

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

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

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: 4581.00 Tarpon Springs Middle School	District Name: Pinellas County Schools
Principal: Dr. Susan Keller	Superintendent: John A. Stewart, Ed.D.
SAC Chair:	Date of School Board Approval: Pending: October 9, 2012

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

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Administrators

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	Susan Keller	EdD Educational Leadership, MA Ed. Leadership	4	15	2011-2012 Tarpon Springs MS A, 2010-2011 Tarpon Springs MS A, 2009-2010 Tarpon Springs MS A, 2008-2009 Tarpon Springs MS A, 2007-2008 JF Kennedy B, 2006-2007 JF Kennedy B, 2005-2006 JF Kennedy A. All years learning gains were made. All years did not make AYP
Assistant Principal	Margaret Attkisson	Educational Leadership, BA Secondary English Education	5	5	School Grades A at TSMS from 2007 to 2012, All years learning gains were made. All years did not make AYP. Tenured at Palm Harbor Middle School from 1997 to 2007, during which time PHMS met AYP and received an A for the years: 2006-07, 2005-06, 2004-05. For the academic year 2003-04 PHMS earned an A, but did not meet AYP with 97 percent of students demonstrating proficiency on the FCAT
Assistant Principal	Michael Machado	MA Educational Leadership	5	5	2010-2012 Tarpon Springs MS A, 2009-2010 Tarpon Springs MS A, 2008-2009 Tarpon Springs MS A, 2007-2008 Tarpon Springs MS A. Learning gains made all years. All years did not make AYP
Assistant Principal	Melissa Andress	Education Specialist in Leadership, Masters of Arts in College of Education, Bachelors of Arts in Education. Certified: Emotionally Disturbed K-12, Elem. Ed, Leadership	2	12	2010-2012 Tarpon Springs MS A, 2009-2010 Thurgood Marshall Fundamental MS B, 2008-2009 JF Kennedy B, 2007-2008 JF Kennedy B, 2006-2007 JF Kennedy B, 2005-2006 JF Kennedy A. All years learning gains were made. All years did not make AYP

Instructional Coaches

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

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Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Literacy Staff Developer	Michelle Tibbs-Brown	Degree(s): English, Reading, Masters in Curriculum and Instruction, Principal's Licensure's Certification	0	3 years in Florida; 6 years total	Prior FCAT performance: was at a center; therefore, did not have traditional AYP data. % of students meeting/exceeding for the past three years was 7%, 8% and 9%
Reading	Mary Lynn Musser	Bachelor of Arts; Master of Education, Instructional Systems; Elementary Education K-6; Reading Endorsement	0 at Tarpon Springs	2	Served prior two years as an embedded literacy coach at Calvin Hunsinger, a K-12 EBD center that does not receive a school grade. The majority of students scored below grade level on the 2012 FCAT 2.0 Reading test, consistent with all prior years, with a 7 point drop in learning gains. Priority School Improvement Plan goals for 2011-12 were to increase independent reading and provide literacy enrichment. Successes in these areas include: --50% of elementary students participated in a take-home independent reading program, up from 0% previous year; --100% of middle school reading classes instituted regular in-class independent reading, up from 50% previous year; --Students in the only high school, regular diploma reading class increased average independent reading time by 600%; --For the first time, both an elementary and a middle school Battle of the Books team competed at the county level; --Three students submitted writing to the Cross Creek Chronicle, the Pinellas County annual elementary literary magazine. One was published.

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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. Administrators support and encourage teachers to seek additional certification in high need areas and provide time for teachers to observe in other classes.	Principal and Assistant Principals	May 2013
2. The school works to improve the performance of low performing/marginal teachers in the following ways: classroom walkthroughs, classroom observations with feedback, developing interventions to use in the classroom, discussing inappropriate behaviors, developing performance improvement/success plans, and inviting subject area feedback	Principal and Assistant Principals	May 2013

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
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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
65	3.08% (2)	6.15%(4)	43.08%(28)	47.69%(31)	43.08%(28)	Pending value added scores	20%(13)	4.62%(3)	15.38%(10)

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
Dr. Beverly Finnegan	P. Lang	New teacher to the building	Observation of mentee’s instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons
Martha Butler	A. Greenbaum	New teacher to the building, needing support with behavior interventions	
Martha Estrada	G. Bachman	New teacher to the building	

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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. Susan Keller, Margaret Attkisson, Laurie Fedenko, Melissa Andress, Priss Haley, Michael Machado, Elena Kharina-Sampson Carolyn Sperber, Jamie Donnelly, Kathleen Fitzpatrick, Michelle Byrne, Nancy Kelly.

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?

- Facilitator – generates agenda and leads team discussions
- Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data
- Technology Specialist – brokers technology necessary to manage and display data
- Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access
- Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda

Meeting time: Meetings will be held weekly on Tuesday at 10:00am. Agendas and Minutes will be posted.

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 MTSS team meets weekly for the purposes of developing, implementing, reviewing, and improving research based interventions designed to improve student learning. The team will perform the following functions on an ongoing basis: Data analysis and review of progress monitoring tools for identifying student behavior (EDS, referrals, self-reports, etc.) as well as academic performance based on school-wide and classroom assessments, identify students who are at-risk for not meeting performance standards and/or behavioral expectations and develop an intervention using the Problem Solving Process (PDSA), identify appropriate professional development to ensure effective practices, accurate data collection and analysis are performed in a timely manner and results are communicated to all parties to for highest student achievement in a safe learning environment. The Principal provides vision and leadership to the MTSS team: ensures research based interventions are implemented effectively and in a timely manner, leads discussions of Highest Student Achievement in analysis of data-based decision making, leads discussion in developing intervention process with MTSS team, ensures professional development is in place to support teachers in their mission to improve student learning, communicates MTSS initiatives to all stakeholders at the district and state level as well as in the community. Assistant Principals supervise the implementation of MTSS process with the grade level team to make certain services are provided to students. AP's provide leadership in: decision making and data analysis, coordinates efforts of MTSS team, facilitates development of intervention process with MTSS team, and communicates with stakeholders to monitor progress of identified students through the MTSS process. The VE Liaison provides expertise in ESE requirements for services, assists in development of intervention plan for identified students, assists in data review to monitor progress, provides guidance to students in a one-to-one setting or in small groups to implement interventions; supports teachers in developing classroom management plans and intervention strategies in the classroom. Guidance Counselors provide support to students and teachers through development of Success Plans. They assist in the review of data to evaluate effectiveness of interventions, communicate with parents, teachers and students regarding Success Plans, assist in monitoring the progress of identified students. The Social Worker provides support to students and teachers through development of Success Plans, assist in the review of data to evaluate effectiveness of interventions, communicates with parents, teacher and students regarding Success Plans, and assist in monitoring the progress of identified students. The School Psychologist provides comprehensive psychological services include formal and informal assessments, counseling, behavior management, consultation, research

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and in-service training. The School Psychologist facilitates and/or serves on the problem-solving team working with teachers, parents and students to improve academic and behavioral performance. They assist in the review of behavioral and/or academic data to assess effectiveness of intervention strategies. The Behavior Specialist provides behavioral/crisis intervention for students and teachers, provides intensive one-to-one intervention with individual students when necessary to diminish inappropriate behaviors, assists with the selection of the most appropriate data collection system, teaching strategies, and criteria for successful attainment of program objectives. The Attendance Specialist supports the process in the review of attendance data to identify students at risk of failing due to extensive absences, by communicating with families, parents, and region office regarding students' absenteeism, and cooperates with Truancy Court in referring identified students.

MTSS Implementation

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

Baseline data: Progress Monitoring and Reporting Network (PMRN), FAIR reading assessment, State Math Assessment, State Science Assessments Glencoe Online Writing Assessment, Florida Comprehensive Assessment Test (FCAT) Progress Monitoring: PMRN, , Curriculum Based Measurement (CBM), FCAT Simulation Midyear: Florida Assessments for Instruction in Reading (FAIR), End of year: FAIR, State and District Math and Science Assessment, FCAT
Frequency of Data Days: twice a month for data analysis Data results will be distributed to teachers at faculty meetings following data reviews. Students will engage in data chats with teachers and counselors. Parents will be informed of data at SAC meetings at least two times per year.

Describe the plan to train staff on MTSS.

Initial training will be provided during faculty meeting, and follow-up lessons will occur throughout the year during PLC meetings each month, in addition to four designated dates during teachers' planning time. The first session is titled "RtI in the Classroom" and additional sessions will focus on teacher classroom management plans, as well as vignettes to demonstrate effective strategies for interventions. Other sessions will focus on data analysis and interpretation. Surveys will be used to evaluate effectiveness of professional development efforts.

Describe the plan to support MTSS.

The MTSS will utilize the PS/RtI Beliefs Survey and Perceptions of Ps/RtI Skills Survey to assess current levels of consensus and problem-solving skills within the school building. Data will be analyzed during scheduled meeting times. Initial training will be provided during faculty meeting, and follow-up lessons will occur throughout the year during PLC meetings each month, in addition to four designated dates during teachers' planning time. The first session is titled "RtI in the Classroom" and additional sessions will focus on teacher classroom management plans, as well as vignettes to demonstrate effective strategies for interventions. Other sessions will focus on data analysis and interpretation. Surveys will be used to evaluate effectiveness of professional development efforts.

