE to attend district trainings, and school-level training/planning sessions. Student Self-Assessment tools	General Operating School Funds	5,000.00
			<b>Subtotal:</b>

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Other			
Strategy	Description of Resources	Funding Source	Amount
<b>FCAT Test Maker 2.0</b>		General Operating School Funds	1,150.00
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Reading Goals*

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**Comprehensive English Language Learning Assessment (CELLA) Goals**

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring proficient in listening/speaking.</b>		1.1. Teacher use of prior vocabulary	1.1. School wide academic vocabulary will help students increasingly complex (i.e. Word of the week, Word Wall e)	1.1. Department Heads, Team Leaders and Administration	1.1. Lesson Plans will be review to look for evidence of academic vocabulary being infused into students learning activities	1.1. FAIR and FCAT score improvement.
CELLA Goal #1: 80% of our ELL students will be proficient in Listening/Speaking English	2012 Current Percent of Students Proficient in Listening/Speaking:					
	75% (6 out of 8) are proficient					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring proficient in reading.</b>		2.1. Lack of standard based instruction	2.1. Implement high level instructional strategies	2.1. Administration	2.1. Determine if teachers' lesson plans focus on essential learning objectives and goals by specifically stating the purpose for learning.	2.1. Walkthrough
CELLA Goal #2: 30% of our ELL students will be proficient in Reading	2012 Current Percent of Students Proficient in Reading:					
	25% (2 out of 8) are proficient.					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3. Students scoring proficient in writing.</b>		3.1 Lack of differentiated instruction	3.1. Set and communicate purpose of learning and goals in each lesson	3.1 Administration	3.1 Determine if teachers has aligned the course standard or benchmark to the district/school benchmarks	3.1 Lesson Plans
CELLA Goal #3:	2012 Current Percent of Students Proficient in Writing :					
55% of our ELL students will be proficient in Reading	50% (4 out of 8) are proficient					
		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
Continuation of “Word of the week” to provide update focus on current vocabulary	This will be created by the teachers, department head and administration	No funding needed	\$0
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of CELLA Goals*

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**Elementary School Mathematics Goals**

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

<b>Elementary Mathematics Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
<b>Mathematics Goal #1A:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<b>Mathematics Goal #1B:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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**Elementary School Mathematics Goals**

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

<b>Elementary Mathematics Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
<b>Mathematics Goal #1A:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<b>Mathematics Goal #1B:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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



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

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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>5A. In six years school will reduce their achievement gap by 50%.</b> <b>Mathematics Goal #5A:</b> <i>Enter narrative for the goal in this box.</i>	<b>Baseline data 2010-2011</b>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b> <b>Mathematics Goal #5B:</b> <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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

*End of Elementary School Mathematics Goals*

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**Middle School Mathematics Goals**

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

Middle School Mathematics 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
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	1) Fear of understanding Math due to lack of confidence. 2) Parents level of education and/or lack of involvement 3) Staff /students computer literacy skills. 4) Scheduling issues regarding student placement. 5) Access to interactive textbooks on-line. 6) Copy paper and toner supplies for Accelerated Math	1) Use Team-Up specifically for lower achieving students. These students will receive additional help and time via Compass Odyssey as well as tutoring. 2) Increase teachers’ use of technology, via computer labs and in class to access Compass Odyssey, Brain Pop, 3) Provide before and after school access to students (via labs) who do not have internet at home. 4) Daily warm-ups will be used by teachers to peek student’s interest in math content. 5) Student conferencing during class & team time with a focus on math targets. 7) Faculty professional development training will be conducted as necessary.	1) Teachers 2) Curriculum and Instruction Action Team. 3) RtI Action Team 4) Team -Up	1) The “ <b>Assessment Tracking Tool</b> ” will be very useful in monitoring the effectiveness of strategies. 2) Reports generated from Grade Cam are also used. 3) Teachers will use reports from INFORM and OnCourse progress reports 4) Students are encouraged to use student self-reflection while completing tasks. 5) Team time teacher observation and in-put. 6) PLC collaboration using data from baseline and post assessments.	1) Compass Odyssey and Grade Cam reports. 2) Formative and summative assessments 3) Baseline and Post Tests provided by the district and loaded into Inform 4) Knowledge tickets used for teacher and student reflection. 5) Focus Walks “look for(s)” 6) Interactive tools from textbook for student use 7) Teachers will update progress monitoring tool and make necessary adjustments to instruction after each common assessment cycle.
#1A: Increase the percentage of students scoring a level 3 or above in math.	50% (572)	60% (629)					

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				8) Provide needed training for teachers on using Grade Cam, Accelerated Math and other classroom technologies.			
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<b>Mathematics Goal #1B:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<u>Mathematics Goal</u> #2A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	1) Past negative experiences in learning math. 2) Parents level of education and/or lack of involvement 3) Staff /students computer literacy skills. 4) Scheduling issues regarding student placement. 5) Access to interactive textbooks on-line.	1) Increase teachers' use of technology, via computer labs and in class to access Compass Odyssey, Brain Pop, Grade Cams and other tech programs. 2) Provide before and after school access to students (via labs) who do not have internet at home. 3) Daily warm-ups will be used by teachers to peek student's interest in math content. 4) Student conferencing during class & team time with a focus on math targets. 5) Faculty professional development training will be conducted as necessary.	1) Teachers 2) Curriculum and Instruction Action Team. 2) RtI Action Team 3) Team -Up	1) Accelerated Math and Intensified Algebra for all Level 3. 2) Reports generated from Grade Cam 3) Teachers will use reports from Insight, Inform, and progress reports 4) Students are encouraged to use student self-reflection while completing tasks.	1) Compass Odyssey and Grade Cam reports. 2) Formative and summative assessments 3) Exit tickets used for teacher and student reflection. 4) Focus Walks "look for(s)" 5) Interactive tools from textbook for student use 6) Teachers will update progress monitoring tool and make necessary adjustments to instruction after each common assessment cycle.
The number of students scoring at or above Achievement Levels 4 and 5 will increase.	19% (214)	24% (224)					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.



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<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>			Level of Functioning Limited time Literacy	Lower level material fundamental skills Compass Odyssey	Ms. Simon Ms. Emery	Periodic quizzes Graded work Compass Odyssey	C.O. Reports Grades
Mathematics Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Increase scores by 25% on the 2012/13 FAA	76% (2)	78% (2)					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b></p> <p><u>Mathematics Goal</u> #3A: The percentage of students making learning gains in mathematics will increase.</p>			<p>3A.1. 1.) Parents level of education and/or lack of involvement</p> <p>2.) Staff /students computer literacy skills.</p> <p>3.) Scheduling issues regarding student placement.</p> <p>4.) Access to interactive textbooks on-line.</p> <p>5.) Copy paper and toner supplies for Accelerated Math and Agile Mind</p>	<p>3A.1. 1) Use Intensive Math specifically for lower achieving students. These students will receive additional help and time via Compass Odyssey. 2) Increase teachers’ use of technology, via computer labs and in class to access Compass Odyssey, Brain Pop, Agile Mind and Accelerated Math 3) Provide before and after school access to students (via labs) who do not have internet at home. 4) Daily warm-ups will be used by teachers to peak students’ interest in math content. 5) Student conferencing during class with a focus on math targets. 6) Faculty professional development training will be conducted as necessary. 7) Provide needed training for teachers on using Grade Cam, Accelerated Math and other classroom technologies. 8) Use AVID program and</p>	<p>3A.1. 1) Teachers 2) Data and Technology Action Team. 3) RtI Action Team 4) Team -Up</p>	<p>3A.1. 1) The “<b>Assessment Tracking Tool</b>” will be very useful in monitoring the effectiveness of strategies. 2) Reports generated from Accelerated Math are also used. 3) Teachers will use reports from INFORM and OnCourse progress reports 4) Students are encouraged to use student self-reflection while completing tasks. 5) PLC collaboration using data from LSA baseline and post assessments.</p>	<p>3A.1. 1) Compass Odyssey and Accelerated Math reports. 2) Formative and summative assessments 3) Baseline and Post Tests provided by the district and loaded into Inform 4) Knowledge tickets used for teacher and student reflection. 5) Focus Walks “look for(s)” 6) Interactive tools from textbook for student use 7) Teachers will update progress monitoring tool and make necessary adjustments to instruction after each assessment period.</p>
	<p><u>2012 Current Level of Performance:*</u> <b>62% (711)</b></p>	<p><u>2013 Expected Level of Performance:*</u> <b>72% ( 782)</b></p>					

