

# FLORIDA DEPARTMENT OF EDUCATION



## DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

**PART I: CURRENT SCHOOL STATUS**

**School Information**

School Name: Kathleen Middle	District Name: Polk
Principal: Mr. Brett Butler	Superintendent: Dr. Sherrie Nickell
SAC Chair: Ms. Tracey Kimbrough	Date of School Board Approval:

**Student Achievement Data and Reference Materials:**

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

**Administrators**

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

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Mr. Brett Butler	Bachelor's Degree in Business Education (6-12), Master's of Science in Educational Leadership, Certification in School Principal (all levels), Agriculture (6-12), Business Education (6-12)	5	13	<p><b>Principal of KMS in 2011-12:</b> Grade D,</p> <p><b>2010-11:</b> Grade C, Reading Mastery: 52%, Reading Learning Gains: 60%, Lowest 25% Gains: 67%, Math Mastery: 47%, Math Learning Gains: 64%, Lowest 25% Gains:72%, Science Mastery: 34%, AYP 74%, None of the subgroups made AYP in Reading or Math</p> <p><b>2009-10:</b> Grade C, Reading Mastery: 55%, Reading Learning Gains: 57%, Lowest 25% Gains: 62%, Math Mastery: 47%, Math Learning Gains: 63%, Lowest 25% Gains: 71%, Science Mastery: 31%, AYP 74%, None of the subgroups made AYP in Reading or Math.</p> <p><b>2008-2009:</b> Grade B, Reading Mastery: 63%, Math Mastery: 48%, Science Mastery: 33%, AYP: 87%, Hispanics did not make AYP in Reading and the Black students were the only subgroup that made AYP in Math.</p> <p><b>2007-2008:</b> Grade B, Reading Mastery: 56%, Math Mastery: 51%, Science Mastery: 27%, AYP: 87%, White and SWD did not make AYP in Reading, while White, Black, and SWD did not make AYP in Math.</p> <p><b>AP Westwood Middle in</b></p> <p><b>2006-2007:</b> Grade B, Reading Mastery 56%, Math Mastery 53%, Science Mastery 30%, AYP: 90%, ED and SWD did not make AYP in Reading, while ELL and SWD did not make AYP in Math.</p> <p><b>2005-2006:</b> Grade B, Reading Mastery 52%, Math Mastery 44%, AYP: 82%, Black, and SWD did not make AYP in Reading, while Black, Hispanic, ED, and SWD did not make AYP in Math.</p> <p><b>2004-2005:</b> Grade C, Reading Mastery 42%, Math Mastery 43%, AYP: 67%, Black, Hispanic, ED, and SWD did not make AYP in Reading while Black, Hispanic, ED, and SWD did not make AYP in Math.</p>
Assistant Principal	Ms. Nadia Lewis	Bachelor's Degree in Physical Education (K-12), Master's Degree in Educational Leadership (K-12), Certification in Physical Education (K-12), Educational Leadership (K-12), and Middle Grades Integrated Curriculum (Grades 5-9)	5.5	1	<p><b>Assistant Principal of KMS in 2011-12:</b> Grade D,</p>

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Assistant Principal	Mrs. Asonja Corbett	Bachelor's of Science - Business Administration, Florida Memorial University; Master of Science Ed Leadership, Nova University; Principal Certification-State of Florida	0	7 yrs. as a Principal; 6 yrs. as Assistant Principal	<p><b>Principal of Lake Alfred-Addair Middle 2011-12 – Grade D</b></p> <p><b>2010 – 2011:</b> Grade D, Reading Mastery 43%, Math Mastery 30%, Science Mastery 29%, and Writing Mastery 67%. White, Black, Hispanic, Economically Disadvantaged, ELL, and SWD improved in Writing by 1% with 92% of the total population showing at least 1% improvement in Writing scores. No subgroups made AYP in Reading or Math.</p> <p><b>2009 – 2010:</b> Grade C, Reading Mastery 45%, Math mastery 40%, Science Mastery 22%, and Writing Mastery 82%. AYP 64%, White, Black, Hispanic, Economically Disadvantaged, ELL nor SWD made AYP in Writing. White students did make AYP in Math; however, none of the other subgroups made AYP in Math.</p> <p><b>2008-2009:</b> Grade: C, Reading Mastery 48%, Math mastery 35%, Science Mastery 20%, and Writing Mastery 92%. AYP: 72%, Black, Hispanic, Economically Disadvantaged, and SWD did not make AYP in Reading. White, Black, Hispanic, Economically Disadvantaged, and SWD did not make AYP in Math.</p> <p><b>2007-2008:</b> Grade: C, Reading Mastery 43%, Math Mastery 43%, Science Mastery 24%, and Writing Mastery 78%.</p> <p><b>2006-2007:</b> Grade D, Reading Mastery 37%, Math Mastery 33%, Science Mastery 25%, and Writing Mastery 82%.</p>
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### Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Kathy Logue	Bachelor of Science in Education (K-6), Reading (K-12), Math (5-9), Early Childhood, Elem. Ed. (K-6), Reading, and ESOL Endorsed	4	8	<p><b>Kathleen Middle in 2011-12:</b> Grade D  <b>2010-11:</b> Grade C, AYP: 74%, Reading Mastery: 52%, Reading Learning Gains: 60%, Lowest 25% Gains: 67%, None of the subgroups made AYP in Reading.  <b>2009-10:</b> Grade C, AYP: 74%, Reading Mastery: 55%, Learning Gains: 57%, Lowest 25% Gains: 62%. None of the subgroups made AYP in Reading.  <b>2008-2009:</b> Grade B, AYP: 87%, Reading Mastery: 63%, Learning Gains: 66%, Lowest 25% Gains: 71%. All but the Hispanic students made AYP in Reading.  <b>Churchwell Elementary:</b>  <b>2007-2008:</b> Grade C, AYP:90%, Reading Mastery 72%, Learning Gains, 64%, Lowest 25% Gains 63%, All subgroups made AYP  <b>2006-2007:</b> Grade A, AYP: 100%, Reading Mastery 74%, Learning Gains, 78%, Lowest 25% Gains 71%, All subgroups made AYP  <b>2005-2006:</b> Grade B, AYP: 97%, Reading Mastery 75%, Learning Gains, 57%, Lowest 25% Gains 69%, All subgroups made AYP  <b>2004-2005:</b> Grade B, AYP: 97%, Reading Mastery 68%, Learning Gains, 60%, Lowest 25% Gains 58%, SWD did not make AYP.</p>
Math	Rosy Doster	Bachelor of Arts in Elementary Education, Master's of Education in Math Education, Certification in Elementary Education (1-6), Math (6-12), Middle Grades	20	7	<p><b>Kathleen Middle in 2011-12:</b> Grade D, Math Mastery 31%, Math Learning Gains 47%, Lowest 25% Gains 51%, Science Mastery 25%  <b>Kathleen Middle in 2010-11:</b> Grade C, AYP: 74%, Math Mastery: 47%, Math Learning Gains: 64%, Lowest</p>