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Literacy Leadership Team (LLT)

Identify the school-based Literacy Leadership Team (LLT). Susan Keller, Margaret Attkisson, Melissa Andress, Theresa Lawrence, Deb Ruth, Felicia Moore, Maria deKoter, Amber Turcott, Racquel Stiehler, Sharon Schlereth, Margaret Peck, Sam Jackson, Joe Corr, Martha Estrada, and Maria Steffen.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern: <ul style="list-style-type: none">• Support for text complexity• Support for instructional skills to improve reading comprehension<ul style="list-style-type: none">○ Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons○ Providing scaffolding that does not preempt or replace text reading by students○ Developing and asking text dependent questions from a range of question types○ Emphasizing students supporting their answers based upon evidence from the text○ Providing extensive research and writing opportunities (claims and evidence)• Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction). The district will provide training and tools for Literacy Leadership Teams.
What will be the major initiatives of the LLT this year? Support for text complexity <ul style="list-style-type: none">• Support for instructional skills to improve reading comprehension• Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects

**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?

<ul style="list-style-type: none">• The school Literacy Leadership Team is established to grow the use of literacy strategies in all disciplines. The Team is composed of a cross section of the faculty that act as liaisons to help grow department wide literacy strategies in all classrooms• The school has a Student Literacy Team that assists in the development and implementation of classroom literacy strategies.• Teacher evaluations include a provision for teaching reading strategies to students. The teacher summative evaluation, in most cases, uses reading data as a portion of teacher performance.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a.FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1a.1. Insufficient text dependent instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question	1a.1. Walkthrough & Lesson Plans
Reading Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Improve current level of performance	28% 317	Decrease level 1&2 from 35% To 25%					
			1a.2. Insufficient text dependent instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1a.2. Walkthrough

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			1a.3. Insufficient text dependent instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1b.1. N/A	1b.1. N/A	1b.1. N/A	1b.1. N/A	1b.1. N/A
Reading Goal #1b:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of performance	#N/A	Decrease level 1,2,3					
			1b.2. N/A	1b.2. N/A	1b.2. N/A	1b.2. N/A	1b.2. N/A
			1b.3. N/A	1b.3. N/A	1b.3. N/A	1b.3. N/A	1b.3. N/A
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				
2a.FCAT 2.0:Students scoring at or above Achievement Levels 4 and 5 in reading.			2a.1. Lack of differentiation of instruction	2a.1. Provide formative assessments to inform differentiation in instruction	2a.1. AP who evaluates teacher	2a.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students	2a.1. Walkthrough
Reading Goal #2a:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of performance	36% 406	Increase level 4 and 5 by 5%					

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						regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	
		2a.2. Insufficient text dependent instruction	2a.2. Implement High Yield Instructional Strategies	2a.2. AP who evaluates teacher	2a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes aligned to access points when appropriate *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	2a.2. Walkthrough	
		2a.3. Insufficient text dependent instruction	2a.3. Increase instructional rigor	2a.3. AP who evaluates teacher	2a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	2a.3. Walkthrough Teacher Appraisal Results	

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2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2b.1. N/A	2b.1. N/A	2b.1. N/A	2b.1. N/A	2b.1. N/A
Reading Goal #2b:	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
Improve current level of performance	#N/A	Increase level 7 by 5%					
			2b.2. N/A	2b.2. N/A	2b.2. N/A	2b.2. N/A	2b.2. N/A
			2b.3. N/A	2b.3. N/A	2b.3. N/A	2b.3. N/A	2b.3. N/A
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in reading.			3a.1. Lack of student engagement	3a.1. Differentiate Instruction	3a.1. AP who evaluates teacher	3a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	3a.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable
Reading Goal #3a:	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
Improve current level of performance	65%(649)	100%					

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		3a.2. Lack of differentiation of instruction	3a.2. Plan small and peer group supplemental instruction/ interventions Intensive Readig program	3a.2. Teachers Reading Coach Administrative Team	3a.2. Student study buddy Review of formative and common assessment to identify instruction of groups Review assessment data and student progress	3a.2. Assessment Data (e.g., FCAT, FCIM Activities, District Common Assessments other classroom assessments Class evaluations and student performance
		3a.3. Intervention supports needed to address the varying needs of students across academic and engagement	3a.3. Create intervention that support core instructional goals and objectives	3a.3. MTSS	3a.3. *MTSS utilizes data to plan for a sufficient number and variety of intervention courses * Intervention and core teachers communicate and plan together regularly *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	3a.3. MTSS minutes and Agenda Reflection On- going progress monitoring
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.		3b.1. N/A	3b.1. N/A	3b.1. N/A	3b.1. N/A	3b.1. N/A
Reading Goal #3b:	2012 Current Level of Performance:*	2013Expected Level of Performance:*				
Improve current level of performance	N/A	100%				
			3b.2. N/A	3b.2. N/A	3b.2. N/A	3b.2. N/A
			3b.3. N/A	3b.3. N/A	3b.3. N/A	3b.3. N/A
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4a.FCAT 2.0:Percentage of students in Lowest 25% making learning gains in reading.		4a.1. Lack of differentiation of instruction	4a.1. Differentiate Instruction	4a.1. AP who evaluates teacher	4a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet	4a.1. Lesson Plans & Walkthrough
Reading Goal #4a:	2012 Current Level of Performance:*	2013Expected Level of Performance:*				
Improve current level of performance	64% (162)	100%				

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						<p>the needs of diverse learners</p> <ul style="list-style-type: none"> *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. 	
		<p>4a.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas</p>	<p>4a.2. Create intervention that support core instructional goals and objectives</p>	<p>4a.2. MTSS</p>	<p>4a.2.</p> <ul style="list-style-type: none"> *MTSS utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses 	<p>4a.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs</p>	
		<p>4a.3. Intervention supports needed to address the varying needs of students across academic and engagement areas</p>	<p>4a.3. Individual Intervention Progress Monitoring Plan Highest Student Achievement Monitoring</p>	<p>4a.3. Teachers Administrative Team MTSS team HSA Team</p>	<p>4a.3. School wide MTSS referral process Monitoring the number of students with D's and F's individually and in PLC</p>	<p>4a.3. MTSS minutes and Agenda Reflection On- going progress monitoring</p>	

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4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.			4b.1. N/A	4b.1. N/A	4b.1. N/A	4b.1. N/A	4b.1. N/A
Reading Goal #4b: Improve current level of performance	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	100%					
			4b.2. N/A	4b.2. N/A	4b.2. N/A	4b.2. N/A	4b.2. N/A
			4b.3. N/A	4b.3. N/A	4b.3. N/A	4b.3. N/A	4b.3. N/A
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 2016-2017
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011 74	78	83	87	91	96	100
Reading Goal #5A: Use common core standards and AVID strategies to reduce achievement gap 50% in six school years.							

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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												
<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p> <p>Reading Goal #5B:</p> <p>Improve current level of performance</p> <table border="1" data-bbox="296 391 569 943"> <thead> <tr> <th data-bbox="296 391 430 472">2012 Current Level of Performance:*</th> <th data-bbox="430 391 569 472">2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td data-bbox="296 472 430 545">White:80% 581</td> <td data-bbox="430 472 569 545">100% of all subgroups to make a learning gain</td> </tr> <tr> <td data-bbox="296 545 430 618">Black: 4% 29.00</td> <td data-bbox="430 545 569 618">Increase proficiency of all subgroups by 10%</td> </tr> <tr> <td data-bbox="296 618 430 691">Hispanic: 8% 59.00</td> <td data-bbox="430 618 569 691"></td> </tr> <tr> <td data-bbox="296 691 430 764">Asian: 3% 19.00</td> <td data-bbox="430 691 569 764"></td> </tr> <tr> <td data-bbox="296 764 430 837">American Indian: 0%</td> <td data-bbox="430 764 569 837"></td> </tr> </tbody> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	White:80% 581	100% of all subgroups to make a learning gain	Black: 4% 29.00	Increase proficiency of all subgroups by 10%	Hispanic: 8% 59.00		Asian: 3% 19.00		American Indian: 0%		<p>5b.1. White: Black: Hispanic: Asian: American Indian: Lack of differentiation of instruction</p>	<p>5b.1. Differentiate Instruction</p>	<p>5b.1. AP who evaluates teacher</p>	<p>5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>5b.1. Lesson Plans & Walkthrough</p>
2012 Current Level of Performance:*	2013 Expected Level of Performance:*																
White:80% 581	100% of all subgroups to make a learning gain																
Black: 4% 29.00	Increase proficiency of all subgroups by 10%																
Hispanic: 8% 59.00																	
Asian: 3% 19.00																	
American Indian: 0%																	
	<p>5B.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas</p>	<p>5B.2. Plan small and peer group supplemental instruction/ interventions Intensive Reading program</p>	<p>5B.2. Teachers Reading Coach Administrative Team</p>	<p>5B.2. Student study buddy Review of formative and common assessment to identify instruction of groups Review assessment data and student progress</p>	<p>5B.2. Assessment Data (e.g., FCAT, FCIM Activities, District Common Assessments other classroom assessments Class evaluations and student performance</p>												
	<p>5B.3. Intervention supports needed to address the varying needs of students across academic and</p>	<p>5B.3. Individual Intervention Progress Monitoring Plan HSA Monitoring</p>	<p>5B.3. Teachers Administrative Team MTSS team HSA Team</p>	<p>5B.3. School wide MTSS referral process Monitoring the number of students with D's and F's individually and in PLC</p>	<p>5B.3. MTSS minutes and Agenda Reflection On- going progress monitoring</p>												