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				strategies to teach organizational and study skills.  9) Accelerated Math allows the students to progress at a rate appropriate for their mastery level.			
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<b>Mathematics Goal #3B:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool						
<p><b>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b></p> <table border="1"> <tr> <td><u>Mathematics Goal</u></td> <td><u>2012 Current Level of Performance:*</u></td> <td><u>2013 Expected Level of Performance:*</u></td> </tr> <tr> <td>#4A: The percentage of students in the lowest 25% making learning gains in Mathematics will increase.</td> <td>58% (72)</td> <td>63% (108)</td> </tr> </table>			<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	#4A: The percentage of students in the lowest 25% making learning gains in Mathematics will increase.	58% (72)	63% (108)	<p>4A.</p> <ol style="list-style-type: none"> <li>1) Past negative experiences in math.</li> <li>2) Parents’ level of education and/or lack of involvement</li> <li>3) Staff /students computer literacy skills.</li> <li>4) Scheduling issues regarding student placement.</li> <li>5) Access to interactive textbooks on-line.</li> <li>6) Copy paper and toner supplies for Accelerated Math and Agile Mind</li> <li>7) Students’ lack of confidence.</li> </ol>	<p>4A.1.</p> <ol style="list-style-type: none"> <li>1) Use Intensive Math specifically for lower achieving students. These students will receive additional help and time via Compass Odyssey.</li> <li>2) Increase teachers’ use of technology, via computer labs and in class to access Compass Odyssey, Brain Pop, Agile Mind and Accelerated Math</li> <li>3) Provide before and after school access to students (via labs) who do not have internet at home.</li> <li>4) Daily warm-ups will be used by teachers to peak students’ interest in math content.</li> <li>5) Student conferencing during class with a focus on math targets.</li> <li>6) Faculty professional development training will be conducted as necessary.</li> <li>7) Provide needed training for teachers on using Grade Cam, Accelerated Math and other classroom technologies.</li> <li>8) Use AVID program and</li> </ol>	<p>4A.1.</p> <ol style="list-style-type: none"> <li>1) Teachers</li> <li>2) Data and Technology Action Team.</li> <li>3) RtI Action Team</li> <li>4) Team -Up</li> </ol>	<p>4A.1.</p> <ol style="list-style-type: none"> <li>1) The “<b>Assessment Tracking Tool</b>” will be very useful in monitoring the effectiveness of strategies.</li> <li>2) Reports generated from Accelerated Math</li> <li>3) Teachers will use reports from INFORM and OnCourse progress reports</li> <li>4) Students are encouraged to use student self-reflection while completing tasks.</li> <li>5) PLC collaboration using data from LSA baseline and post assessments.</li> </ol>	<p>4A.1.</p> <ol style="list-style-type: none"> <li>1) Compass Odyssey and Accelerated Math reports.</li> <li>2) Formative and summative assessments</li> <li>3) Baseline and Post Tests provided by the district and loaded into Inform</li> <li>4) Knowledge tickets used for teacher and student reflection.</li> <li>5) Focus Walks “look for(s)”</li> <li>6) Interactive tools from textbook for student use</li> <li>7) Teachers will update progress monitoring tool and make necessary adjustments to instruction after each assessment period.</li> </ol>
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>											
#4A: The percentage of students in the lowest 25% making learning gains in Mathematics will increase.	58% (72)	63% (108)											

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				strategies to teach organizational and study skills.  9) Offer incentives to low level students who show improvement on LSA's.			
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
<b>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.</b>			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
<u>Mathematics Goal #4B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017											
<b>5A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>																	
<b>Mathematics Goal #5A:</b> <i>Enter narrative for the goal in this box.</i>																		
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool												
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>		1) Strong dislike of Math due to past experiences. 2) Parents' level of education and/or lack of involvement 3) Staff /students computer literacy skills. 4) Scheduling issues regarding student placement. 5) Access to interactive textbooks on-line. 6) Copy paper and toner supplies for Accelerated Math 7) Students' lack of confidence.	1) Use Intensive Math specifically for lower achieving students. These students will receive additional help and time via Compass Odyssey. 2) Increase teachers' use of technology, via computer labs and in class to access Compass Odyssey, Brain Pop, and Accelerated Math 3) Provide before and after school access to students (via labs) who do not have internet at home. 4) Daily warm-ups will be used by teachers to peak students' interest in math content. 5) Student conferencing during class with a focus on math targets.	1) Teachers 2) Data and Technology Action Team. 3) RtI Action Team 4) Team -Up	1) The "Assessment Tracking Tool" will be very useful in monitoring the effectiveness of strategies. 2) Reports generated from Accelerated Math 3) Teachers will use reports from INFORM and OnCourse progress reports 4) Students are encouraged to use student self-reflection while completing tasks. 5) PLC collaboration using data from LSA baseline and post assessments.	1) Compass Odyssey and Accelerated Math reports. 2) Formative and summative assessments 3) Baseline and Post Tests provided by the district and loaded into Inform 4) Knowledge tickets used for teacher and student reflection. 5) Focus Walks "look for(s)" 6) Interactive tools from textbook for student use 7) Teachers will update progress monitoring tool and make necessary adjustments to instruction												
<b>Mathematics Goal #5B:</b> All subgroups not making satisfactory progress in math will improve performance.	<table border="1"> <thead> <tr> <th>2012 Current Level of Performance:*</th> <th>2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>White:46% (747)</td> <td>White:40% (702)</td> </tr> <tr> <td>Black:67% (179)</td> <td>Black:62% (170)</td> </tr> <tr> <td>Hispanic:38% (26)</td> <td>Hispanic:33% (25)</td> </tr> <tr> <td>Asian:35% (9)</td> <td>Asian:30% (4)</td> </tr> <tr> <td>American Indian:</td> <td>American Indian:</td> </tr> </tbody> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	White:46% (747)	White:40% (702)	Black:67% (179)	Black:62% (170)	Hispanic:38% (26)	Hispanic:33% (25)	Asian:35% (9)	Asian:30% (4)	American Indian:	American Indian:					
2012 Current Level of Performance:*	2013 Expected Level of Performance:*																	
White:46% (747)	White:40% (702)																	
Black:67% (179)	Black:62% (170)																	
Hispanic:38% (26)	Hispanic:33% (25)																	
Asian:35% (9)	Asian:30% (4)																	
American Indian:	American Indian:																	