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		Integrated Curriculum (5-9), and ESOL Endorsed			<p>25% Gains:72%, None of the subgroups made AYP in Math. Science Mastery: 34%</p> <p><b>2009-10:</b> Grade C, AYP: 74%, Math Mastery: 47%, Learning Gains 63%, Lowest 25% Gains: 71%. None of the subgroups made AYP in Math. Science Mastery; 31%</p> <p><b>2008-2009:</b> Grade B, AYP: 87%, Math Mastery: 48%, Learning Gains: 57%, Lowest 25% Gains: 64%. Only the Black students made AYP in Math. Science Mastery: 33%</p> <p><b>2007-2008:</b> Grade B, AYP: 87%, Math Mastery: 51%, Learning Gains: 67%, Lowest 25% Gains: 73% White, Black, and SWD students did not make AYP in Math. Science Mastery: 27%</p> <p><b>2006-2007:</b> Grade C, AYP:72%, Math Mastery: 46%, Learning Gains: 62%, Lowest 25% Gains: 68%. Only the White students made AYP in Math. Science Mastery: 35%</p> <p><b>2005-2006:</b> Grade B, AYP: 79%, Math Mastery: 48%, Learning Gains: 65%. Only the Hispanic students made AYP in Math.</p>
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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. New teachers meet regularly with the Principal, Reading Resource Teacher, and Learning Communities	Principal, Assistant Principal, Reading Resource Teacher	On-going
2. Partnering new teachers with veteran staff	Assistant Principal	On-going
3.		
4.		

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***Non-Highly Effective Instructors***

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
6%(3)	Teachers meet in PLCs and for Professional Development to be trained and share Best Practices. The county provides training throughout the school year. County Personnel and the KMS Administration conduct classroom walk-throughs and provide feedback. The Title I Team provides instructional support.

***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
48	13%(6)	33%(16)	33%(16)	21%(10)	17%(8)	6%(3)	21%(10)	2%(1)	29%(14)

***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
Rosy Doster	Antoinette Noel	PEC Program	Provide coaching support

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### Additional Requirements

#### **Coordination and Integration-Title I Schools Only**

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

#### Title I, Part A

Title I, Part A, funds school-wide services to Kathleen Middle School. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. The program supports after-school and summer instructional programs, supplemental instructional materials, resources teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

#### Title I, Part C- Migrant

Migrant students enrolled at Kathleen Middle School will be assisted by the school and by the District Migrant Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned by the schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support for both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

#### Title I, Part D

Title I, Part D, provides Transition Facilitators to assist students with transition of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

#### Title II

Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available. Funds available to Kathleen Middle School are used to purchase supplemental educational materials as needed.

#### Title III

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

#### Title X- Homeless

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program and carried out in cooperation with the Migrant Education Program (MEP) funded through Title I Part C.

#### Supplemental Academic Instruction (SAI)

NA

#### Violence Prevention Programs

Kathleen Middle School provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

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Nutrition Programs This school is not a location for a summer feeding program in the community.
Housing Programs Students with housing needs are referred to the Homeless Student Advocate.
Head Start Head Start is not located on our campus.
Adult Education Students are provided with information related to adult education options upon request.
Career and Technical Education State funds provide a career exploration and education planning EPEP course in 7 <sup>th</sup> grade social studies and in 8 <sup>th</sup> grade through the guidance department
Job Training NA
Other

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

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS Leadership Team.</p> <p><b>Administrators and Deans:</b> Brett Butler, Nadia Lewis, Asonja Corbett, Buffy Williams, Talley Miller - Provide a common vision for the use of data-based decision making and problem solving, ensure implementation of intervention support and documentation, including Academic Referrals, and communicate with parents regarding academic or behavior plans and activities.</p> <p><b>Mathematics and Reading Coaches:</b> Rosy Doster, Kathy Logue Coach - Conference with teachers, monitor data, and help implement SIP strategies and resources</p> <p><b>Program Facilitator:</b> Julie Mento – Facilitates Title I progress monitoring, documentation, and reports</p> <p><b>Guidance Counselors:</b> Tilly Fettke, Kelly Hupp - Provide counseling and knowledge of student records</p> <p><b>ESE Facilitator:</b> Robyn Ruthven - Participates in ESE data analysis and provides a liaison between ESE students, parents, and staff</p> <p><b>School Psychologist:</b> Melissa Campbell - Participates in data analysis/interpretation and problem solving</p> <p><b>Teachers:</b> (All) Participate in data analysis/interpretation and problem solving, write academic referrals, and parent notification</p>

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<p>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?</p> <p>Different groups within the team meet as often as needed. The MTSS leadership team will meet to engage in the following activities: review progress monitoring data, target students who need intervention, use data to identify professional development and resources, collaborate, problem solve interventions and solutions, and monitor the implementation of the curriculum maps and follow FCIM.</p> <p>The MTSS team will meet every Friday morning from 7:30 – 8:30 a.m.</p>
<p>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?</p> <p>The MTSS Leadership Team and SAC give input toward the development and changes to the SIP because it is a living document, constantly changing. The MTSS Leadership Team and SAC will also be responsible for monitoring the implementation of the SIP as new data is constantly collected</p>
<p><b>MTSS Implementation</b></p>
<p>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.</p> <p>The 2012 FCAT scores, Discovery Education Assessments, and Title I OGA will provide the baseline data for MTSS. Progress Monitoring data will come from Discovery Education Assessments, FOCUS Mini-Assessments, Classroom tests, STAR Reader, the SINI Midyear Report, and other OGA, along with grades, attendance, and behavior/referrals. This data will provide reasons to adjust instruction and retest.</p>
<p>Describe the plan to train staff on MTSS.</p> <p>The MTSS Problem Solving Overview will be provided in August/September. Professional development will be provided during preplanning and common planning periods throughout the year to further educate and train the staff in the MTSS problem solving methods.</p>
<p>Describe the plan to support MTSS.</p>

### *Literacy Leadership Team (LLT)*

<p><b>School-Based Literacy Leadership Team</b></p>
<p>Identify the school-based Literacy Leadership Team (LLT).</p> <p>Brett Butler, Nadia Lewis, Kathy Logue, Julie Mento, Rosy Doster, and a teacher from each content area</p>
<p>Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).</p> <p>The LLT will meet monthly to engage in the following activities: review reading progress monitoring data, target students who need reading intervention, use data to identify reading professional development and resources, collaborate, and monitor the implementation of the reading curriculum maps, Instructional Focus Calendar, Florida Achieves, and assessments.</p>
<p>What will be the major initiatives of the LLT this year?</p> <p>FCIM, LFS, Reading, and Writing in the Content Area strategies will be used to provide explicit reading and writing instruction in all subjects.</p>

### *Public School Choice*

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

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

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

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

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

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

An emphasis will be placed on increasing student engagement, rigor, reading comprehension, stamina, vocabulary acquisition, writing extended thinking in all content areas. The Reading Resource Teacher will provide professional development, coaching/mentoring, and conferencing of evidenced-based reading practices including Close Reads with Extended Reading Passages, CISM, and Reading in the Content Areas. A Reading Instructional Focus Calendar will be incorporated into lessons when applicable. Marzano's 5 Phases for Writing will be implemented across the curriculum.