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			engagement areas				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C: Improve current level of performance	2012 Current Level of Performance:* 42% (25)	2013 Expected Level of Performance:* 100% of ELL students to make a learning gain An increase in proficiency by 10%	5c.1. Lack of differentiation of instruction	5c.1. Differentiate Instruction	5c.1. AP who evaluates teacher	5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5c.1. Lesson Plans & Walkthrough
			5C.2. lack of motivation	5C.2. Plan small and peer group supplemental instruction/ interventions Intensive Reading program	5C.2. Teachers Reading Coach Administrative Team	5C.2. Student study buddy Review of formative and common assessment to identify instruction of groups Review assessment data and student progress	5C.2. Assessment Data (e.g., FCAT, FCIM Activities, District Common Assessments other classroom assessments Class evaluations and student performance
			5C.3. Low Self Esteem	5C.3. Individual Intervention Progress Monitoring Plan Highest Student Achievement Monitoring	5C.3. Teachers Administrative Team MTSS team HSA Team	5C.3. School wide MTSS referral process Monitoring the number of students with D's and F's individually and in PLC	5C.3. MTSS minutes and Agenda Reflection On- going progress monitoring

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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	
5D. Students with Disabilities (SWD)not making satisfactory progress in reading. Reading Goal #5D: Improve current level of performance	2012 Current Level of Performance: 27%(29)	2013 Expected Level of Performance: 100% of all SWD students to make a learning gain An increase in proficiency by 10%	5d.1. Lack of differentiation of instruction	5d.1. Differentiate Instruction	5d.1. AP who evaluates teacher	5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5d.1. Lesson Plans & Walkthrough
			5D.2. lack of motivation	5D.2. Plan small and peer group supplemental instruction/ interventions Intensive Reading program	5D.2. ESE Teachers Gen Ed Teachers Reading Coach Administrative Team	5D.2. Student study buddy Review of formative and common assessment to identify instruction of groups Review assessment data and student progress	5D.2. Assessment Data (e.g., FCAT, FCIM Activities, District Common Assessments other classroom assessments Class evaluations and student performance
			5D.3. Low Self Esteem	5D.3. Individual Intervention Progress Monitoring Plan HSA Monitoring	5D.3. Teachers Administrative Team MTSS team HSA Team	5D.3. School wide MTSS referral process Monitoring the number of students with D's and F's individually and in PLC	5D.3. MTSS minutes and Agenda Reflection On- going progress monitoring

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E: Improve current level of performance			5e.1. Lack of differentiation of instruction	5e.1. Differentiate Instruction	5e.1. AP who evaluates teacher	5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5e.1. Lesson Plans & Walkthrough		
								2012 Current Level of Performance: 50% (208)	2013 Expected Level of Performance: 100% of economically disadvantaged students will learning gain An increase in proficiency by 10%
5E.3 Closing the gap in achievement for students who are a year or	5E.3 Individual Intervention Highest Student Achievement Monitoring Progress Monitoring Plan	5E.3 Teachers Administrative Team MTSS team HSA Team YMCA site	5E.3 School wide MTSS referral process Monitoring the number of students with D's and F's individually and in PLC	5E.3 MTSS minutes and Agenda Reflection On- going progress monitoring Number of students retained or failing.					

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		more behind in reading achievement takes time.	Before and after school tutoring	coordinator	YMCA enrollment	
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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 PaMTSScipants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	Grades 6-8	District	Reading PLC	Aug 6-9, Aug 13, May 1, 2 nd Tuesday each month	Common Core information shared at PLC Documented in PLC feedback sheets	Principal, Asst. Principal and PLC Leader
WICOR / AVID strategies	Grades 6-8	AVID teachers & district support	School-wide	Aug.13,15, Sept. 14, Oct. 10, Jan. 13	Admin. Will conduct targeted walkthroughs in Reading classrooms to monitor AVID strategies	Principal, Asst. Principal and AVID team
Vocabulary Strategies	Grades 6-8	Literacy Committee	Reading PLC	2 nd Tuesday each month	Admin. will target use of vocabulary strategies in reading walkthroughs	Principal and Asst. Principal
Diversity toolkit	Grades 6-8	District	School-wide	Nov. 14, Feb. 20, and April 13	Lesson Plan Rubric noting differentiation for students	Principal and Asst. Principal
Review of FAIR/FCAT data	Grades 6-8	PLC Leader, Reading teachers	Reading PLC	Monthly meetings	Analyze FAIR / FCAT Data	PLC Leader and Reading teachers
Technology to impact student engagement	Grades 6-8	Media Specialist	School-wide	Monthly meeting	Admin. will target use of technology strategies in reading walkthroughs	Principal and Asst. Principal

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Reading Budget

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
Reading strategies - best practices	Textbooks, newspaper, libraries, supplemental	PTSA, textbook fund, Referendum fund	\$1,000.00
ELP	Materials, ELP Teachers	County	\$2,000.00
			Subtotal: \$3,0000
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
workshops, seminars, observations	out-of -school observations, off campus workshops	PTSA, textbook fund, Referendum fund	\$300.00
			Subtotal: \$300.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Student Recognition	Awards, Publication material	PTSA	\$500.00
			Subtotal: \$500.00
			Total: \$3,800

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
I. Students scoring proficient in Listening/Speaking.		1.1. Lack of differentiation of instruction	1.1. Provide formative assessments to inform differentiation in instruction	1.1. AP who evaluates teacher	1.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	1.1. Walkthrough
<u>CELLA Goal #1:</u> Improve current level of performance	2012 Current Percent of Students Proficient in Listening/Speaking: 48% 12					
		1.2. Lack of differentiation of instruction	1.2. Differentiate Instruction	1.2. AP who evaluates teacher	1.2. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners	1.2. Lesson Plans & Walkthrough

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					<ul style="list-style-type: none"> *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. 	
		<p>1.3. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas</p>	<p>1.3. Create intervention that support core instructional goals and objectives</p>	<p>1.3. MTSS</p>	<p>1.3. *MTSS utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses</p>	<p>1.3. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs</p>

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Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<p>2. Students scoring proficient in Reading.</p> <p><u>CELLA Goal #2:</u></p> <p>Improve current level of performance</p>	<p>2012 Current Percent of Students Proficient in Reading :</p> <p>28%</p>	<p>2.1. Insufficient standard based instruction</p>	<p>2.1. Implement High Yield Instructional Strategies</p>	<p>2.1. AP who evaluates teacher</p>	<p>2.1. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks</p>	<p>2.1. Walkthrough</p>
		<p>2.2. Insufficient text dependent instruction</p>	<p>2.2. Implement High Yield Instructional Strategies</p>	<p>2.2. AP who evaluates teacher</p>	<p>2.2. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to</p>	<p>2.2. Walkthrough</p>

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					demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
		2.3 Insufficient text dependent instruction	2.3 Increase instructional rigor	2.3 AP who evaluates teacher	2.3 Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	2.3 Walkthrough Teacher Appraisal Results
Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in Writing.		3.1. Insufficient standard based instruction	3.1. Set and communicate a purpose for learning and learning goals in each lesson	3.1. AP who evaluates teacher	3.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses	3.1. Walkthrough & Lesson Plans
<u>CELLA Goal #3:</u> Improve current level of performance	<u>2012 Current Percent of Students Proficient in Writing :</u> 36%					

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					class discussion by referring back to the learning goal/essential question	
		3.2 Insufficient text dependent instruction Walkthrough Teacher Appraisal Results	3.2 Implement High Yield Instructional Strategies	3.2 AP who evaluates teacher	3.2 Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	3.2 Walkthrough
		3.3 Insufficient text dependent instruction	3.3 Increase instructional rigor	3.3 AP who evaluates teacher	3.3 Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	3.3 Walkthrough Teacher Appraisal Results

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CELLA Budget

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Communication with parents	stamps	discretionary	\$50.00
			Subtotal: \$50.00
			Total: \$50.00

End of CELLA Goals

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Middle School Mathematics Goals

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrie	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a.FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question	1a.1. Walkthrough & Lesson Plans
<u>Mathematics Goal</u> #1a: Improve current level of performance	<u>2012 Current Level of Performance:*</u> 26% 291	<u>2013Expected Level of Performance:*</u> Decrease in level 1 and 2 from 41% to 31%					
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1a.2. Walkthrough

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			1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1b.1. N/A	1b.1. N/A	1b.1. N/A	1b.1. N/A	1b.1. N/A
<u>Mathematics Goal #1b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
Improve current level of performance	#N/A	Decrease in level 1,2 and 3					
			1b.2. N/A	1b.2. N/A	1b.2. N/A	1b.2. N/A	1b.2. N/A
			1b.3. N/A	1b.3. N/A	1b.3. N/A	1b.3. N/A	1b.3. N/A
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a.FCAT 2.0:Students scoring at or above AchievementLevels 4 and 5 in mathematics.			2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal	2b.1. Walkthrough
<u>Mathematics Goal #2a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
Improve current level of performance	32% 356	Increase level 4 and 5 by 5%					