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				<p>6) Faculty professional development training will be conducted as necessary.</p> <p>7) Provide needed training for teachers on using Grade Cam, Accelerated Math and other classroom technologies.</p> <p>8) Use AVID program and strategies to teach organizational and study skills.</p> <p>9) Offer incentives to low level students who show improvement on LSA's.</p> <p>10) Provide students with guided notes and model how to use.</p>			after each assessment period.
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>			5C.1. Students not enrolled in a math safety net	5C.1.* Enroll ELL students will a Level 2 or lower on the Math FCAT in Intensive Math	5C.1. AP Curriculum Teacher Counselor	5C.1.* Review grades in Intensive Math and standard math class regularly	5C.1.* Compass Odyssey
<u>Mathematics Goal</u> #5C:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
30% of our ELL students will be proficient in Mathematics	25% (2 out of 8) are proficient	30% (3 out of 8) are expected to be proficient					
5C.2. Student language barrier 5C.3. Teachers not utilizing ESOL instructional Strategies			5C.2. Link parent with information at ESOL centers	5C.2.Counselor School ESOL Coordinator	5C.2.Math assessments	5C.2. CELLA and FCAT	5C.2.
			5C.3.Give teachers a list of ESOL instructional strategies	5C.3. School ESOL Coordinator Administration	5C.3.Reviw teacher lesson plans	5C.3.Progress Reports and Report cards	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
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>			5D.1. Time Level of functioning	5D.1. Accelerated Math Compass Odyssey Extra practice Tutoring	5D.1. Teachers Team Up RtI Action Team	5D.1. Reports from A.M. and C.O. Self reflections	5D.1. Baselines Reports from C.O. and A.M.
<u>Mathematics Goal</u> #5D:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Decrease the percentage of students with Disabilities that are not making satisfactory progress in mathematics.	70% (76)	60% (69)					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.



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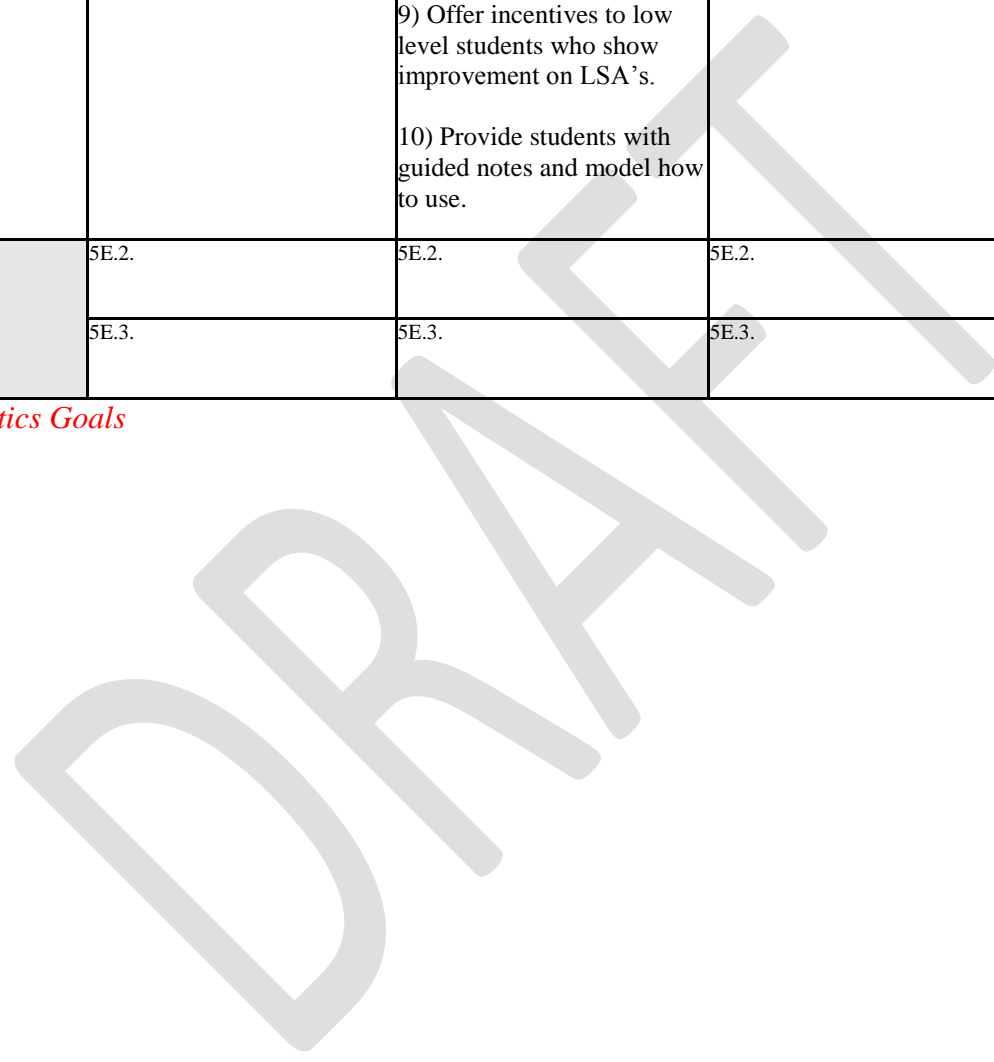
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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>			1) Strong dislike for Math due to past experiences. 2) Parents’ level of education and/or lack of involvement 3) Staff /students computer literacy skills. 4) Scheduling issues regarding student placement. 5) Access to interactive textbooks on-line. 6) Copy paper and toner supplies for Accelerated Math 7) Students’ lack of confidence.	1) Use Intensive Math specifically for lower achieving students. These students will receive additional help and time via Compass Odyssey. 2) Increase teachers’ use of technology, via computer labs and in class to access Compass Odyssey, Brain Pop, and Accelerated Math 3) Provide before and after school access to students (via labs) who do not have internet at home. 4) Daily warm-ups will be used by teachers to peak students’ interest in math content. 5) Student conferencing during class with a focus on math targets. 6) Faculty professional development training will be conducted as necessary. 7) Provide needed training for teachers on using Grade Cam, Accelerated Math and other classroom technologies. 8) Use AVID program and strategies to teach	1) Teachers 2) Data and Technology Action Team. 3) RtI Action Team 4) Team -Up	1) The “ <b>Assessment Tracking Tool</b> ” will be very useful in monitoring the effectiveness of strategies. 2) Reports generated from Accelerated Math 3) Teachers will use reports from INFORM and OnCourse progress reports 4) Students are encouraged to use student self-reflection while completing tasks. 5) PLC collaboration using data from LSA baseline and post assessments.	1) Compass Odyssey and Accelerated Math reports. 2) Formative and summative assessments 3) Baseline and Post Tests provided by the district and loaded into Inform 4) Knowledge tickets used for teacher and student reflection. 5) Focus Walks “look for(s)” 6) Interactive tools from textbook for student use 7) Teachers will update progress monitoring tool and make necessary adjustments to instruction after each assessment period.
<b>Mathematics Goal #5E:</b> Economically Disadvantaged students who are not making satisfactory progress in math will improve performance.	2012 Current Level of Performance:* <b>60% (584)</b>	2013 Expected Level of Performance:* <b>50% (526)</b>					

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			organizational and study skills. 9) Offer incentives to low level students who show improvement on LSA's. 10) Provide students with guided notes and model how to use.			
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

*End of Middle School Mathematics Goals*



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**Florida Alternate Assessment High School Mathematics Goals**