### *\*High Schools Only*

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

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

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

### *Postsecondary Transition*

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

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

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**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

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

Reading Goals		Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b> <b>Reading Goal #1A:</b> By the Spring of 2013, 33% (260) of all students will be at AL 3 in Reading as evidenced by the AMO Report.	2012 Current Level of Performance: *	IA.1. Some teachers are in need of accessing resources/ideas/strategies to improve pedagogical practices in the classroom.	IA.1. During PLCs early in the year, teachers will review course descriptions, the Test Item Specification Report, curriculum pacing documents, Florida Achieves, the new SpringBoard resources for LA and supplemented by reading teachers, standards(including Common Core), and records of student performance in previous grades. Both district and school-wide PD will be provided on Common Core standards, resources, and best practices.	IA.1. School Leadership Team	IA.1. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations.	IA.1.Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
	2013 Expected Level of Performance: * Gr. 6- 28% (83) Gr. 7 -26% (64) Gr. 8 - 27% (68)					
		IA.2. Some teachers have a difficult time using data to set academic goals for students.	IA.2. School-wide high expectations and learning environment; Ongoing PLCs with data; Data chats with student and teacher	IA.2. School Leadership Team	IA.2. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations.	IA.2.Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.

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		1A3. Some teachers are not using data driven instruction, collaborative structures with accountable talk, a Gradual Release of Responsibility, and collaborative planning.	1A3. An FLDOE Instructional Review was conducted on October 4th. A Reading Action Plan was developed to support instructional changes, which include the facilitation of common planning time, use of collaborative pairs with accountable talk, peer observations, and coaching support by the Reading AIF.	1A.3. School Leadership Team	1A.3. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations.	1.A.3. Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>		1B.1. Some students have significant gaps in language background knowledge which cause them to struggle with the access points on the FAA.	1B.1. Teachers will utilize a variety of online and media resources, including FAA resources/links from the DOE website, internet pictures and videos, in addition to Fast ForWord, and real-life experiences through weekly field trips.	1B.1. School Leadership Team	1B.1. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and evaluations.	1B.1 Utilize Teacher Made Assessments and Checklists results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
<b>Reading Goal #1B:</b> By Spring 2013, 25%(4) of the FAA students will score AL 4, 5, and 6 in Reading as evidenced by the FAA Results.	2012 Current Level of Performance: *	2013 Expected Level of Performance: *				
	17%(3)	25% (5)				
		1B.2. There is a lack of practicing the FAA format with the students.	1B.2. Teachers will frequently practice the format of the FAA assessment with the students.	1B.2. School Leadership Team	1B.2. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations.	1B.2. Utilize Teacher Made Assessments and Checklists results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</b>			2A.1. There is minimal attention given to the college readiness standards	2A.1. .Employ CISM, ERPS, and Close Reads using grade level text; PLC/Dept. reviews and comparison of course assignments and test development to avoid drift in grade level expectations; Implement Florida Achieves, Common Core Standards and SpringBoard in Language Arts and supplemented by reading teachers. Implement the STEAM Academy in grade 6.	2A.1. School Leadership Team	1a.1. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations.	1.a1.Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
<b>Reading Goal #2A:</b> By the Spring of 2013, 20% (158) of all students will be at or above AL 4 in Reading as evidenced by the AMO Report.	<b>2012 Current Level of Performance:</b> *	<b>2013 Expected Level of Performance:*</b>					
	Gr. 6 -14% (42) Gr. 7 – 18% (45) Gr. 8 – 14% (35)	All Grade Levels 20%(158)					
			2A.2. Some teachers have a difficult time using data to set academic goals for students.	2A.2. School-wide high expectations and learning environment; Ongoing PLCs with data; Data chats with student and teacher	2A.2. School Leadership Team	1a.1. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations.	1.a1.Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
			2A.3.	2A.3.	2A.3.		
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>			2B.1. Some students are not exposed to the most difficult type of questions which are tested on the FAA.	2B.1. Teachers will use FAA Test Item Specification Report questions and other resources from the DOE website to challenge the students and expose them to the rigor of the test.	2B.1. School Leadership Team	2B.1. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations.	2B.1. Utilize Teacher Made Assessments and Checklists results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
<b>Reading Goal #2B:</b> By Spring 2013, 78% (14) of the FAA students will score AL 7 or higher in Reading as evidenced by the FAA results.	<b>2012 Current Level of Performance:</b> *	<b>2013 Expected Level of Performance:*</b>					
	72%(13)	78%(14)					
			2B.2. There is a lack of practicing the FAA format with the students.	2B.2. Teachers will frequently practice the format of the FAA assessment with the students.	2B.2. School Leadership Team	2B.2. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and	2B.2. Utilize Teacher Made Assessments and Checklists results, Questions for Progress Monitoring, and any other

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					curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations.	pertinent data to determine curricular and/instructional decisions.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3A. FCAT 2.0: Percentage of students making learning gains in reading.</b>			3A.1. Some teachers may need assistance in using assessment to check for understanding and implementing the gradual release of responsibility process.	3A.1. Teachers will utilize teacher/student discourse and good (HOT) questioning techniques to identify student misconceptions and check for understanding, and Implement SpringBoard in Language Arts and supplemented by reading teachers. Teachers will implement the process of gradual release of responsibility.	3A.1. School Leadership Team	3A.1. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations.	3A.1. Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
<b>Reading Goal #3A:</b> By the Spring of 2013,100% (840) of all students will achieve learning gains in Reading as evidenced by the AMO Report.	<u>2012 Current Level of Performance:*</u> 60% (475)	<u>2013 Expected Level of Performance:*</u> 100%(840 )					
			3A.2. Some teachers have a difficult time using data to set academic goals for students.	3A.2. School-wide high expectations and learning environment; Ongoing PLCs with data; Data chats with student and teacher	3A.2. School Leadership Team	3A.2. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations.	3A.2. Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
			3A.3. Lack of content area classroom libraries of non-fiction books.	3A.3. Provide more classroom non-fiction library books where they are needed.	3A.3.	3A.3.	3A.3.
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</b>			3B.1. Some teachers may need assistance in using assessment to check for understanding.	3B.1. Teachers will utilize teacher/student discourse and good questioning techniques to identify student misconceptions and check for understanding.	3B.1. School Leadership Team	3B.1. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and	3B.1. Utilize Teacher Made Assessments and Checklists results, Questions for Progress Monitoring, and any other pertinent data to
<b>Reading Goal #3B:</b> By Spring 2013, 100%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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(18) of the FAA students will achieve learning gains in Reading as evidenced by the FAA results.	44% (8)	100% (18)				curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations.	determine curricular and/instructional decisions.
			3B.2. Some teachers may not be using a pacing guide to teach and reteach the standards.	3B.2. Teachers will use a pacing guide to ensure that all access points have been taught prior to the testing window.	3B.2. School Leadership Team	3B.2. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations.	3B.2. Utilize Teacher Made Assessments and Checklists results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</b>			4A.1. Some students have limited background knowledge to allow teachers to provide instruction at grade level.	4A.1. Teachers build background knowledge prior to instruction; Implement vocabulary instruction using Best Practices such as Marzano's 6-Step Process for teaching vocabulary; Implement CISM, ERP, Close Reads using scaffolding techniques, and SES tutoring.. All Level 1 and 2 students will be placed in a 90 minute reading class.	4A.1. School Leadership Team	4A.1. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations.	4A.1. Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
<b>Reading Goal #4A:</b> By the Spring of 2013,100% (210) of the lowest 25% will achieve learning gains in Reading as evidenced by the AMO Report.	<u>2012 Current Level of Performance:*</u> 63%(124)	<u>2013 Expected Level of Performance:*</u> 100%(210)					
			4A.2. Some teachers have a difficult time using data to set academic goals for students.	4A.2. School-wide high expectations and learning environment; Ongoing PLCs with data; Data chats with student and teacher	4A.2. School Leadership Team	4A.2. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete	4A.2. Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.