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						and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	
		2a.2. Insufficient text dependent instruction	2a.2. Implement High Yield Instructional Strategies	2a.2. AP who evaluates teacher	2a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes aligned to access points when appropriate *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	2a.2. Walkthrough	
		2a.3. Insufficient text dependent instruction	2a.3. Increase instructional rigor	2a.3 AP who evaluates teacher	2a.3 Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	2a.3 Walkthrough Teacher Appraisal Results	

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2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2b.1. N/A	2b.1. N/A	2b.1. N/A	2b.1. N/A	2b.1. N/A
<u>Mathematics Goal</u> #2b: Improve current level of performance	<u>2012 Current Level of Performance:*</u> #N/A	<u>2013Expected Level of Performance:*</u> Increase level 7 by 5%					
			2b.2. N/A	2b.2. N/A	2b.2. N/A	2b.2. N/A	2b.2. N/A
			2b.3. N/A	2b.3. N/A	2b.3. N/A	2b.3. N/A	2b.3. N/A
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.			3a.1. Lack of student engagement	3a.1. Differentiate Instruction	3a.1. AP who evaluates teacher	3a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	3a.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable
<u>Mathematics Goal</u> #3a: Improve current level of performance	<u>2012 Current Level of Performance:*</u> 68% (682)	<u>2013Expected Level of Performance:*</u> 100% of students will make learning gains					

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		3a.2. Lack of differentiation of instruction	3a.2. Plan small and peer group supplemental instruction/ interventions Intensive Math program	3a.2. Teachers Administrative Team	3a.2. Student study buddy Review of formative and common assessment to identify instruction of groups Review assessment data and student progress	3a.2. Assessment Data (e.g., FCAT, FCIM Activities, District Common Assessments other classroom assessments Class evaluations and student performance
		3a.3. Intervention supports needed to address the varying needs of students across academic and engagement	3a.3. Create intervention that support core instructional goals and objectives	3a.3. MTSS	3a.3. *MTSS utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	3a.3. MTSS minutes and Agenda Reflection On- going progress monitoring
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.		3b.1. N/A	3b.1. N/A	3b.1. N/A	3b.1. N/A	3b.1. N/A
Mathematics Goal #3b:	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>				
Improve current level of performance	N/A	100% of students will make learning gains				
		3b.2. N/A	3b.2. N/A	3b.2. N/A	3b.2. N/A	3b.2. N/A
		3b.3. N/A	3b.3. N/A	3b.3. N/A	3b.3. N/A	3b.3. N/A

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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>4a.FCAT 2.0:Percentage of students in Lowest 25% making learning gains in mathematics.</p> <table border="1"> <thead> <tr> <th>Mathematics Goal</th> <th>2012 Current Level of Performance:*</th> <th>2013Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>#4a: Improve current level of performance</td> <td>63% (162)</td> <td>100% of students will make learning gains</td> </tr> </tbody> </table>			Mathematics Goal	2012 Current Level of Performance:*	2013Expected Level of Performance:*	#4a: Improve current level of performance	63% (162)	100% of students will make learning gains	4a.1. Lack of student engagement	4a.1. Differentiate Instruction	4a.1. AP who evaluates teacher	4a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	4a.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable
Mathematics Goal	2012 Current Level of Performance:*	2013Expected Level of Performance:*											
#4a: Improve current level of performance	63% (162)	100% of students will make learning gains											
			4a.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4a.2. Create intervention that support core instructional goals and objectives	4a.2. MTSS	4a.2. *MTSS utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated	4a.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs						

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					and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	
		4a.3. Intervention supports needed to address the varying needs of students across academic and engagement areas	4a.3. Individual Intervention Progress Monitoring Plan Highest Student Achievement Monitoring	4a.3. Teachers Administrative Team MTSS team HSA Team	4a.3. School wide MTSS referral process Monitoring the number of students with D's and F's individually and in PLC	4a.3. MTSS minutes and Agenda Reflection On- going progress monitoring
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.		4b.1. Lack of student engagement	4b.1. Differentiate Instruction	4b.1. AP who evaluates teacher	4b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	4b.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable
<u>Mathematics Goal #4b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>				
Improve current level of performance	pending	100% of students will make learning gains				

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		4b.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4b.2. Create intervention that support core instructional goals and objectives	4b.2. MTSS	4b.2. *MTSS utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	4b.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs	
		4b.3. Intervention supports needed to address the varying needs of students across academic and engagement areas	4b.3. Individual Intervention Progress Monitoring Plan Highest Student Achievement Monitoring	4b.3. Teachers Administrative Team MTSS team HSA Team	4b.3. School wide MTSS referral process Monitoring the number of students with D's and F's individually and in PLC	4a.3. MTSS minutes and Agenda Reflection On- going progress monitoring	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six	Baseline data 2010-2011 67.00	70	73	75	78	81	83.5

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<p>year school will reduce their achievement gap by 50%.</p>							
<p>Mathematics Goal #5A:</p>							
<p>Use common core standards and AVID strategies to reduce achievement gap 50% in six school years.</p>							
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:</p>			<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>
<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p>			<p>5b.1. White: Black: Hispanic: Asian: American Indian: Lack of differentiation of instruction</p>	<p>5b.1. Differentiate Instruction</p>	<p>5b.1. AP who evaluates teacher</p>	<p>5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>5b.1. Lesson Plans & Walkthrough</p>
<p>Mathematics Goal #5B:</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					
<p>Improve current level of performance</p>	<p>White: 81% 523 Black: 4% 25 Hispanic: 7% 48 Asian: 3% 18 American Indian: 0%</p>	<p>100% of all subgroups to make a learning gain Increase proficiency of all subgroups by 10%</p>					
			<p>5B.2. Insufficient intervention supports exist to address the</p>	<p>5B.2. Plan small and peer group supplemental instruction/</p>	<p>5B.2. Teachers Administrative Team</p>	<p>5B.2. Student study buddy Review of formative and common assessment to</p>	<p>5B.2. Assessment Data (e.g., FCAT, FCIM Activities, District Common</p>

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		varying needs of students across academic and engagement areas	Interventions Intensive Math program		Identify instruction of groups Review assessment data and student progress	Assessments other classroom assessments Class evaluations and student performance
		5B.3. Intervention supports needed to address the varying needs of students across academic and engagement areas	5B.3. Individual Intervention Progress Monitoring Plan HSA Monitoring	5B.3. Teachers Administrative Team MTSS team HSA Team	5B.3. School wide MTSS referral process Monitoring the number of students with D's and F's individually and in PLC	5B.3. MTSS minutes and Agenda Reflection On- going progress monitoring
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.		5c.1. Lack of differentiation of instruction	5c.1. Differentiate Instruction	5c.1. AP who evaluates teacher	5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5c.1. Lesson Plans & Walkthrough
Mathematics Goal #5C:	<u>2012 Current Level of Performance:</u> *	<u>2013Expected Level of Performance:</u> *				
Improve current level of performance	35%(21)	100% of ELL students to make a learning gain Increase proficiency of ELL students by 10%				

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		5C.2. lack of motivation	5C.2. Plan small and peer group supplemental instruction/ interventions Intensive Reading program	5C.2. Teachers Administrative Team	5C.2. Student study buddy Review of formative and common assessment to identify instruction of groups Review assessment data and student progress	5C.2. Assessment Data (e.g., FCAT, FCIM Activities, District Common Assessments other classroom assessments Class evaluations and student performance
		5C.3. Low Self Esteem	5C.3. Individual Intervention Progress Monitoring Plan Highest Student Achievement Monitoring	5C.3. Teachers Administrative Team MTSS team HSA Team	5C.3.. School wide MTSS referral process Monitoring the number of students with D's and F's individually and in PLC	5C.3. MTSS minutes and Agenda Reflection On- going progress monitoring
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD)not making satisfactory progress in mathematics.		5d.1. Lack of differentiation of instruction	5d.1. Differentiate Instruction	5d.1. AP who evaluates teacher	5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5d.1. Lesson Plans & Walkthrough
<u>Mathematics Goal</u> #5D: Improve current level of performance	<u>2012 Current Level of Performance:*</u> 19% (21)	<u>2013 Expected Level of Performance:*</u> 100% of SWD students to make a learning gain Increase proficiency of SWD students by 10%				

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		5D.2. lack of motivation	5D.2. Plan small and peer group supplemental instruction/ interventions Intensive Math program	5D.2. ESE Teachers Gen Ed Teachers Administrative Team	5D.2. Student study buddy Review of formative and common assessment to identify instruction of groups Review assessment data and student progress	5D.2. Assessment Data (e.g., FCAT, FCIM Activities, District Common Assessments other classroom assessments Class evaluations and student performance
		5D.3. Low Self Esteem	5D.3. Individual Intervention Progress Monitoring Plan HSA Monitoring	5D.3. Teachers Administrative Team MTSS team HSA Team	5D.3. School wide MTSS referral process Monitoring the number of students with D's and F's individually and in PLC	5D.3. MTSS minutes and Agenda Reflection On- going progress monitoring
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.		5e.1. Lack of differentiation of instruction	5e.1. Differentiate Instruction	5e.1. AP who evaluates teacher	5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5e.1. Lesson Plans & Walkthrough
<u>Mathematics Goal</u> #5E: Improve current level of performance	<u>2012 Current Level of Performance:*</u> 42%(176)	<u>2013Expected Level of Performance:*</u> 100% of Economicaly Disadvantaged students to make a learning gain Increase proficiency of Economicaly Disadvantaged students by 10%				