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

<b>High School Mathematics Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Mathematics Goal #1:</b> Enter narrative for the goal in this box.	<b>2012 Current Level of Performance:*</b> Enter numerical data for current level of performance in this box.	<b>2013 Expected Level of Performance:*</b> Enter numerical data for expected level of performance in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>Mathematics Goal #2:</b> Enter narrative for the goal in this box.	<b>2012 Current Level of Performance:*</b> Enter numerical data for current level of performance in this box.	<b>2013 Expected Level of Performance:*</b> Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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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
<b>3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>			3.1.	3.1.	3.1.	3.1.	3.1.
<b>Mathematics Goal #3:</b> Enter narrative for the goal in this box.	<b>2012 Current Level of Performance:*</b> Enter numerical data for current level of performance in this box.	<b>2013 Expected Level of Performance:*</b> Enter numerical data for expected level of performance in this box.					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
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
<b>4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.</b>			4.1.	4.1.	4.1.	4.1.	4.1.
<b>Mathematics Goal #4:</b> Enter narrative for the goal in this box.	<b>2012 Current Level of Performance:*</b> Enter numerical data for current level of performance in this box.	<b>2013 Expected Level of Performance:*</b> Enter numerical data for expected level of performance in this box.					
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.	4.3.

*End of Florida Alternate Assessment High School Mathematics Goals*

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

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Algebra 1.</b>			1) Poor study habits	1) Schedule students in Intensive Algebra	1) Teachers	1) Teachers will meet weekly in their PLC's to discuss content strengths and weaknesses.	1) Accelerated Math and Compass Odyssey reports
<b>Algebra 1 Goal #1:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>	2) Lack of confidence	2) Implement the use of Accelerated Math in all classrooms	2) Curriculum and Instruction Action Team.		2) District developed baseline and posttests
Students scoring at Achievement Level 3 in Algebra will increase.	62% (158)	67% (166)	3) Parents level of education and/or lack of involvement	3) Use Team-Up specifically for lower achieving students. These students will receive additional help and time via Compass Odyssey as well as tutoring.	2)3RTI Action Team	2) Teachers will use reports generated from Insight, Accelerated Math, and other tech programs to determine next steps.	3) Exit tickets used for teacher and student reflection.
			4) Staff/students computer literacy skills	4) Increase teachers' use of technology, via computer labs and in class to access Compass Odyssey, Brain Pop, Grade Cams and other tech programs.		3) Students are encouraged to use student self-reflection while completing tasks.	4) Focus Walks "look for(s)"
			5) Scheduling issues regarding student placement	5) Provide before and after school access to students (via labs) who do not have internet at home.		4) Intensive Algebra teacher observation and input.	
			5) Access to internet (textbooks on-line, odyssey, FCAT explorer, gizmos...)	6) Implement a school-wide notebook modeled after the AVID notebook for all students			
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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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
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</b>			1) Poor study habits	1) Schedule students in Intensive Algebra	1) Teachers	1) Teachers will meet weekly in their PLC's to discuss content strengths and weaknesses.	1) Accelerated Math and Compass Odyssey reports
<b>Algebra Goal #2:</b> The number of students scoring at or above Achievement Levels 4 and 5 in Algebra 1 will increase as measured by NGSSS/CC standards.	<u>2012 Current Level of Performance:*</u> <b>24% (38)</b>	<u>2013 Expected Level of Performance:*</u> <b>29% (40)</b>	2) Lack of confidence	2) Implement the use of Accelerated Math in all classrooms	2) Curriculum and Instruction Action Team.	2) Teachers will use reports generated from Insight, Accelerated Math, and other tech programs to determine next steps.	2) District developed baseline and posttests
			3) Parents level of education and/or lack of involvement	3) Use Team-Up specifically for lower achieving students. These students will receive additional help and time via Compass Odyssey as well as tutoring.	2)3RTI Action Team	2) Teachers will use reports generated from Insight, Accelerated Math, and other tech programs to determine next steps.	3) Exit tickets used for teacher and student reflection.
			4) Staff/students computer literacy skills	4) Increase teachers' use of technology, via computer labs and in class to access Compass Odyssey, Brain Pop, Grade Cams and other tech programs.		3) Students are encouraged to use student self-reflection while completing tasks.	4) Focus Walks "look for(s)"
		5) Scheduling issues regarding student placement	5) Provide before and after school access to students (via labs) who do not have internet at home.		4) Intensive Algebra teacher observation and input.	5) Interactive tools from textbook for student use	
		5) Access to internet (textbooks on-line, odyssey, FCAT explorer, gizmos...)	6) Implement a school-wide notebook modeled after the AVID notebook for all students				
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>							
Algebra 1 Goal #3A: <i>Enter narrative for the goal in this box.</i>								
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.</b>			1) Poor study habits 2) Lack of confidence 3) Parents level of education and/or lack of involvement 4) Staff/students computer literacy skills 5) Scheduling issues regarding student placement 5) Access to internet (textbooks on-line, odyssey, FCAT explorer, gizmos...)	1) Schedule students in Intensive Algebra 2) Implement the use of Accelerated Math in all classrooms 3) Use Team-Up specifically for lower achieving students. These students will receive additional help and time via Compass Odyssey as well as tutoring. 4) Increase teachers' use of technology, via computer labs and in class to access Compass Odyssey, Brain Pop, Grade Cams and other tech programs. 5) Provide before and after school access to students (via labs) who do not have	1) Teachers 2) Curriculum and Instruction Action Team. 2)3RTI Action Team	1) Teachers will meet weekly in their PLC's to discuss content strengths and weaknesses. 2) Teachers will use reports generated from Insight, Accelerated Math, and other tech programs to determine next steps. 3) Students are encouraged to use student self-reflection while completing tasks. 4) Intensive Algebra teacher observation and input.	1) Accelerated Math and Compass Odyssey reports 2) District developed baseline and posttests 3) Exit tickets used for teacher and student reflection. 4) Focus Walks "look for(s)" 5) Interactive tools from textbook for student use	
Algebra 1 Goal #3B: Student subgroups not making satisfactory progress in Algebra 1 will decrease as measured by NGSS/CC	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
	White:38% (76) Black:48% (47) Hispanic:21% (4) Asian: N/A American Indian: N/A	White: 33% (72) Black:43% (45) Hispanic:16% (3) Asian: N/A American Indian: N/A						



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				internet at home. 6) Implement a school-wide notebook modeled after the AVID notebook for all students			
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.</b>			1) Poor study habits	1) Schedule students in Intensive Algebra	1) Teachers	1) Teachers will meet weekly in their PLC's to discuss content strengths and weaknesses.	1) Accelerated Math and Compass Odyssey reports
<b>Algebra 1 Goal #3C:</b> ELL students who are not making satisfactory progress in Algebra will decrease as measured by CELLA.	<u>2012 Current Level of Performance:*</u> 30% (3 out of 8) are not making satisfactory progress.	<u>2013 Expected Level of Performance:*</u> 25% (2 out of 8) are expected to make satisfactory progress.	2) Lack of confidence	2) Implement the use of Accelerated Math in all classrooms	2) Curriculum and Instruction Action Team.	2) Teachers will use reports generated from Insight, Accelerated Math, and other tech programs to determine next steps.	2) District developed baseline and posttests
			3) Parents level of education and/or lack of involvement	3) Use Team-Up specifically for lower achieving students. These students will receive additional help and time via Compass Odyssey as well as tutoring.	2)3RTI Action Team	2) Teachers will use reports generated from Insight, Accelerated Math, and other tech programs to determine next steps.	3) Exit tickets used for teacher and student reflection.
			4) Staff/students computer literacy skills	4) Increase teachers' use of technology, via computer labs and in class to access Compass Odyssey, Brain Pop, Grade Cams and other tech programs.		3) Students are encouraged to use student self-reflection while completing tasks.	4) Focus Walks "look for(s)"
		5) Scheduling issues regarding student placement	4) Increase teachers' use of technology, via computer labs and in class to access Compass Odyssey, Brain Pop, Grade Cams and other tech programs.		4) Intensive Algebra teacher observation and input.	5) Interactive tools from textbook for student use	
		5) Access to internet (textbooks on-line, odyssey, FCAT explorer, gizmos...)	5) Provide before and after school access to students (via labs) who do not have internet at home.				
			6) Implement a school-wide notebook modeled after the AVID notebook for all students				
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.</b>			1) Poor study habits	1) Schedule students in Intensive Algebra	1) Teachers 2) Curriculum and	1) Teachers will meet weekly in their PLC's to	1) Accelerated Math and Compass Odyssey reports