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					Administrative Walkthroughs and Evaluations.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
<b>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.</b>		4B.1. .Students not making learning gains may need additional time to learn	4B.1. Students will be given extra time and acceleration. Vocabulary will be taught in context as background knowledge and prerequisites are presented in more than one way. Friday morning assistance and after-school tutoring is offered.	4B.1. School Leadership Team	4B.1. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations.	4B.1. Utilize Teacher Made Assessments and Checklists results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
Reading Goal #4B: By Spring 2013, 100%(4) of the lowest 25% of FAA students will achieve learning gains in Reading as evidenced by the FAA results.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	NA	100% (4)				
		4B.2. Some FAA students need additional instruction or the material presented in other ways.	4B.2. Internet pictures and videos, in addition to reading programs in labs, help to expose the material in different ways.	4B.2. School Leadership Team	4B.2. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations.	4B.2. Utilize Teacher Made Assessments and Checklists results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.
Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 2016-2017
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b> 43%	<b>45%</b>	<b>53%</b>	<b>57%</b>	<b>62%</b>	<b>67%</b> <b>72%</b>
Reading Goal #5A: By the Spring of 2017, less than 22% (174) of all Reading students will score below proficiency as evidenced by the PARCC 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 subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b>			5B.1. Some students are not actively engaged in their instruction, and education is a low priority with some cultures	5B.1. Teachers will implement LFS and Best Practices which present material in an engaging way and help motivate students. They will monitor the progress of all students, differentiating instruction and providing coaching when needed.	5B.1. School Leadership Team	5B.1. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations.	5B.1. Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
<b>Reading Goal #5B:</b> <i>By the Spring of 2013, each of the subgroups will increase their proficiency percentages in Reading as evidenced by the AMO Report.</i>	<b>2012 Current Level of Performance:*</b> <i>Enter numerical data for current level of performance in this box.</i> White: 51% (259) Black: 32% (52) Hispanic: 35% (50) Asian: NA American Indian: NA	<b>2013 Expected Level of Performance:*</b> <i>Enter numerical data for expected level of performance in this box.</i> White: 59% (299) Black: 37% (68) Hispanic: 50% (72) Asian: NA American Indian: NA					
			5B.2. Some teachers have a difficult time using data to set academic goals for students.	5B.2. School-wide high expectations and learning environment; Ongoing PLCs with data; Data chats with student and teacher	5B.2. School Leadership Team	5B.2. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations.	5B.2. Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>	5C.1. Some teachers may need assistance in implementing ESOL strategies with fidelity.	5C.1. ESOL strategies will be reviewed at the beginning of the year during PLCs and best practices will be shared throughout the year.	5C.1. School Leadership Team	5C.1. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations.	5C.1. Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
<b>Reading Goal #5C:</b> <i>By the Spring of 2013, 43% (21) of the ELL subgroup will score AL 3 or higher in Reading as evidenced by the AMO Report.</i>	<b>2012 Current Level of Performance:*</b> 22% (11)	<b>2013 Expected Level of Performance:*</b> 43% (21)			

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		5C.2. Some teachers have a difficult time using data to set academic goals for students.	5C.2. School-wide high expectations and learning environment; Ongoing PLCs with data; Data chats with student and teacher	5C.2. School Leadership Team	5C.2. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations.	5C.2. Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>		5D.1. Some students have difficulty making connections to the content because they have not mastered previous grade level skills	5D.1. SWD reading students will be placed in a 90 minute reading class; appropriate accommodations will be provided based on each student's IEP. Fast ForWord will be used with students who are nonreaders	5D.1. School Leadership Team	5D.1. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations.	5D.1. Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
<b>Reading Goal #5D:</b> By the Spring of 2013, 38 % (33) of the SWD subgroup will score AL 3in or higher in Reading as evidenced by the AMO Report.	2012 Current Level of Performance: * 23%(20)	2013 Expected Level of Performance: * 38%(33)				
			5D.2. Some teachers have a difficult time using data to set academic goals for students.	5D.2. School-wide high expectations and learning environment; Ongoing PLCs with data; Data chats with student and teacher	5D.2. School Leadership Team	5D.2. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations.
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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<b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>			5E.1. Some students have limited background knowledge to allow teachers to provide instruction at grade level.	5E.1. Teachers build background knowledge prior to instruction; Implement vocabulary instruction using Best Practices such as Marzano's 6-Step Process for teaching vocabulary; Implement CISM, ERP, and Close Reads using scaffolding techniques.	5E.1. School Leadership Team	5E.1. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations.	5E.1. Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
<b>Reading Goal #5E:</b> By the Spring of 2013, 51% (338) of the ED subgroup will score AL 3 or higher in Reading as evidenced by the AMO Report.	<b>2012 Current Level of Performance:*</b> 42%(278)	<b>2013 Expected Level of Performance:*</b> 51%(338)					
			5E.2. Some teachers have a difficult time using data to set academic goals for students.	5E.2. School-wide high expectations and learning environment; Ongoing PLCs with data; Data chats with student and teacher	5E.2. School Leadership Team	5E.2. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations.	5E.2. Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

## Reading Professional Development

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b>						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SpringBoard Training	Grades 6-8 Language Arts	District	Language Arts and Reading Teachers	August	Administrative Walkthroughs	Administration and Title I Program Facilitator
Implementing Common Core Language Arts Standards/Resources	Grades 6-8 Language Arts	District and Title I Team	Language Arts and Reading Teachers	August	Administrative Walkthroughs	Administration and Title I Program Facilitator
SIP Strategies	Grade 6-8	Kathy Logue, Reading Resource Title I	All Subject areas except Math	Monthly	Administrative Walkthroughs	Administration and Title I Program Facilitator

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

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
SpringBoard materials	Language Arts Curriculum	District	0.
Reading Materials	Various Reading Materials	District and Title I	3000.
Classroom library of non-fiction books	Various books	school	12,500.
			<b>Subtotal: \$15,500.</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Implementing Common Core Standards and SIP Strategies	Common Core Standards/Resources	State/School	\$0
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
Implement and Monitor Reading Strategies	Kathy Logue, Reading Resource	District	(\$51,814)
			<b>Subtotal:</b>
			<b>Total: \$15,500.</b>