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		5E.2. Lack of motivation	5E.2 Intensive math curriculum that targets students' deficiencies and develops lessons to meet individual student needs. Peer, Paired Teaching ELP	5E.2. Teachers Administrative Team ELP Teachers	5E.2. Lesson plan monitoring with feedback ELP school plan	5E.2. FCIM calendar Lesson plan Rubric Feedback Substantive Feedback Progress in ELP
		5E.3. Low Self Esteem	5E.3. Individual Intervention Progress Monitoring Plan HSA Monitoring	5E.3. Teachers Administrative Team MTSS team HSA Team	5E.3. School wide MTSS referral process Monitoring the number of students with D's and F's individually and in PLC	5E.3. MTSS minutes and Agenda Reflection On- going progress monitoring

End of Middle School Mathematics Goals

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

Algebra EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra.			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: * Is aligned with a course standard or benchmark and to the district/school pacing guide * Begins with a discussion of desired outcomes and learning goals * Includes a learning goal/essential question * Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question * Focuses and/or refocuses class discussion by referring back to the learning goal/essential question	1a.1. Walkthrough & Lesson Plans
Algebra Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Improve current level of performance	55% 121	Decrease level 1 and 2 from 18%(40) to 15%(33)					
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: * Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes * Student readiness for learning occurs by connecting instructional objectives and goals to students’ background knowledge, interests, and personal goals, etc.	1a.2. Walkthrough

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					*Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks. The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks. Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.		2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: * Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction * Teachers facilitate effective classroom activities and tasks that elicit evidence of learning * Teachers collect both formal and informal data regarding students' learning and provide	2b.1. Walkthrough
<u>Algebra Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
Improve current level of performance	26% 57	Increase level 4 and 5 by 5%				

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						<p>feedback regularly to students regarding their personal progress throughout the lesson cycle</p> <p>* Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points</p>	
		2.2 Insufficient text dependent instruction	2.2 Implement High Yield Instructional Strategies	2.2 AP who evaluates teacher	2.2 Determine: * Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes aligned to access points when appropriate * Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. * Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	2.2 Walkthrough	
		2.3. Insufficient text dependent instruction	2.3. Increase instructional rigor	2.3. AP who evaluates teacher	2.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples,	2.3. Walkthrough Teacher Appraisal Results	

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					questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011 81%	81%	85%	89%	93%	96%	100%
<u>Algebra Goal #3A:</u> Use common core standards and AVID strategies to reduce achievement gap 50% in six school years.							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.		5b.1. Lack of differentiation of instruction	5b.1. Differentiate Instruction	5b.1. AP who evaluates teacher	5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide	5b.1. Lesson Plans & Walkthrough	
<u>Algebra Goal #3B:</u> Improve current level of performance	<u>2012 Current Level of Performance:*</u> White: Black: Hispanic: Asian: American Indian:	<u>2013 Expected Level of Performance:*</u> 100% of all students subgroups by ethnicity to make a learning gain Increase proficiency of					

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		all student subgroups by ethnicity by 10%				small group instruction to target specific learning needs. * These small groups are flexible and change with the content, project and assessments * Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			5B.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	5B.2. Plan small and peer group supplemental instruction/ interventions Intensive Math program	5B.2. Teachers Administrative Team	5B.2. Student study buddy Review of formative and common assessment to identify instruction of groups Review assessment data and student progress	5B.2. Assessment Data (e.g., FCAT, FCIM Activities, District Common Assessments other classroom assessments Class evaluations and student performance
			5B.3. Intervention supports needed to address the varying needs of students across academic and engagement areas	5B.3. Individual Intervention Progress Monitoring Plan HSA Monitoring	5B.3. Teachers Administrative Team MTSS team HSA Team	5B.3. School wide MTSS referral process Monitoring the number of students with D's and F's individually and in PLC	5B.3. MTSS minutes and Agenda Reflection On- going progress monitoring
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra.			5c.1. Lack of differentiation of instruction	5c.1. Differentiate Instruction	5c.1. AP who evaluates teacher	5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level * Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) * Models, examples and	5c.1. Lesson Plans & Walkthrough
Algebra Goal #3C:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of performance	pending	100% of ELL students to make a learning gain Increase					

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		proficiency of ELL students by 10%				questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			5C.2. lack of motivation	5C.2. Plan small and peer group supplemental instruction/ interventions Intensive Reading program	5C.2. Teachers Administrative Team	5C.2. Student study buddy Review of formative and common assessment to identify instruction of groups Review assessment data and student progress	5C.2. Assessment Data (e.g., FCAT, FCIM Activities, District Common Assessments other classroom assessments Class evaluations and student performance
			5C.3. Low Self Esteem	5C.3. Individual Intervention Progress Monitoring Plan Highest Student Achievement Monitoring	5C.3. Teachers Administrative Team MTSS team HSA Team	5C.3. School wide MTSS referral process Monitoring the number of students with D's and F's individually and in PLC	5C.3. MTSS minutes and Agenda Reflection On- going progress monitoring
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.			5d.1. Lack of differentiation of instruction	5d.1. Differentiate Instruction	5d.1. AP who evaluates teacher	5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to	5d.1. Lesson Plans & Walkthrough
<u>Algebra Goal #3D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of performance	pending	100% of all SWD students					

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		to make a learning gain				meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
		Increase proficiency of SWD students by 10%					
			5D.2. lack of motivation	5D.2. Plan small and peer group supplemental instruction/ interventions Intensive Math program	5D.2. ESE Teachers Gen Ed Teachers Administrative Team	5D.2. Student study buddy Review of formative and common assessment to identify instruction of groups Review assessment data and student progress	5D.2. Assessment Data (e.g., FCAT, FCIM Activities, District Common Assessments other classroom assessments Class evaluations and student performance
			5D.3. Low Self Esteem	5D.3. Individual Intervention Progress Monitoring Plan HSA Monitoring	5D.3. Teachers Administrative Team MTSS team HSA Team	5D.3. School wide MTSS referral process Monitoring the number of students with D's and F's individually and in PLC	5D.3. MTSS minutes and Agenda Reflection On- going progress monitoring

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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
3E. Economically Disadvantaged students not making satisfactory progress in Algebra.			5e.1. Lack of differentiation of instruction	5e.1. Differentiate Instruction	5e.1. AP who evaluates teacher	5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5e.1. Lesson Plans & Walkthrough
<u>Algebra Goal #3E:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
Improve current level of performance	pending	100% of Economically Disadvantaged students to make a learning gain Increase proficiency of Economically Disadvantaged students by 10%					
			5E.2. Lack of motivation	5E.2 Intensive math curriculum that targets students’ deficiencies and develops lessons to meet individual student needs. Peer, Paired Teaching ELP	5E.2. Teachers Administrative Team ELP Teachers	5E.2. Lesson plan monitoring with feedback ELP school plan	5E.2. FCIM calendar Lesson plan Rubric Feedback Substantive Feedback Progress in ELP
			5E.3. Low Self Esteem	5E.3. Individual Intervention Progress Monitoring Plan	5E.3. Teachers Administrative Team	5E.3. School wide MTSS referral process	5E.3. MTSS minutes and Agenda

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			HSA Monitoring	MTSS team HSA Team	Monitoring the number of students with D's and F's individually and in PLC	Reflection On- going progress monitoring
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End of Algebra EOC Goals

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
<u>Geometry Goal #1:</u> Improve current level of performance	<u>2012 Current Level of Performance:*</u> 95% (58)	<u>2013 Expected Level of Performance:*</u> Decrease level 1 and 2 students from 5% (3) to 1% (1)					

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		1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1a.2. Walkthrough
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.		2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: * Teachers regularly assess students’ readiness for learning and achievement of knowledge and skills during instruction * Teachers facilitate effective classroom activities and tasks that elicit evidence of learning * Teachers collect both formal and informal data regarding students’ learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle * Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b.1. Walkthrough
<u>Geometry Goal #2:</u> Improve current level of performance .	2012 Current Level of Performance:*					
	<i>To be complete in the pre-populated version</i>	Increase level 4 and 5 by 5%				
		2.2 Insufficient text dependent instruction	2.2 Implement High Yield Instructional Strategies	2.2 AP who evaluates teacher	2.2 Determine: * Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes aligned to access points when appropriate * Student readiness for learning occurs by connecting instructional objectives and goals to students’ background knowledge, interests, and personal goals, etc.	2.2 Walkthrough

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					*Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		2.3. Insufficient text dependent instruction	2.3. Increase instructional rigor	2.3. AP who evaluates teacher	2.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	2.3. Walkthrough Teacher Appraisal Results