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Algebra 1 Goal #3D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Students with Disabilities who are not making satisfactory progress in Algebra 1 will decrease as measured by NGSS/CC	66% (23)	61% (22)	2) Lack of confidence 3) Parents level of education and/or lack of involvement 4) Staff/students computer literacy skills 5) Scheduling issues regarding student placement 5) Access to internet (textbooks on-line, odyssey, FCAT explorer, gizmos...)	2) Implement the use of Accelerated Math in all classrooms 3) Use Team-Up specifically for lower achieving students. These students will receive additional help and time via Compass Odyssey as well as tutoring. 4) Increase teachers' use of technology, via computer labs and in class to access Compass Odyssey, Brain Pop, Grade Cams and other tech programs. 5) Provide before and after school access to students (via labs) who do not have internet at home. 6) Implement a school-wide notebook modeled after the AVID notebook for all students	Instruction Action Team. 2)3RTI Action Team	discuss content strengths and weaknesses. 2) Teachers will use reports generated from Insight, Accelerated Math, and other tech programs to determine next steps. 3) Students are encouraged to use student self-reflection while completing tasks. 4) Intensive Algebra teacher observation and input.	2) District developed baseline and posttests 3) Exit tickets used for teacher and student reflection. 4) Focus Walks "look for(s)" 5) Interactive tools from textbook for student use
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.</b>			1) Poor study habits	1) Schedule students in Intensive Algebra	1) Teachers	1) Teachers will meet weekly in their PLC's to discuss content strengths and weaknesses.	1) Accelerated Math and Compass Odyssey reports
<b>Algebra 1 Goal #3E:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>	2) Lack of confidence	2) Implement the use of Accelerated Math in all classrooms	2) Curriculum and Instruction Action Team.	2) Teachers will use reports generated from Insight, Accelerated Math, and other tech programs to determine next steps.	2) District developed baseline and posttests
Economically Disadvantaged students who are not making satisfactory progress in Algebra 1 as measured by the NGSS/CC	59% (107)	54% (102)	3) Parents level of education and/or lack of involvement	3) Use Team-Up specifically for lower achieving students. These students will receive additional help and time via Compass Odyssey as well as tutoring.	2)3RTI Action Team	2) Teachers will use reports generated from Insight, Accelerated Math, and other tech programs to determine next steps.	3) Exit tickets used for teacher and student reflection.
			4) Staff/students computer literacy skills	4) Increase teachers' use of technology, via computer labs and in class to access Compass Odyssey, Brain Pop, Grade Cams and other tech programs.		3) Students are encouraged to use student self-reflection while completing tasks.	4) Focus Walks "look for(s)"
			5) Scheduling issues regarding student placement	5) Provide before and after school access to students (via labs) who do not have internet at home.		4) Intensive Algebra teacher observation and input.	5) Interactive tools from textbook for student use
			5) Access to internet (textbooks on-line, odyssey, FCAT explorer, gizmos...)	6) Implement a school-wide notebook modeled after the AVID notebook for all students			
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

*End of Algebra 1 EOC Goals*

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

**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
<b>1. Students scoring at Achievement Level 3 in Geometry.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Geometry Goal #1:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>	N/A	N/A	N/A	N/A	N/A
N/A All our students taking Geometry Honors have scored a 4 or 5 on their FCAT tests.	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>Geometry Goal #2:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>	1) Parents level of education and/or lack of involvement 2) Staff /students computer literacy skills. 3) Lack of computer lab to expose the students to the on-line testing environment 4) Access to interactive textbooks on-line.	1) Increase teachers’ use of technology, via computer labs and in class to access Compass Odyssey, Brain Pop, Grade Cams and other tech programs.  2) Provide before and after school access to students (via labs) who do not have internet at home.  4) Daily warm-ups will be used by teachers to peek	1) Teacher 2) Curriculum and Instruction Action Team.	1) Baseline and Post Testing will be very useful in monitoring the effectiveness of strategies. 2) Reports generated from Insight are also used. 3) Teachers will use reports from Limelight and OnCourse progress reports 4) Students are	1) Compass Odyssey and Grade Cam reports. 2) Formative and summative assessments 3) Knowledge tickets used for teacher and student reflection. 4) Focus Walks “look for(s)” 5) Interactive tools from
<b>Prepare this group to achieve a level 3 on their Geometry EOC</b>	<b>54% (25)</b>	<b>64% (28)</b>					

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			<p>student's interest in math content.</p> <p>5) Student conferencing during class with a focus on math targets.</p> <p>6) Faculty professional development training will be conducted as necessary.</p>		<p>encouraged to use student self-reflection while completing tasks.</p>	<p>textbook for student use</p> <p>6) Teachers will update progress monitoring tool and make necessary adjustments to instruction after each common assessment cycle.</p>
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2011-2012</b>						
<b>Geometry Goal #3A:</b> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</b>	<b>Geometry Goal #3B:</b> Student subgroups who are not making satisfactory progress in Geometry will decrease as measured by the NGSS/CC.		2.1. 1) Parents level of education and/or lack of involvement 2) Staff /students computer literacy skills. 3) Lack of computer lab to expose the students to the on-line testing environment 4) Access to interactive textbooks on-line.	2.1. 1) Increase teachers' use of technology, via computer labs and in class to access Compass Odyssey, Brain Pop, Grade Cams and other tech programs. 2) Provide before and after school access to students (via labs) who do not have internet at home. 4) Daily warm-ups will be used by teachers to peek student's interest in math content. 5) Student conferencing during class with a focus on math targets.	2.1. 1) Teacher 2) Curriculum and Instruction Action Team.	2.1. 1) Baseline and Post Testing will be very useful in monitoring the effectiveness of strategies. 2) Reports generated from Insight are also used. 3) Teachers will use reports from Limelight and OnCourse progress reports 4) Students are encouraged to use student self-reflection while completing tasks.	2.1. 1) Compass Odyssey and Grade Cam reports. 2) Formative and summative assessments 3) Knowledge tickets used for teacher and student reflection. 4) Focus Walks "look for(s)" 5) Interactive tools from textbook for student use 6) Teachers will update progress monitoring tool and make necessary adjustments to instruction