*End of Reading Goals*

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

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

<b>CELLA Goals</b>	<b>Problem-Solving Process to Increase Language Acquisition</b>
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Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring proficient in listening/speaking.</b>		1.1. Students have limited English listening and speaking skills.	1.1. Teachers will follow the ESOL curriculum maps and give students frequent opportunities to listen to the English language spoken and then be given opportunities to speak it. Individual ESOL Student Plans will be followed.	1.1. School Leadership Team	1.1. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations.	1.1. Utilize Teacher Made Assessments and Checklists results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
<b>CELLA Goal #1:</b>  <i>By Spring of 2013 58%(8) of the Grade 6, 87%(6) of the Grade 7, and 80%(7) of the Grade 8 CELLA Students will be at the Proficiency Level as evidenced by the CELL State Report</i>	<b>2012 Current Percent of Students Proficient in Listening/Speaking:</b>  <b>Grade 6 - 50% (7)</b> <b>Grade 7 - 71% (5)</b> <b>Grade 8 - 67% (6).</b>					
		1.2. Some teachers have a difficult time using data to set academic goals for students.	1.2. School-wide high expectations and learning environment; Ongoing PLCs with data; Data chats with student and teacher	1.2. School Leadership Team	1.2. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations.	1.2. Utilize Teacher Made Assessments and Checklists results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring proficient in reading.</b>		2.1. Students have limited English language skills, which impedes learning how to read in English.	2.1. Teachers will follow the ESOL curriculum maps; Reading skills and vocabulary will be taught using Best Practices such as scaffolding, and Fast ForWord. Individual ESOL Student Plans will be followed. Implement the Reading Web program.	2.1. School Leadership Team	2.1. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations.	2.1. Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
<b>CELLA Goal #2:</b>  <i>By Spring of 2013 15%(2) of the Grade 6, 15%(1) of the Grade 7, and 23%(2) of the Grade 8 CELLA Students will be at the Proficiency Level as evidenced by the CELL State Report</i>	<b>2012 Current Percent of Students Proficient in Reading:</b>  <b>Grade 6 – 7% (1)</b> <b>Grade 7 – 0% (0)</b> <b>Grade 8 – 11% (1)</b>					
		2.2. Some teachers have a difficult time using data to set academic goals for students.	2.2. School-wide high expectations and learning environment; Ongoing PLCs with data; Data chats with student and teacher	2.2. School Leadership Team	2.2. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional	2.2. Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular

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					decisions are made, complete and/instructional decisions. Administrative Walkthroughs and Evaluations.
		2.3.	2.3.	2.3.	2.3.

Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3. Students scoring proficient in writing.</b>		2.1. Students have limited English language skills which impedes writing in the English language.	2.1. Teachers will follow the ESOL curriculum maps; Writing skills will be taught using Best Practices such as scaffolding, a Writing Rubric. Individual ESOL Student Plans will be followed.	2.1. School Leadership Team	2.1. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations.	2.1. Title I Progress Monitoring 3 times during the year, Write Scores, Teacher Made Tests, FCAT Writes (Summative)
<b>CELLA Goal #3:</b>	2012 Current Percent of Students Proficient in Writing :					
<i>By Spring of 2013 8%(1) of the Grade 6, 15%(1) of the Grade 7, and 12%(1) of the Grade 8 CELLA Students will be at the Proficiency Level as evidenced by the CELL State Report</i>	<b>Grade 6 – 0% (0)</b> <b>Grade 7 – 0% (0)</b> <b>Grade 8 – 0% (0)</b>					
		2.2. Some teachers have a difficult time using data to set academic goals for students.	2.2. School-wide high expectations and learning environment; Ongoing PLCs with data; Data chats with student and teacher	2.2. School Leadership Team	2.2. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations.	2.2. Title I Progress Monitoring 3 times during the year, Write Scores, Teacher Made Tests, FCAT Writes (Summative)
		2.3.	2.3.	2.3.	2.3.	2.3.

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

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
ELL Materials	Classroom Materials	District	0.

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				<b>Subtotal:</b>
Technology				
Strategy	Description of Resources	Funding Source	Amount	
Fast ForWord	Reading Program	District	0.	
				<b>Subtotal:</b>
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
				<b>Subtotal:</b>
Other				
Strategy	Description of Resources	Funding Source	Amount	
ESOL Teacher	Ana Arietta, ELL Teacher	District	?	
				<b>Subtotal:</b>
				<b>Total:</b>

*End of CELLA Goals*

**Middle School Mathematics Goals**

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>			1a.1. Some teachers are in need of accessing resources/ideas/strategies to improve pedagogical practices in the classroom.	1a.1. During PLCs early in the year, teachers will review course descriptions, the Test Item Specification Report, curriculum pacing documents,	1a.1.School Leadership Team	1a.1. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and	1a.1.Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to
<b>Mathematics Goal</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
#1A:							

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By Spring 2013, 30% (89) of the grade 6, 30% (74) of the grade 7, and 35% (88) of the grade 8 students will be AL 3 in Math as evidenced by the State Report of School Results.	<i>Grade 6-20%(59)</i>	<i>Grade 6-30%(89)</i>		the new SpringBoard resources, standards(including Common Core), STEM strategies, .and records of student performance in previous grades. The District will provide pacing guides for SpringBoard.		curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	determine curricular and/instructional decisions.
	<i>Grade 7-19%46)</i>	<i>Grade 7-30%(74)</i>					
	<i>Grade 8-23%(58)</i>	<i>Grade 8-35%(88)</i>					
			1a.2.Some teachers are unfamiliar with Springboard, the new Common Core Standards and how to blend them with the Next Generation SSS ones.	1a.2. Both district and school-wide PD will be provided on Springboard and Common Core standards, resources, and best practices, including modeling, progression of rigor, and collaborative structures, which is a key to SpringBoard success.	1a.2.School Leadership Team	1. a.2. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	1a.2.Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
			1A.3 Some students do not understand the language of Math which hinders their ability to solve rigorous problems.	1A.3. Effective Math literacy strategies will be utilized to increase comprehension of mathematical text and deepen their conceptual knowledge.	1A.3. School Leadership Team	1A.3. . Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	1A.3. .Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions
			1A4.Some teachers are not using data driven instruction, collaborative structures with accountable talk, a Gradual Release of Responsibility, and collaborative planning.	1A4. An FLDOE Instructional Review was conducted on October 4th. A Math Action Plan was developed to support instructional changes, which include the facilitation of common planning time, use of collaborative pairs with	1A4. School Leadership Team	1A4. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative	1A4. Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions