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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017				
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. <u>Geometry Goal #3A:</u> Improve current level of performance by 50% by	Baseline data 2010-2011		To be complete in the pre-populated version	To be complete in the pre-populated version	To be complete in the pre-populated version	To be complete in the pre-populated version	To be complete in the pre-populated version				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool					
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. <u>Geometry Goal #3B:</u> Improve current level of performance		5b.1. White: Black: Hispanic: Asian: American Indian: Lack of differentiation of instruction	5b.1. Differentiate Instruction	5b.1. AP who evaluates teacher	5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided	5b.1. Lesson Plans & Walkthrough					
	<table border="1"> <thead> <tr> <th>2012 Current Level of Performance:*</th> <th>2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>To be complete in the pre-populated version White: Black: Hispanic: Asian: American Indian:</td> <td>100% of all student subgroups to make a learning gain Increase proficiency of all student subgroups by 10%</td> </tr> </tbody> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	To be complete in the pre-populated version White: Black: Hispanic: Asian: American Indian:	100% of all student subgroups to make a learning gain Increase proficiency of all student subgroups by 10%						
2012 Current Level of Performance:*	2013 Expected Level of Performance:*										
To be complete in the pre-populated version White: Black: Hispanic: Asian: American Indian:	100% of all student subgroups to make a learning gain Increase proficiency of all student subgroups by 10%										

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						opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			5B.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	5B.2. Plan small and peer group supplemental instruction/ interventions Intensive Math program	5B.2. Teachers Administrative Team	5B.2. Student study buddy Review of formative and common assessment to identify instruction of groups Review assessment data and student progress	5B.2. Assessment Data (e.g., FCAT, FCIM Activities, District Common Assessments other classroom assessments Class evaluations and student performance
			5B.3. Intervention supports needed to address the varying needs of students across academic and engagement areas	5B.3. Individual Intervention Progress Monitoring Plan HSA Monitoring	5B.3. Teachers Administrative Team MTSS team HSA Team	5B.3. School wide MTSS referral process Monitoring the number of students with D's and F's individually and in PLC	5B.3. MTSS minutes and Agenda Reflection On- going progress monitoring
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			5c.1. Lack of differentiation of instruction	5c.1. Differentiate Instruction	5c.1. AP who evaluates teacher	5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers	5c.1. Lesson Plans & Walkthrough
<u>Geometry Goal #3C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
Improve current level of performance	<i>To be complete in the pre-populated version</i>	100% of ELL students to make a learning gain Increase proficiency of of ELL students by					

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		10%				provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			5C.2. lack of motivation	5C.2. Plan small and peer group supplemental instruction/ interventions Intensive Reading program	5C.2. Teachers Administrative Team	5C.2. Student study buddy Review of formative and common assessment to identify instruction of groups Review assessment data and student progress	5C.2. Assessment Data (e.g., FCAT, FCIM Activities, District Common Assessments other classroom assessments Class evaluations and student performance
			5C.3. Low Self Esteem	5C.3. Individual Intervention Progress Monitoring Plan Highest Student Achievement Monitoring	5C.3. Teachers Administrative Team MTSS team HSA Team	5C.3. School wide MTSS referral process Monitoring the number of students with D's and F's individually and in PLC	5C.3. MTSS minutes and Agenda Reflection On- going progress monitoring
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			5d.1. Lack of differentiation of instruction	5d.1. Differentiate Instruction	5d.1. AP who evaluates teacher	5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning	5d.1. Lesson Plans & Walkthrough
<u>Geometry Goal #3D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of performance	<i>To be complete in the pre-populated version</i>	100% of SWD students to make a					

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		learning gain Increase proficiency of SWD students by 10%				readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			5D.2. lack of motivation	5D.2. Plan small and peer group supplemental instruction/ interventions Intensive Math program	5D.2. ESE Teachers Gen Ed Teachers Administrative Team	5D.2. Student study buddy Review of formative and common assessment to identify instruction of groups Review assessment data and student progress	5D.2. Assessment Data (e.g., FCAT, FCIM Activities, District Common Assessments other classroom assessments Class evaluations and student performance
			5D.3. Low Self Esteem	5D.3. Individual Intervention Progress Monitoring Plan HSA Monitoring	5D.3. Teachers Administrative Team MTSS team HSA Team	5D.3. School wide MTSS referral process Monitoring the number of students with D's and F's individually and in PLC	5D.3. MTSS minutes and Agenda Reflection On- going progress monitoring
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			5e.1. Lack of differentiation of instruction	5e.1. Differentiate Instruction	5e.1. AP who evaluates teacher	5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and	5e.1. Lesson Plans & Walkthrough
<u>Geometry Goal #3E:</u> Improve current level of performance	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					

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	<i>To be complete in the pre-populated version</i>	100% of Economically Disadvantaged students to make a learning gain Increase proficiency of Economically Disadvantaged students by 10%				skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			5E.2. Lack of motivation	5E.2 Intensive math curriculum that targets students' deficiencies and develops lessons to meet individual student needs. Peer, Paired Teaching ELP	5E.2. Teachers Administrative Team ELP Teachers	5E.2. Lesson plan monitoring with feedback ELP school plan	5E.2. FCIM calendar Lesson plan Rubric Feedback Substantive Feedback Progress in ELP
			5E.3. Low Self Esteem	5E.3. Individual Intervention Progress Monitoring Plan HSA Monitoring	5E.3. Teachers Administrative Team MTSS team HSA Team	5E.3. School wide MTSS referral process Monitoring the number of students with D's and F's individually and in PLC	5E.3. MTSS minutes and Agenda Reflection On- going progress monitoring

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End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD PaMTSScipants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	Grades 6-8	District	Math PLC	Aug 6-9, Aug 13, May 1, 2 nd Tuesday each month	Common Core information shared at PLC Documented in PLC feedback sheets	Principal, Asst. Principal and PLC Leader
WICOR / AVID strategies	Grades 6-8	AVID teachers & district support	School-wide	Aug.13,15, Sept. 14, Oct. 10, Jan. 13	Admin. will conduct targeted walkthroughs in math classrooms to monitor AVID strategies	Principal, Asst. Principal and AVID team
Vocabulary Strategies	Grades 6-8	Literacy Committee	Math PLC	2 nd Tuesday each month	Admin. will target use of vocabulary strategies in math walkthroughs	Principal and Asst. Principal
Diversity toolkit	Grades 6-8	District	School-wide	Nov. 14, Feb. 20, and April 13	Lesson Plan Rubric noting differentiation for students	Principal and Asst. Principal
Technology to impact student engagement	Grades 6-8	Media Specialist	School-wide	Monthly meeting	Admin. will target use of technology strategies in math walkthroughs	Principal and Asst. Principal
Review of FAIR/FCAT data	Grades 6-8	PLC Leader, Math teachers	Math PLC	Monthly meetings	Analyze FAIR / FCAT Data	PLC Leader and Math teachers

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Mathematics 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
Math strategies-best practice	Math strategies-best practice	PTSA, textbook funds, flex dollars,	\$1,500.00
			Subtotal: \$1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Workshops, seminars, and county school observations(TDE's)	Out-of-school workshops, seminars, tme to observe	PTSA	\$300.00
			Subtotal: \$300.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Student recognition for Star Behavior and outstanding academic achievements	In class funds to reward high achieving students	PTSA	\$500.00
			Subtotal: \$500.00
			Total: 2,300.00

End of Mathematics Goals

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Elementary and Middle School Science Goals

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a.FCAT 2.0:Students scoring at Achievement Level 3 in science.			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question	1a.1. Walkthrough & Lesson Plans
Science Goal #1a: Improve current level of performance	2012 Current Level of Performance: * 37.4% 148	2013 Expected Level of Performance: * Decrease the number of level 1 and 2 from 44%(171) To 34%(133)					
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback;	1a.2. Walkthrough

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					Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results
1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.		1b.1. N/A	1b.1. N/A	1b.1. N/A	1b.1. N/A	1b.1. N/A
Science Goal #1b:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
Improve current level of performance	#N/A	Decrease the number of level 1,2, and 3 from to				
		1b.2. N/A	1b.2. N/A	1b.2. N/A	1b.2. N/A	1b.2. N/A
		1b.3. N/A	1b.3. N/A	1b.3. N/A	1b.3. N/A	1b.3. N/A

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			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b1. Walkthrough
<u>Science Goal #2a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of performance	17.4% 69	Increase the level 4 and 5 students 5%					
			2a.2. Insufficient text dependent instruction	2a.2. Implement High Yield Instructional Strategies	2a.2. AP who evaluates teacher	2a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes aligned to access points when appropriate *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback;	2a.2. Walkthrough

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					Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		2a.3. Insufficient text dependent instruction	2a.3. Increase instructional rigor	2a.3. AP who evaluates teacher	2a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and task	2a.3. Walkthrough Teacher Appraisal Results
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.		2b.1. N/A	2b.1. N/A	2b.1. N/A	2b.1. N/A	2b.1. N/A
<u>Science Goal #2b:</u> Improve current level of performance	<u>2012 Current Level of Performance:*</u> #N/A	<u>2013 Expected Level of Performance:*</u> Increase the level 7 by 5%				
		2b.2. N/A	2b.2. N/A	2b.2. N/A	2b.2. N/A	2b.2. N/A
		2b.3. N/A	2b.3. N/A	2b.3. N/A	2b.3. N/A	2b.3. N/A