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				6) Faculty professional development training will be conducted as necessary.			after each common assessment cycle.
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3C. English Language Learners (ELL) not making satisfactory progress in Geometry.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>Geometry Goal #3C:</b> English Language Learners who are not making satisfactory progress in Geometry will decrease as measured by the NGSS/CC	2012 Current Level of Performance:* 30% (3 out of 8) are not making satisfactory progress.	2013 Expected Level of Performance:* 25% (1 out of 4) are expected to make satisfactory progress.	1) Parents level of education and/or lack of involvement 2) Staff /students computer literacy skills. 3) Lack of computer lab to expose the students to the on-line testing environment 4) Access to interactive textbooks on-line.	1) Increase teachers' use of technology, via computer labs and in class to access Compass Odyssey, Brain Pop, Grade Cams and other tech programs. 2) Provide before and after school access to students (via labs) who do not have internet at home. 4) Daily warm-ups will be used by teachers to peek student's interest in math content. 5) Student conferencing during class with a focus on math targets. 6) Faculty professional development training will be conducted as necessary.	1) Teacher 2) Curriculum and Instruction Action Team.	1) Baseline and Post Testing will be very useful in monitoring the effectiveness of strategies. 2) Reports generated from Insight are also used. 3) Teachers will use reports from Limelight and OnCourse progress reports 4) Students are encouraged to use student self-reflection while completing tasks.	1) Compass Odyssey and Grade Cam reports. 2) Formative and summative assessments 3) Knowledge tickets used for teacher and student reflection. 4) Focus Walks "look for(s)" 5) Interactive tools from textbook for student use 6) Teachers will update progress monitoring tool and make necessary adjustments to instruction after each common assessment cycle.
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
				3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.</b>			2.1.	2.1.	2.1.	2.1.	2.1.

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Geometry Goal #3D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><b>Students with Disabilities who are not making satisfactory progress in Geometry as measured by NGSS/CC.</b></p>	<p>50% (2)</p>	<p>45% (1)</p>	<p>1) Parents level of education and/or lack of involvement</p> <p>2) Staff /students computer literacy skills.</p> <p>3) Lack of computer lab to expose the students to the on-line testing environment</p> <p>4) Access to interactive textbooks on-line.</p>	<p>1) Increase teachers' use of technology, via computer labs and in class to access Compass Odyssey, Brain Pop, Grade Cams and other tech programs.</p> <p>2) Provide before and after school access to students (via labs) who do not have internet at home.</p> <p>4) Daily warm-ups will be used by teachers to peek student's interest in math content.</p> <p>5) Student conferencing during class with a focus on math targets.</p> <p>6) Faculty professional development training will be conducted as necessary.</p>	<p>1) Teacher</p> <p>2) Curriculum and Instruction Action Team.</p>	<p>1) Baseline and Post Testing will be very useful in monitoring the effectiveness of strategies.</p> <p>2) Reports generated from Insight are also used.</p> <p>3) Teachers will use reports from Limelight and OnCourse progress reports</p> <p>4) Students are encouraged to use student self-reflection while completing tasks.</p>	<p>1) Compass Odyssey and Grade Cam reports.</p> <p>2) Formative and summative assessments</p> <p>3) Knowledge tickets used for teacher and student reflection.</p> <p>4) Focus Walks "look for(s)"</p> <p>5) Interactive tools from textbook for student use</p> <p>6) Teachers will update progress monitoring tool and make necessary adjustments to instruction after each common assessment cycle.</p>
			<p>3D.2.</p>	<p>3D.2.</p>	<p>3D.2.</p>	<p>3D.2.</p>	<p>3D.2.</p>
			<p>3D.3.</p>	<p>3D.3.</p>	<p>3D.3.</p>	<p>3D.3.</p>	<p>3D.3.</p>

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3E. Economically Disadvantaged students not making satisfactory progress in Geometry.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>Geometry Goal #3E:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>	1) Parents level of education and/or lack of involvement	1) Increase teachers' use of technology, via computer labs and in class to access Compass Odyssey, Brain Pop, Grade Cams and other tech programs.	1) Teacher 2) Curriculum and Instruction Action Team.	1) Baseline and Post Testing will be very useful in monitoring the effectiveness of strategies.	1) Compass Odyssey and Grade Cam reports.
Economically Disadvantaged students not making satisfactory progress in Geometry will decrease as measured by the NGSS/CC	47% (2)	45%(1)	2) Staff /students computer literacy skills.	2) Provide before and after school access to students (via labs) who do not have internet at home.		2) Reports generated from Insight are also used.	2) Formative and summative assessments
			3) Lack of computer lab to expose the students to the on-line testing environment	4) Daily warm-ups will be used by teachers to peek student's interest in math content.		3) Teachers will use reports from Limelight and OnCourse progress reports	3) Knowledge tickets used for teacher and student reflection.
			4) Access to interactive textbooks on-line.	5) Student conferencing during class with a focus on math targets.		4) Students are encouraged to use student self-reflection while completing tasks.	4) Focus Walks "look for(s)"
				6) Faculty professional development training will be conducted as necessary.			5) Interactive tools from textbook for student use
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

*End of Geometry EOC Goals*

### Mathematics Professional Development

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

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

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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 (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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**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
Accelerated Math	Software	School-based	\$,6000.00
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Toner			\$3,000.00
Copy Paper			
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Mathematics Goals*

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**Elementary and Middle School Science Goals**

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

<b>Elementary and Middle Science Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.</b>			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
<b>Science Goal #1A:</b> 60% of all students in grade 8 will achieve proficiency 3+ on the 2013 FCAT Science Test.	2012 Current Level of Performance:* <b>37% (148)</b>	2013 Expected Level of Performance:* <b>60% (252)</b>	Lack of basic concepts by students in core areas.	Teachers will use baseline results to pull in past concepts in current instruction.  Begin vertical articulation earlier during the year.  Utilize effective reading strategies in science concepts and skills.	Principal  Assistant Principals  Classroom Teachers	Focused walkthroughs and observations by administration to document effective teaching.  Achievement on pre & post tests as well as Benchmarks	Science Portfolios, Charting pre & post tests and teacher lesson plans
	1A.2. Teacher knowledge in content area 1A.3. Students below grade level reading which makes text reading difficult.						
				Teachers will meet in PLCs to discuss and research appropriate labs, lessons, materials to teach essential questions.  Utilize the 5E model of instruction, science lab activities and experiments on a regular basis	Principal  Assistant Principals  Classroom Teachers	Focused walkthroughs and observations by administration to document effective teaching.  Achievements on pre & post tests as well as Benchmarks  Portfolio monitoring to show growth in concepts taught	Student work and INB  Classroom walkthrough  Student portfolios  Teacher lesson plans