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			accountable talk, peer observations, and coaching support by the Math AIF.		Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).		
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>			1. b.1. . Some students have significant gaps in math background knowledge which cause them to struggle with the access points on the FAA	1b.1 Teachers will implement the curriculum provided by the district, along with a variety of online and media resources, including FAA resources/links from the DOE website, internet pictures and videos, in addition to real-life experiences through weekly field trips.	1.b.1.School Leadership Team	1b.1. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	1.b.1.Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
<u>Mathematics Goal</u> #1B: By Spring 2013, 67% (12) of the FAA students will score AL 4, 5, or 6 in Math as evidenced by the FAA results.	<u>2012 Current Level of Performance:*</u> <b>61% (11)</b>	<u>2013 Expected Level of Performance:*</u> <b>67% (12)</b>					
			1b.2. There is a lack of practicing the FAA format with the students.	1b.2. Teachers will frequently practice the format of the FAA assessment with the students.	1b.2.School Leadership Team	1. b.2. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	1.b.2.Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>			2a.1. There is minimal attention given to the college readiness standards where students are challenged and authentically	2a.1. Teachers will use a variety of online resources and applications (including the Common Core standards and resources), which are linked to	2a.1.School Leadership Team	2a.1. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and	2a.1.Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to
<u>Mathematics Goal</u> #2A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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By Spring 2013, 15% (44) of the grade 6, 15% (37) of grade 7, and 15% (37) of the grade 8 students will be AL 4 or 5 in Math as evidenced by the State Report of School Results.	<i>Grade 6-12%(35)</i>	<i>Grade 6-15%(44)</i>	engaged in activities which require reasoning and problem solving.	the district math website, to supplement and enhance Springboard's content coverage. Teachers will encourage different methods for reasoning, estimating, solving problems, and presenting solutions. Implement the STEAM Academy in grade 6.		curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	determine curricular and/instructional decisions.
	<i>Grade 7-8%(20)</i>	<i>Grade 7-15%(37)</i>					
	<i>Grade 8-6%(15)</i>	<i>Grade 8-15%(37)</i>					
			2a.2.Some teachers struggle to design good HOT questions to use for discourse and check for understanding.	2a.2. SpringBoard embedded assessments will provide opportunities for teachers to implement HOT questions and build a progression of rigor. FL Achieves/FOCUS questions can also be used for progress monitoring.	2a.2.School Leadership Team	2a.2. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	2a.2.Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>			2b.1.Increased complexity of the FAA assessment	2b.1. Teachers will use FAA Test Item Specification Report questions and other resources from the DOE website to challenge the students.	2b.1.School Leadership Team	2b.1. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	2b..1.Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
<u>Mathematics Goal</u> #2B: By Spring 2013, 33% (6) of the FAA students will score AL 7 or higher in Math as evidenced by the FAA results.	<u>2012 Current Level of Performance:*</u> 28% (5)	<u>2013 Expected Level of Performance:*</u> 33% (6)					

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		2b.2. Some FAA students are not proficient with the format of the test.	2b.2. Teachers will practice the format of the assessment, and expose FAA students to the progression of rigor of the test.	2b.2. School Leadership Team	2b.2. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	2b.2. Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and instructional decisions.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b>		3a.1. Some teachers may need assistance in using assessment to check for understanding.	3a.1. Teachers will use Assessment Prompts, FL Achieves/FOCUS problems, and the Test Item Specifications Report (including the Content Limits and Benchmark Clarifications sections) for formative assessments and frequent progress monitoring, often using the Smart Response System for immediate feedback and structured response so that everyone has a chance to answer. Embedded assessments in lessons will provide opportunities for teachers to check more frequently for understanding.	3a.1. School Leadership Team	3a.1. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	3a.1. Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and instructional decisions.
<u>Mathematics Goal</u> #3A: By Spring 2013, 100% (840) of all the students will achieve learning gains in Math as evidenced by the School Grade Report.	<u>2012 Current Level of Performance:*</u> 48% (336)	<u>2013 Expected Level of Performance:*</u> 100% (840)				
		3a.2. Students not making learning gains may need additional time to learn or the material presented in other ways.	3a.2. Use models and simulations to explore rigorous, complex problems which need further explanation, in addition to problem-based learning and opportunities for the students to create their own collaborative real-world problems.	3a.2. School Leadership Team	3a.2. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative	3a.2. Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and instructional decisions.

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					Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>		3b.1. Some teachers have a lack of knowledge of the Access Point standards.	3b.1. Teachers will become familiar with the access points of the standards and will follow a timeline/guide for instruction.	3b.1. School Leadership Team	3. b.1. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	3.b.1. Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
<b>Mathematics Goal #3B:</b> By Spring 2013, 100% (18) of the FAA students will achieve learning gains in Math as evidenced by the FAA results.	2012 Current Level of Performance:* <b>44% (8)</b>	2013 Expected Level of Performance:* <b>100% (18)</b>				
			3b.2. Some teachers may not be using a pacing guide to teach and reteach the standards.	3b.2. Teachers will use the district pacing guide to ensure that all access points have been taught prior to the testing window.	3b.2. School Leadership Team	3b.2. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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<b>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b>			4a.1.Students not making learning gains may need additional time to learn.	4a.1.FCAT Level 1and most Level 2 students will be placed in an additional math class where extra time will be provided for SpringBoard activities, benchmark remediation, online resources, and Concrete, Representative, Abstract (CRA) strategies will be used to accelerate and build a succession of skills, SES tutoring is offered after school.	4a.1.School Leadership Team	4a.1. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	4a1.Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
<b>Mathematics Goal #4A:</b> By Spring 2013, 100% (210) of the lowest 25% will achieve learning gains in Math as evidenced by the School Grade Report.	<b>2012 Current Level of Performance:*</b> 53% (101)	<b>2013 Expected Level of Performance:*</b> 100% (210)					
			4a.2.Some students need additional instruction, especially those who have poor attendance.	4a.2. Friday morning assistance, Saturday Academy, and after-school tutoring is offered, in addition to online resources for students unable to stay after school or come in on Saturdays.	4.a.2.School Leadership Team	4a.2. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	4a.2.Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
<b>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.</b>			4b.1. Some students not making learning gains may have a plateau of abilities due to a degenerative disorder.	4b.1.I. Teachers will utilize a variety of online and media resources, including FAA resources/links from the DOE and district websites.	4b.1.School Leadership Team	4b.1. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	4b.1.Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
<b>Mathematics Goal #4B:</b> By Spring 2013, 100% (4) of the lowest 25% of FAA students will achieve learning gains in Math as evidenced by the FAA results	<b>2012 Current Level of Performance:*</b> NA	<b>2013 Expected Level of Performance:*</b> 100% (4)					

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		4b.2. Some FAA students need additional instruction or the material presented in other ways.	4b.2. Internet pictures and videos, in addition to simple math labs, using manipulatives help to expose the material in different ways.	4b.2. School Leadership Team	4b.2. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	4b.2. Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.		
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.		
Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>5A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b> 37%	<b>42%</b>	<b>48%</b>	<b>53%</b>	<b>58%</b>	<b>63%</b>	<b>69%</b>	
<u>Mathematics Goal #5A:</u> By the Spring of 2017, 69% (560) of all the math students will score proficiently, as evidenced by the AMO 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 subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>	5B.1. Some students have difficulty making connections to the content	5B.1. Teachers will present material in an engaging way which will help motivate	5B.1. School Leadership Team	5. B.1. Administer formative assessments, conduct Data Day chats and data chats	5. B.1. Utilize Discovery Assessment results, Questions for Progress			