End of Elementary and Middle School Science Goals

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Science 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 PaMTSScipants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	Grades 6-8	District	Science PLC	Aug 6-9, Aug 13, May 1, 2 nd Tuesday each month	Common Core information shared at PLC Documented in PLC feedback sheets	Principal, Asst. Principal and PLC Leader
WICOR / AVID strategies	Grades 6-8	AVID teachers & district support	School-wide	Aug.13,15, Sept. 14, Oct. 10, Jan. 13	Admin. Will conduct targeted walkthroughs in Science classrooms to monitor AVID strategies	Principal, Asst. Principal and AVID team
Vocabulary Strategies	Grades 6-8	Literacy Committee	Science PLC	2 nd Tuesday each month	Admin. will target use of vocabulary strategies in Science walkthroughs	Principal and Asst. Principal
Diversity toolkit	Grades 6-8	District	School-wide	Nov. 14, Feb. 20, and April 13	Lesson Plan Rubric noting differentiation for students	Principal and Asst. Principal
Review of FAIR/FCAT data	Grades 6-8	PLC Leader, Science teachers	Science PLC	Monthly meetings	Analyze FAIR / FCAT Data	PLC Leader and Science teachers
Technology to impact student engagement	Grades 6-8	Media Specialist	School-wide	Monthly meeting	Admin. will target use of technology strategies in science walkthroughs	Principal and Asst. Principal

Science 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
Opportunity for science labs	Lab material	School allocation for science depart.	\$100.00
			Subtotal: \$100.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

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Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:\$100.00

End of Science Goals

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89%

Writing Goals

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1a.1. Insufficient text dependent instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question	1a.1. Walkthrough & Lesson Plans
Writing Goal #1a: Improve current level of performance	<u>2012 Current Level of Performance:*</u> 89% 349 Level 4 and above 47% 186	<u>2013 Expected Level of Performance:*</u> Decrease level 1,2 and 3					
			1a.2. Insufficient text dependent instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students’ background knowledge, interests, and personal goals, etc.	1a.2. Walkthrough

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					*Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.3. Insufficient text dependent instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results
Ib. Florida Alternate Assessment: Students scoring at 4 or higher in writing.		1b.1. N/A	1b.1. N/A	1b.1. N/A	1b.1. N/A	1b.1. N/A
Writing Goal #1b: Improve current level of performance	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Level 4,5, and 6 #N/A Level 7, 8, 9 #N/A	Decrease level 1,2 and 3				
			1b.2. N/A	1b.2. N/A	1b.2. N/A	1b.2. N/A
		1b.3. N/A	1b.3. N/A	1b.3. N/A	1b.3. N/A	1b.3. N/A

End of Writing Goals

June 2012
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Attendance Goal

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
I. Attendance			1.1. Lack of student engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan Students will participate in the tardy challenge. The reinforcement period will be randomly selected and communicated to teachers via the Tarpon Tips. Winners will be awarded one half of the period activity time with member of the SBLT. Morning announcement to reinforce attendance policy	1.1. MTSS Teachers Assistant Principal Students Foundation work groups	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted. Compare data to last years results to determine progress on goal.	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of classes teachers submit for tardy challenge
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
Improve current level of performance	93%	Greater than prior year					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	572	10% decrease from prior year					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	0	10% decrease from prior year					
			1.2. Few opportunities exist to form mentoring relationships with adults at school	1.2. TCL in Tarpon Tips to notify staff of students with special needs Grade level PLC student alert to identify need for adult support.	1.2. Guidance Counselors Peer connectors Grade level clerks Attendance Specialist	1.2. Grade Level PLC Student Alert Process TSMS Attendance ploicy	1.2. Attendance Data
			1.3. Few opportunities exist to form mentoring relationships with adults at school.	1.3. CST will target students who accrue more than 10 unexcused absences in a 9 week period. Student alert to pair student with mentor.	1.3. Attendance Specialist Grade level clerks	1.3. Child Study Team will review attendance data biweekly and report progress.	1.3. Biweekly attendance data Child Study Report

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

Attendance 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
Communication with parents	postage	discretionary funds	\$200.00
			Subtotal: \$200.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$200.00

End of Attendance Goals

June 2012
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Suspension Goal(s)

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1. Lack of Student Engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan Ensure students are represented on school leadership teams when choosing reinforcers for recognition of STAR behavior. All student subgroups are represented in school clubs and committees to provide opportunities for student involvement Implement Classroom	1.1. MTSS Student Club/Committee Sponsors Foundations Team Workgroup	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule
Suspension Goal #1: Improve current level of performance	2012Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
	503	10% decrease from prior year					
	2012Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	148	10% decrease from prior year					
	2012Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	429	10% decrease from prior year					
	2012Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
106	10% decrease from prior year						
			1.2. Parent involvement	1.2. Implement mentoring programs and target groups with at-risk students use of data and academic requirements for proper	1.2. Guidance Counselor Highest Student Achievement Committee Identified classroom teachers	1.2. Modeling repetition, consistency, Use the EDS to collect and analyze referral data biweekly for student receiving Tier 2 interventions.	1.2. Frequency count of students with referrals receiving Tier 2 intervention District report for Bully Incidents founded/unfounded

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

			placement Peer mentoring STEP 5000 Role Model Girls Club Bully Prevention Program	RtIB Foundation work group	Participation in STEP Participation in 5000 Role Model Participation in Girls Club Calendar of Bully Prevention Lessons	
		1.3. Students having low expectations of themselves.	1.3. Goal setting plans implemented of at risk students to meet expectations of Classroom Management Plans	1.3. Guidance Counselor Highest Student Achievement Committee Identified classroom teachers	1.3. Use the EDS to collect and analyze referral data biweekly for student receiving Tier 3 intervention.	1.3. Frequency count of students with referrals receiving Tier 2 intervention. District report for Bully Incidents founded/unfounded

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School wide target behaviors	All	7th grade assistant principal	school wide	Bi-monthly	EDS referral and suspension report	MTSS
Students with excessive discipline referrals	All	Grade Level PLC Facilitator	grade level	monthly	EDS referral report	SBLT
School wide professional development for goal setting	All	District presenter	school wide	one time per semester	Grade level PLC Alert Process	Foundation work group
Diversity toolkit	Grades 6-8	District	School-wide	Nov. 14, Feb. 20, and April 13	Lesson Plan Rubric noting differentiation for students	Principal and Asst. Principal

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

Suspension Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Communication with parents	postage	discretionary funds	\$200.00
			Subtotal: \$200.00
			Total: \$200.00

End of Suspension Goals

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.

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>			1.1. Lack of frequent home-school communication in a variety of formats, and allows for families to support and supervise their child's educational progress	1.1. Provide frequent home-school communication in a variety of formats, and allows for families to support and supervise their child's educational progress	1.1. MTSS	1.1. The number of parents/guardians/ households that have logged into Portal Number of times parents used website Number of successful calls	1.1. Portal Parent Login report MIS data report Blackboard Connect
Improve current level of performance Portal logins by parents	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					
	51.9%(655) parents logged onto Portal	60%(671) parents will log onto Portal					
			1.2. Disconnect between school and families	1.2. Schedule community evenings each semester to provide families with resources from the staff and from the school community.	1.2. Community Involvement Guidance MTSS	1.2. Collect participation data from participants in Community Connection TSMS Climate Survey	1.2. TSMS Climate Survey YMCA parent sign in
		1.3. Due to current economic situations we have a greater percent of free and reduced lunch students.	1.3. Before and after school tutoring with YMCA at no expense to families.	1.3. MTSS YMCA site supervisor	1.3. Monitor students enrolled in YMCA Monitor students on free and reduced lunch	1.3. Student grade performance on free and reduced lunch	

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Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Technology Tips	Grade 6-8	Media Specialist	school wide	1 st Wednesday of the month	Number of teachers in attendance	Media Specialist
Community Connection	Grade 6-8	Content PLC MTSS	School- wide	One first semester, one second semester	Number of parents in attendance	Community Involvement Manager

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
Community Connection Each Semester	Fliers to advertise Event	Discretionary Fund	\$100.00
			Subtotal: \$100.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Community Connection	Email to community agencies and business		
TSMS web page with links to YMCA and PTSA	Redesign web page		
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$100.00

End of Parent Involvement Goal(s)

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

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

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>STEM Goal #1:</p> <p>We currently have 7% (81) of our students exposed to the STEM program through semester classes and wheel rotations.</p>	<p>1.1. Lack of hardware</p>	<p>1.1. Increase rigor using common core and avid strategies in math, science and technology</p> <p>Teach sketching techniques using descriptive geometry</p> <p>Teach computer modeling</p>	<p>1.1. Teachers Principal/Assistant principals</p>	<p>1.1. Teachers provide instruction which is aligned with the cognitive complexity levels</p> <p>Students are provided with appropriate scaffolding and supports to access higher order questions and tasks</p>	<p>1.1. Walkthrough Student based projects</p>
	<p>1.2. Trained Staff</p>	<p>1.2. Assistance with collaborative structure</p>	<p>1.2. District Principal/Assistant principals</p>	<p>1.2. Using the Inquiry Model of Learning- Hands on</p>	<p>1.2. Walkthrough Student based projects</p>
	<p>1.3. Professional Development</p>	<p>1.3. Deeper understanding of science concept</p>	<p>1.3. Teachers Principal/Assistant principals</p>	<p>1.3. Activity based investigations small groups</p>	<p>1.3. Walkthrough</p>