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			<p>1A.3.</p> <p>Teachers will use visuals from text, online videos and hands on activities to promote text understanding.</p> <p>Completion of Science Fair Projects</p>	<p>1A.3.</p> <p>Principal Assistant Principals Classroom Teachers</p>	<p>1A.3.</p> <p>Focused walkthroughs and observations by administration to document effective teaching.</p> <p>Achievements on pre &amp; post tests as well as Benchmarks</p> <p>Portfolio monitoring to show grown in concepts taught</p>	<p>1A.3.</p> <p>Student work and INB Classroom walkthrough Student portfolios Teacher lesson plans</p>
<p><b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b></p>		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<p><b>Science Goal #1B:</b></p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><b>2012 Current Level of Performance:*</b></p> <p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><b>2013 Expected Level of Performance:*</b></p> <p><i>Enter numerical data for expected level of performance in this box.</i></p>				
			1B.2.	1B.2.	1B.2.	1B.2.
			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
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b>			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
<b>Science Goal #2A:</b>  15% of all students in grade 8 will achieve proficiency 4+ on the 2013 FCAT Science Test.	<u>2012 Current Level of Performance:*</u> <b>9% (37)</b>	<u>2013 Expected Level of Performance:*</u> <b>15% (60)</b>	Not fully implementing the 5E model of instruction	Review the Essential Questions and use common assessments to be used by the team.  PLC's will review common assessments to determine direction of instruction.  Modeling of 5E lessons	Principal  Assistant Principal  Teachers	Informal/Formal observations of lesson plans  Pre-test evaluations	Pre & Post Tests  Benchmarks
	2A.2. Lack of student knowledge of scientific vocabulary 2A.3. Lack of rigor in instruction		2A.2.  Utilizing active word walls  Use of INB for higher level concepts  Rigor in instruction by using AVID methods	2A.2.  Principal  Assistant Principal  Teachers	2A.2.  Informal/Formal observations of lesson plans  Pre-test evaluations  Observation of INB	2A.2.  Pre & Post Tests  Benchmarks  INB checks	2A.2.
			2A.3.  Utilizing AVID strategies through Department meetings  INB trainings through early release department meetings.	2A.3.  Principal  Assistant Principal  Teachers	2A.3.  Informal/Formal observations of lesson plans  Pre-test evaluations  Observation of INB	2A.3.  Pre & Post Tests  Benchmarks  INB checks	2A.3.



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		PLC meetings to discuss and share ideas to increase the rigor in classrooms.				
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>		2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<b>Science Goal #2B:</b> <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b> <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b> <i>Enter numerical data for expected level of performance in this box.</i>				
			2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.

*End of Elementary and Middle School Science Goals*

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

**Florida Alternate Assessment High School Science Goals**

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

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Science Goal #1:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>	1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>Science Goal #2:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>	2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

*End of Florida Alternate Assessment High School Science Goals*

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

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

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

<b>Biology 1 EOC Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>1. Students scoring at Achievement Level 3 in Biology 1.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Biology 1 Goal #1:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance 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.
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
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>Biology 1 Goal #2:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>	2.1.	2.1.	2.1.	2.1.	2.1.
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

*End of Biology 1 EOC Goals*

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

**Science Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
Brain Pop	Software	School	\$1,000.00
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Lab Materials	Equipment	School	\$2,000.00
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Science Goals*

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

**Writing Goals**

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Writing Goal #1A:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	1) Teachers' expectations not consistent across the board. 2). Using non-specific individual rubrics for scoring. 3). Lack of teacher modeling to better understanding. 3) Feedback and opportunities for practice limited.	1.) Develop school-wide specific rubric for grading. 2) Use writing strategies that are consistently taught across content areas. 3) Require writing strategies to be posted and referenced in all classrooms. 4) Supply anchor papers and other written examples for student use. 5) Implementation of school-wide writing contests, with require 8 <sup>th</sup> grade teachers to enter local/or national contests. 6.) Students must keep specific examples of the different types of writings in portfolio.	1) Action teams 2) Reading coach 3) All Classroom teachers 4) Instructional Coach 5.) Administrators	1) Data Tracking tool results from formal and informal assessments 2) Portfolio pieces. 3) Classroom observations 4) Students' own reflection as well as peer reviews. 5) Administrators 6) Contest Entries/recognition	1) DTW and teacher assessments 2.) Student portfolios 3.) Student Data Tracking Tool
Increase the percentage of students achieving at least a 3 on the Writing FCAT.	85%(324)	90% (340)					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.

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		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
<b>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<b>Writing Goal #1B:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>  <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u>  <i>Enter numerical data for expected level of performance in this box.</i>				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

**Writing Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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

**Writing Budget (Insert rows as needed)**

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

*End of Writing Goals*

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

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

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

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

<b>Civics EOC Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
			<b>1. Students scoring at Achievement Level 3 in Civics.</b>			1.1.	1.1.
<b>Civics Goal #1:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>  <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u>  <i>Enter numerical data for expected level of performance in this box.</i>	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.
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
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>Civics Goal #2:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>  <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u>  <i>Enter numerical data for expected level of performance in this box.</i>	2.1.	2.1.	2.1.	2.1.	2.1.
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.



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

**Civics Professional Development**

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

**Civics Budget** (Insert rows as needed)

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

*End of Civics Goals*

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

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

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

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

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

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**U.S. History Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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

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

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

*End of U.S. History Goals*

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

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**Attendance Goal(s)**

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

<b>Attendance Goal(s)</b>			<b>Problem-solving Process to Increase Attendance</b>				
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
<b>1. Attendance</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Attendance Goal #1:</b> Decrease the number of students with 10 or more absences in a school year	<u>2012 Current Attendance Rate:*</u> 95% (1188)	<u>2013 Expected Attendance Rate:*</u> 96% (1201)	1) Recognizing the importance of attending school daily 2) Truancy meetings not attended by parents/students often 3) Students (and parents of students) who have been truant in the past do not have respect for the law regarding compulsory school attendance.	1) Use Parentlink daily to notify parents if students are absent or tardy. 2) During parent conferences, address any attendance issues that adversely affect academic performance. 3) Teachers should make contact with parents after 3 days of absences to verify that the parents are aware.	1) School Attendance Clerk 2) Assistant Principals of Student Services 3) House Secretaries 4) Guidance Counselors	1) Assistant Principals will make contact with parents of truant students 2) Guidance Counselors will keep a log of students for attendance issues 3) Guidance Counselors will facilitate AIT meetings with truant students, their parents, and the district truancy officer.	1) Ensure that teachers are taking attendance records accurately. 2) Teachers held accountable for failure to adhere to guidelines regarding attendance.
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u> 8% (104)	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u> 7% (88)					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u> 1% (13)	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u> .05% (6)					
			1.2.	1.2.	1.2.	1.2.	1.2.

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		1.3.	1.3.	1.3.	1.3.	1.3.
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**Attendance Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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

**Attendance Budget (Insert rows as needed)**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
<i>Student ID System</i>			<i>4,000</i>
<i>Tardy Tracking System</i>			<i>4,000</i>
			<i>\$8,000.00</i> <b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Attendance Goals*

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

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**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
<b>1. Suspension</b>			1.1.	1.1	1.1.	1.1.	1.1.
<b>Suspension Goal #1:</b> <b>To decrease the number of in-school and out-of-school suspensions by 10% for the 2012-2012 school year</b>	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions	1) Stakeholders often do not recognize the negative impact that any suspension has on academic performance  2) Apathy from students and parents regarding suspensions	1) Ensure that all stakeholders recognize that all suspensions from class may adversely impact academic achievement  2) Communicate with parents about potential negative impact of school suspensions.  3) Promote the use of ATOSS as a resource for parents when a student is assigned out-of-school suspension.	1) Assistant Principals for Student Services  2) House Secretaries  3) Guidance Counselors  4) SRO	1) Place students on contracts for monitoring when multiple In-School-Suspensions or Out-of-School Suspensions are assigned.  2) Monitor the number of suspensions through the use of the weekly Discipline Dashboard	1) Check to ensure that the number of suspensions is decreasing weekly during administrative meetings using the Discipline Dashboard.  2) The use of “House Referrals” as an intervention before disciplinary referrals are written.
	39% (525)	29% (412)					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	4.5% (61)	3.5% (44)					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	1% (13)	.05% (5)					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
16%(194)	.06% (126)						
			1.2.	1.2.	1.2.	1.2.	1.2.
			1) An underutilization of the ATOSS program by parents of students	1) Use of In-School-Suspension	1) Assistant Principals of Student Services	1) Monitor the number of suspensions through the use of the weekly Discipline	1) Use Genesis data to ensure that the number of suspensions is being

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		who are suspended out of school.			Dashboard	reduced.
		1.3.	1.3.	1.3.	1.3.	1.3.