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<p><b>Mathematics Goal #5B:</b> By the Spring of 2013, each of the subgroups will increase their proficiency percentages to meet the AMO targets, as evidenced by the AMO Report.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>	<p>and are not motivated to learn.</p>	<p>students. SpringBoard provides relevant, real world examples of the application of math concepts.</p>		<p>during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).</p>	<p>Monitoring, and any other pertinent data to determine curricular and/instructional decisions.</p>	
	<p>White: 34%(171) Black: 23%(42) Hispanic:29%(43) Asian: NA American Indian: NA</p>	<p>White: 50%(252) Black: 35%(63) Hispanic:48%(70) Asian: NA American Indian: NA</p>						
			<p>5B.2. Education is a low priority with some cultures.</p>	<p>5B.2. Teachers will monitor the progress of all students, differentiating instruction and providing coaching when needed. Parent nights will be offered which focus on the value of education and how to help your child succeed in math.</p>	<p>5B.2.School Leadership Team</p>	<p>5. B.2. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).</p>	<p>5.B.2.Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.</p>	
		<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b></p>	<p>5C.1.Some teachers may need assistance in implementing ESOL strategies with fidelity.</p>	<p>5C.1.ESOLstrategies will be reviewed at the beginning of the year during PLCs and best practices will be shared throughout the year and are embedded within the SpringBoard program.</p>	<p>5.C.1.School Leadership Team</p>	<p>5. C.1. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).</p>	<p>5. C.1.Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.</p>
<p><b>Mathematics Goal #5C:</b> By the Spring of 2013, 48% (24) of the ELL subgroup will score AL 3 or higher as evidenced by the AMO Report.</p>	<p><u>2012 Current Level of Performance:*</u></p> <p><b>22%(11)</b></p>	<p><u>2013 Expected Level of Performance:*</u></p> <p><b>48%(24)</b></p>			



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		5C.2.Some ELL students struggle with English and lack background knowledge.	5C.2. Effective vocabulary instruction will be provided to accelerate and build background and are part of the SpringBoard program. Teachers will provide a word bank with the vocabulary they want the students to use with their articulation and writing.	5.C.2.School Leadership Team	5. C.2. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	5.C.2.Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>		5D.1.Some teachers are not implementing or providing accommodations on a consistent basis.	5D.1.SWD math students will be placed in a 90 minute math class where accommodations will be provided, which correlate to their IEPs.	5.D.1.School Leadership Team	5. D.1. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	5.D.1.Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
<u>Mathematics Goal</u> #5D: By the Spring of 2013, 35% (31)of the SWD subgroup will score AL 3 or higher as evidenced by the AMO Report.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
	20%(18)	35%(31)				
		5D.2.Some SWD students struggle with Math vocabulary and lack background knowledge.	5D.2 Effective vocabulary instruction will be provided to accelerate and build background and are part of the SpringBoard program. Teachers will provide a word bank with the vocabulary they want the students to use with	5.D.2.School Leadership Team	5. D.2. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative	5.D.2.Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.

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			their articulation and writing. Accelerated Math will be used with some self-contained SWD students.		Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>			5E.1 Some students do not see the relevance of Math in their future careers.	5E.1.Students will solve real world problems which integrate Common Core standards, so that students see how Math is used in many technical careers.	5.E.1.School Leadership Team	5. E.1. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	5.E.1.Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
<u>Mathematics Goal</u> #5E: By the Spring of 2013, 47 % ( 311) of the ED subgroup will score AL 3 or higher as evidenced by the AMO Report.	<u>2012 Current Level of Performance:*</u>  <b>30%(199)</b>	<u>2013 Expected Level of Performance:*</u>  <b>47%(311)</b>					
			5E.2.. Education is a low priority for some students and they have missing skills.	5E.2. Teachers will monitor the progress of all students, differentiating instruction and providing coaching when needed. Parent nights will be offered which focus on the value of education and how to help your child succeed in math.	5.E.2.School Leadership Team	5. E.2. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	5.E.2.Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

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*End of Middle School Mathematics Goals*

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

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Algebra 1.</b>			1.1. Some teachers are in need of accessing resources/ideas/strategies to improve pedagogical practices in the classroom.	1.1. During PLCs early in the year, teachers will review course descriptions, the Test Item Specification Report, curriculum pacing documents, standards, including Common Core, STEM strategies, and records of student performance in previous grades.	1.1.School Leadership Team	1.1. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	1.1.Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
Algebra 1 Goal #1: By Spring 2013, 75% (18) of the Algebra students will score AL 3 in Algebra as evidenced by the Algebra EOC results.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	65% (15)	75% (18)					
			1.2. Some teachers may need assistance in using assessment to check for understanding.	1.2. 1. Teachers will use Assessment Prompts, FL Achieves/FOCUS problems, and the Test Item Specifications Report (including the Content Limits and Benchmark Clarifications sections) for formative assessments and frequent progress monitoring, often using the Smart Response System for immediate feedback and structured response so that everyone has a chance to answer. Embedded assessments in lessons will provide opportunities for teachers to check more frequently for understanding.	1.2.School Leadership Team	1.2. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	1.2.Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.

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		1A.3 Some students do not understand the language of Math which hinders their ability to solve rigorous problems.	1A.3. Effective Math literacy strategies will be utilized to increase comprehension of mathematical text and deepen their conceptual knowledge.	1A.3. School Leadership Team	1A.3. . Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	1A.3. . Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions
		1A4.Some teachers are not using data driven instruction, collaborative structures with accountable talk, a Gradual Release of Responsibility, and collaborative planning.	1A4. An FLDOE Instructional Review was conducted on October 4th. A Math Action Plan was developed to support instructional changes, which include the facilitation of common planning time, use of collaborative pairs with accountable talk, peer observations, and coaching support by the Math AIF.	1A4. School Leadership Team	1A4. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	1A4. Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</b>		2.1There is minimal attention given to the college readiness standards where students are challenged and authentically engaged in activities which require reasoning and problem solving.	2.1. Teachers will use a variety of online resources and applications (including the Common Core standards and resources), which are linked to the district math website, to supplement and enhance Springboard’s content coverage. Teachers will encourage different methods for reasoning, estimating, solving problems, and presenting solutions.	2.1.School Leadership Team	2.1. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	2.1.Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
<u>Algebra Goal #2:</u> By Spring 2013, 17% (4) of the Algebra students will score AL 4 or 5 in Algebra as evidenced by the Algebra EOC results.	<u>2012 Current Level of Performance:*</u> <b>13% (3)</b>	<u>2013 Expected Level of Performance:*</u> <b>17% (4)</b>				

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			2.2. Some teachers struggle to design good HOT questions to use for discourse and check for understanding.	2.2. Teachers will embed checking for understanding throughout the lesson with HOT questions and build a progression of rigor. FL Achieves/FOCUS questions can also be used for progress monitoring.	2.2.School Leadership Team	2.2 Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	2.2.Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
			2.3.	2.3.	2.3.	2.3.	2.3.