STEM Professional Development

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	Grades 6-8	District	Math PLC	Aug 6-9, Aug 13, May 1, 2 nd Tuesday each month	Common Core information shared at PLC Documented in PLC feedback sheets	Principal, Asst. Principal and PLC Leader
Common Core	Grades 6-8	District	Science PLC	Aug 6-9, Aug 13, May 1, 2 nd Tuesday each month	Common Core information shared at PLC Documented in PLC feedback sheets	Principal, Asst. Principal and PLC Leader
Technology to impact student engagement	Grades 6-8	Media Specialist	School-wide	Monthly meeting	Admin. will target use of technology strategies in math walkthroughs	Principal and Asst. Principal

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Project Lead the Way	Updates	District work force	\$50.00
			Subtotal: \$50.00
			Total: \$50.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: All 6 th and 7 th grade student participate in the Career Technical Student Organization Planner (CTSO) 64%(740)	1.1. Limited Curriculum	1.1. Students are given an introduction and exploration on a computer based program	1.1. Guidance Teachers	1.1. Monitor the implementation of CTSO	1.1. Number of students completing CTSO
	1.2. Schedule Constraints	1.2. Collaboration with workforce	1.2. Guidance Teachers	1.2. Exposure to careers	1.2. Students involved in community projects
	1.3. Limited Curriculum	1.3. Provide students with awareness to skill sets needed to be successful post secondary	1.3. Guidance Teachers	1.3. Pre and Post evaluation	1.3. Evaluation scores

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CTE/ Choices	6&7grade /Social Studies	Guidance	Social Studies teachers grades6 & 7	March 2013	Teachers participating in training	Guidance

CTE Budget(Insert rows as needed)

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

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

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Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Community Connection	Email to community agencies and business	Discretionary funds	\$50.00
			Subtotal: \$50.00
			Total: \$50.00

End of CTE Goal(s)

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Additional Goal I Wellness (s)

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Wellness			1.1. A: Failure to form a Healthy School Team.	1.1. A: Complete Healthy Schools Program 6 Step Process online https://schools.healthiergeneration.org/	1.1. A: Healthy School Team (school administrator, physical education teacher, cafeteria manager, health teacher/elementary classroom teachers (optional members – students, parents, school nurse)	1.1. A: Completion of 6 th Step of the Healthy School Program online (Celebrate Successes)	1.1. A: Healthy School Inventory (Evaluate Your School) online
Additional Goal #1: Improve current level of performance	2012 Current Level :*	2013 Expected Level :*					
	A Data Meeting Gold Level on Healthy Schools Inventory	Options Set A: Meeting Gold Level on Healthy Schools Inventory					
	B Data: Being Fit Matters/Fitnessgram Data by school will be inserted here.	B Data: Being Fit Matters/Fitnessgram School will improve students' scores on one Being Fit Matters/Fitnessgram Assessment scores for selected by school.	B: Failure to assess students and upload Being Fit Matters/Fitnessgram data	B: Complete Pre and Post Being Fit Matters/Fitnessgram student assessments and upload data	B: physical education teachers	B: Compare Pre and Post Being Fit Matters/Fitnessgram student assessments results	B: Being Fit Matters Statistical Report (Portal)
			1.2. Inactivity with students	1.2 Have students participate in the Fuel up to play.	1.2. Healthy School Team and PE teachers	1.2. Students signed up to play	1.2. Sign-up roster
			1.3. Student will not make the healthy choice in food options	1.3. Offer more healthy choices to students	1.3. Cafeteria Manager	1.3. Inventory of healthy choices	1.3. Sales made on selected items

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Additional Wellness Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Healthy Choices	Grades 6-8	Healthy School Team	School-wide	Monthly meeting	Feedback Sheets	Healthy School Team

Additional Wellness Goal(s) Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Stipends for Health-Wellness committee	\$10.00 per hour for staff serving on Health/Wellness committee	District funding	\$200.00
			Subtotal: \$200.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$200.00

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Additional Goal V Bradley MOU (s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Black advanced Coursework			1.1. Lack of differentiation of instruction	1.1. Differentiate Instruction	1.1. AP who evaluates teacher	1.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	1.1. Lesson Plans & Walkthrough Professional Development includes equity and cultural responsiveness
Additional Goal #1:	2012 Current Level :*	2013 Expected Level :*					
<i>There will be an increase percent of black students enrolled in rigorous advanced coursework</i>	17% (16)	Increase from prior year to 23%(22) students					
<i>There will be an increase in performance of black students in rigorous advanced coursework</i>			1.2. Student apprehension about taking higher level classes with rigor	1.2. STEP 5000 Role Model Girls Club	1.2. Guidance Counselor Teachers Club Sponsors	1.2. Participation in STEP Participation in 5000 Role Model Participation in Girls	1.2. Rosters for Clubs Increased number of students enrolled in advance classes

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			Target students 3 and above with a GPA of 3.2 or higher for advanced placement in core curriculum	Administrative team	Club Increased number of students in advance placement Review of Student Grades and FCAT scores	FCAT GPA
		1.3. Lack of confidence	1.3. Peer mentoring	1.3. Teacher Guidance Counselor Administrative team	1.3. HSA meetings	1.3. On going progress monitoring HSA minutes

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Additional Goal: Student Engagement for Black Students			2.1. Lack of Student Engagement	2.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	2.1. SBLT	2.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	2.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule
Additional Goal #1:	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
There will be an increase in black student engagement	34% (47) received referral 22% (31) received ISS 15% (21) received OSS	Decrease the percent of Black students receiving referrals, and Receiving in school and out of school suspensions					
			2.2. Student not feeling connected to school	2.2. STEP 5000 Role Model Girls Club	2.2. Guidance Counselor Teachers Club Sponsors Administrative team	2.2. Participation in STEP Participation in 5000 Role Model Participation in Girls Club	2.2. Rosters for Clubs
			2.3. Low Self Esteem	2.3. Individual Intervention Progress Monitoring Plan HSA Monitoring	2.3. Teachers Administrative Team MTSS team HSA Team	2.3. School wide MTSS referral process Monitoring the number of students with D's and F's individually and in PLC	2.3. MTSS minutes and Agenda Reflection On- going progress monitoring

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

Additional MOU Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	Grades 6-8	District	Science PLC	Aug 6-9, Aug 13, May 1, 2 nd Tuesday each month	Common Core information shared at PLC Documented in PLC feedback sheets	Principal, Asst. Principal and PLC Leader
WICOR / AVID strategies	Grades 6-8	AVID teachers & district support	School-wide	Aug.13,15, Sept. 14, Oct. 10, Jan. 13	Admin. Will conduct targeted walkthroughs in Science classrooms to monitor AVID strategies	Principal, Asst. Principal and AVID team
Vocabulary Strategies	Grades 6-8	Literacy Committee	Science PLC	2 nd Tuesday each month	Admin. will target use of vocabulary strategies in Science walkthroughs	Principal and Asst. Principal
Diversity toolkit	Grades 6-8	District	School-wide	Nov. 14, Feb. 20, and April 13	Lesson Plan Rubric noting differentiation for students	Principal and Asst. Principal
Review of FAIR/FCAT data	Grades 6-8	PLC Leader, Science teachers	Science PLC	Monthly meetings	Analyze FAIR / FCAT Data	PLC Leader and Science teachers
Technology to impact student engagement	Grades 6-8	Media Specialist	School-wide	Monthly meeting	Admin. will target use of technology strategies in science walkthroughs	Principal and Asst. Principal
Common Core	Grades 6-8	District	Science PLC	Aug 6-9, Aug 13, May 1, 2 nd Tuesday each month	Common Core information shared at PLC Documented in PLC feedback sheets	Principal, Asst. Principal and PLC Leader

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Community Connection	Email to community agencies and business	Discretionary	\$50.00
			Subtotal: \$50.00
			Total: \$50.00

End of Additional Goal(s)

Final Budget (Insert rows as needed)

June 2012
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 Revised April 29, 2011

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Please provide the total budget from each section.	
Reading Budget	Total: \$3,800.00
CELLA Budget	Total: \$50.00
Mathematics Budget	Total: \$2,300.00
Science Budget	Total: \$100.00
Writing Budget	Total: N/A
Civics Budget	Total: N/A
U.S. History Budget	Total: N/A
Attendance Budget	Total: \$200.00
Suspension Budget	Total: \$200.00
Dropout Prevention Budget	Total: N/A
Parent Involvement Budget	Total: \$100.00
STEM Budget	Total: \$50.00
CTE Budget	Total: \$50.00
Additional Goals	Total: \$250.00
	Grand Total: \$7,100.00

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
<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.
Continue to provide progress on School Improvement goals; share updates on TSMS initiatives and provide opportunity for feedback.

Describe the projected use of SAC funds.	Amount
Support for school improvement initiatives to support student performance results	\$100.00