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**Suspension Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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

**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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Suspension Goals*

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

### Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Dropout Prevention</b>			1.1.	1.1.1.1.	1.1	1.1.	1.1.
<b>Dropout Prevention Goal #1:</b> To Decrease the dropout rate to 0%.	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*	11. Students who are not meeting success in their studies.	1. Safety Net programs such as TEAM UP to increase student success and strengthen academic skills.	Team Up Coordinator	Tracking of report card data for TEAM UP student.	Report Card Grades
	1% (3)	0%					Attendance Data
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*	2. Student who have fallen behind due to poor attendance	2. Truancy tracking and Attendance Intervention meetings to intervene early before student s fall too far behind.	Guidance Counselor/Truancy Social Worker	Teachers will alert guidance of extreme attendance issues. Guidance will attempt to improve situation or schedule AIT.	
	N/A	N/A	3. Students who feel discouraged due to being overage.	3. Standards Based Promotion	Standards Based Coordinator	Standards Based coordinator will track SBP students closely to ensure success in the SBP program.	Number of students receiving double promotions
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

### Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Team Up	ALL	District	Team Up Coordinator /Teachers	Monthly	Teachers will keep tracking sheets	Robin Harville
Attendance Monitoring	ALL	Truancy Social worker	Guidance/ Administrator	Monthly	Guidance will schedule AIT mtgs. As needed.	Crooks, Eunice, Judge
Standards Based	6 <sup>th</sup> & 7th	Guidance Dept.	Guidance Counselor	Quarterly	Standards Based Coordinator will keep data on progress of SBP students updated biweekly	Crooks

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

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

**Dropout Prevention Budget** (Insert rows as needed)

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

*End of Dropout Prevention Goal(s)*

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

**Parent Involvement Goal(s)**

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Parent Involvement</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Parent Involvement Goal #1:</b> Increase parental membership and involvement with PTA and SAC meetings. As well as increase parental involvement with band, chorus, drama, and other school activities.	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*	Lack of correct contact information in Genesis to contact parents for scheduled meetings.	Combine PTA and SAC meetings to bring parents to both events.  Utilize School Messenger call system to inform parents of activities and parent meetings throughout the year.	Administrator PTA President SAC Chairperson	Verifying changes in contact information at PTA/SAC meetings and when parents pick-up students for early dismissal	Parent participation in PTA/SAC activities.  Sign-in attendance sheets
	377 (30%)	439 (35%)					
	1.2. <b>Due to the reestablishment of PTA; recruiting parents that are willing to hold an office and be involved on the Board</b>		1.2. <b>Recruit parents during Student Orientation over the summer and during Open House.</b>	1.2. <b>Administrators</b>	1.2. <b>Parent membership dues</b>	1.2. <b>Increase in parental attendance at monthly PTA/SAC meetings and school based activities</b>	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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Volunteer training	6-8	Volunteer Coordinator	School-wide	As Needed	Coordinator will report to administrator to discuss training outcomes	Administrator

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

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

**Parent Involvement Budget**

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

*End of Parent Involvement Goal(s)*

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
	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:					
<b>STEM Goal #1:</b>  <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						
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

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

**STEM Budget (Insert rows as needed)**

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

*End of STEM Goal(s)*



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

**Career and Technical Education (CTE) Goal(s)**

<b>CTE Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
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><b>CTE Goal #1:</b></p> <p>Prepare students for the business workforce by way of strategically adhering to curriculum.</p>	<p>1.1. Lack of home access to computer technology.</p>	<p>1.1. Teacher will make available the use of their classroom computers before and during school.</p>	<p>1.1. Career and Technical Education teacher.</p>	<p>1.1. Exit Tickets to check for comprehension. Focus lessons</p>	<p>1.1. Applications Assessments. MOS Certification.</p>
	<p>1.2. Lack of funding to purchase equipment for teacher/student use.</p>	<p>1.2. CTE Funding. School Based Funding. Apply for Grants. Donors Choose.</p>	<p>1.2. Career and Technical Education teacher.</p>	<p>1.2. Applying for and following up requests.</p>	<p>1.2.</p>
	<p>1.3. Student Absenteeism High</p>	<p>1.3. Parent/Teacher Conferences to determine possible solutions for this problem.</p>	<p>1.3. Career and Technical Education teacher &amp; parent/guardian.</p>	<p>1.3. Keeping and accurate attendance record. Exit tickets to check for comprehension.</p>	<p>1.3. Applications Assessments.</p>

**CTE Professional Development**

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
Business Keyboarding	6th	Sheela Allen	PLC	<ul style="list-style-type: none"> <li>- Once Per Week</li> <li>- CTE- TDE</li> <li>- Collaboration w/ other CTE teachers outside of school.</li> </ul>	Classroom Observations; Focus Walks, PLC Observations, Exit Slip Reviews; Common Lesson Plans and Common Assessment data, Common Lesson Observations; student grades and reflection logs	Administrator
Business Applications I and Career Planning	7 <sup>th</sup>	Sheela Allen	PLC	<ul style="list-style-type: none"> <li>- Once Per Week</li> <li>- CTE- TDE</li> <li>- Collaboration w/ other CTE teachers outside of school.</li> </ul>	Classroom Observations; Focus Walks, PLC Observations, Exit Slip Reviews; Common Lesson Plans and Common Assessment data, Common Lesson Observations; student grades and reflection logs	Administrator
Business Applications II	8 <sup>th</sup>	Sheela Allen	PLC	<ul style="list-style-type: none"> <li>- Once Per Week</li> <li>- CTE- TDE</li> <li>- Collaboration w/ other CTE teachers outside of school.</li> </ul>	Slip Reviews; Common Lesson Plans and Common Assessment data, Common Lesson Observations; student grades and reflection logs	Administrator

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

**CTE Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Microsoft IT Academy	Online Curriculum	CTE Department	
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Enhance Teaching	Audio/Visual Supplies	School Based	\$378.00
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Face To Face Curriculum Training	Microsoft IT Academy	CTE Department	
Certification Exams	MOS Exam Vouchers available to students & teachers.	CTE Department	
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of CTE Goal(s)*

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

**Additional Goal(s)**

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

<b>Additional Goal(s)</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>1. Additional Goal</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Additional Goal #1:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level :*</u>  <i>Enter numerical data for current goal in this box.</i>	<u>2013 Expected Level :*</u>  <i>Enter numerical data for expected goal in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

**Additional Goals Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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

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

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

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

*End of Additional Goal(s)*

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

**Final Budget** (Insert rows as needed)

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

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

**Differentiated Accountability**

**School-level Differentiated Accountability (DA) Compliance**

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

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

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

**School Advisory Council (SAC)**

*SAC Membership Compliance*

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

Yes       No

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

Describe the activities of the SAC for the upcoming school year.
Monthly SAC meetings are held to discuss community concerns.
SAC will be working with community partners to promote our recently awarded “logistics” school choice program. They have also devised a plan to provide incentives to students who earn A/B honor roll and the principal’s list for all “As.”

Describe the projected use of SAC funds.	Amount
FCAT Calculators	1,000.00

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Tutors	1,000.00

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