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b> <b>73%</b>	<b>75%</b>	<b>78%</b>	<b>80%</b>	<b>82%</b>	<b>84%</b>	<b>87%</b>
<u>Algebra 1 Goal</u> By the Spring of 2017, 87% (38) or more of all the Algebra Honors students will score proficiently, as evidenced by the AMO Report.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.</b>			3. B.1. Some students have difficulty making connections to the content and are not motivated to learn.	3B.1. Teachers will provide relevant, real world examples of the application of math concepts. They will also incorporate a progression of rigor, including problem-based learning activities which challenge the students and provide personal connections.	3.B.1.School Leadership Team	3. B.1. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	3.B.1.Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
Algebra 1 Goal #3B: By Spring 2013, all of the student subgroups will improve their performance by 4% in Algebra as evidenced by the Algebra EOC results.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White: 17% (4) Black: 4% (1) Hispanic:4% (1) Asian:0% (0) American Indian: 0%(0)	White:21% (5) Black:8% (2) Hispanic:8% (2) Asian:4% (1) American Indian: 4% (1)					
			3B.2.Education is a low priority with some cultures.	3B.2. They will monitor the progress of all students in Honors Algebra, differentiating instruction and providing coaching when needed. Parent nights will be offered to explain opportunities for students (college, scholarships, careers related to the math field).	3.B.2.School Leadership Team	3. B.2. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	3.B.2.Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.</b>	3C.1.	3C.1.	3.C.1.	3. C.1.	3.C.1.
Algebra 1 Goal #3C: NA					

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			3C.2.	3C.2.	3C.2.	3. C.2	3.C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.</b>			3D.1.	3D.1.	3. D.1.	3. D.1.	3.D.1.
Algebra 1 Goal #3D: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			3D.2.	3D.2.	3.D.2.	3. D.2.	3.D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.</b>			3E.1. Some students do not see the relevance for Algebra in their future careers.	3E.1. Algebra students will use STEM strategies to solve real world problems which integrate Common Core standards, thus showing students how Algebra is used in many technical careers.	3.E.1. School Leadership Team	3. E.1. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate	3.E.1. Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
Algebra 1 Goal #3E: By Spring 2013, 9% (2) of the ED Algebra students will score AL 3 in Algebra as evidenced by the Algebra EOC results.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	4% (1)	9% (2)					

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						in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	
			3E.2. Education is a low priority for some students, resulting in missing skills.	3E.2 SES tutoring is offered after school and a Parent math night will be offered to introduce opportunities, including careers and scholarships.	3E.2.School Leadership Team	3. E.2. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	3.E.2.Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

*End of Algebra 1 EOC Goals*

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

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

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



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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2011-2012</b>					
<b>Geometry Goal #3A:</b>  <i>Enter narrative for the goal in this box.</i>						

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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 subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</b>			3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.
<b>Geometry Goal #3B:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

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

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

*End of Geometry EOC Goals*

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**Mathematics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b>						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SpringBoard Training with Collaborative Structures	Grades 6-8 Math	District	Math Teachers	August	Administrative Walkthroughs	Administration and Math AIF
Implementing Common Core Standards/Resources, STEM, and SIP Strategies	Grades 6-8 Math	District and Rosy Doster, Math AIF	Math Teachers	August	Administrative Walkthroughs	Administration and Math AIF
Accessing/Sharing Effective Ideas, Resources, and Strategies (especially those linked to the district and state)	Grades 6-8 Math	Rosy Doster, Math AIF	Math Teachers	August	Administrative Walkthroughs	Administration and Math AIF
Utilizing Discourse, HOTS, MTSS, Data Chats, and Formative Assessments for Effective Progress Monitoring and Data Driven Instruction	Grades 6-8 Math	Rosy Doster, Math AIF	Math Teachers	Fall	Administrative Walkthroughs	Administration and Math AIF
Utilizing Literacy Strategies in Math, including Close Reads and Vocabulary Instruction	Grades 6-8 Math	Rosy Doster, Math AIF and Kathy Logue Reading AIF	Math Teachers	Fall	Administrative Walkthroughs	Administration and Math AIF
Concrete, Representative, and Abstract (CRA) Strategies in Math	Grades 6-8 Math	Rosy Doster, Math AIF	Math Teachers	Fall	Administrative Walkthroughs	Administration and Math AIF

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Progression of Rigor in Math	Grades 6-8 Math	Rosy Doster, Math AIF	Math Teachers	Fall	Administrative Walkthroughs	Administration and Math AIF
FLDOE Instructional Review and Action Plan	Grades 6-8 Math	Rosy Doster, Math AIF	Math Teachers	October	Administrative Walkthroughs	Administration and Math AIF

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Implementing SpringBoard	SpringBoard	District/School	\$0
SpringBoard	Supplies	Title I	\$2000.
Accelerated Math	Individualized Math Program	Title I	\$2000.
			<b>Subtotal: \$4000.</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Implementing SpringBoard with Collaborative Structures	SpringBoard	District/School	\$0
Implementing Common Core Standards and SIP Strategies	Common Core Standards and Resources	State/School	\$0
			<b>Subtotal: \$0</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
Implement and Monitor Math Strategies	Rosy Doster, Math AIF	District	(\$78, 213.00)
			<b>Subtotal:</b>
			<b>Total: \$4000.</b>

*End of Mathematics Goals*

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**Elementary and Middle School Science Goals**

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

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			
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.</b>			1a.1. Some teachers are in need of accessing resources/ideas/strategies to improve pedagogical practices in the classroom.	1a.1.. During PLCs early in the year, teachers will review course descriptions, the Test Item Specification Report, STEM strategies, curriculum pacing documents, and standards, including the Common Core standards and resources. District level PLC’s will allow teachers to collaborate throughout the district.	1a.1.School Leadership Team	1a.1. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	1.a.1.Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.			
<b>Science Goal #1A:</b> By Spring 2013, 27% (68) of the grade 8 students will score AL 3 in Science as evidenced by the State Report of School Results.	<table border="1"> <tr> <th>2012 Current Level of Performance:*</th> <th>2013 Expected Level of Performance:*</th> </tr> <tr> <td>21% (53)</td> <td>27% (68)</td> </tr> </table>	2012 Current Level of Performance:*						2013 Expected Level of Performance:*	21% (53)	27% (68)
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*								
	21% (53)	27% (68)								
1a.2. Some students have gaps in their background knowledge of essential science concepts and they fail to recognize the relevance of science in their daily lives, leading to disengagement.	1a.2. Teachers will incorporate non-fiction, concept related reading and writing assignments, integrating the Common Core standards and utilize a variety of media resources, including print, internet, and videos, along with inquiry based labs and problem-based learning to engage students in discourse relating curriculum to real world issues.	1a.2.School Leadership Team	1a.2. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	1.a.2.Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.						
1a.3. Some students struggle with science vocabulary, reading complex text, and communicating/writing about what they have read.	1a.3. Vocabulary will be taught in context, along with background knowledge. Teachers will provide a word bank with the vocabulary they want the students to use with their articulation and writing.	1a.3.School Leadership Team	1a.3. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete	1.a.3.Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.						

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			The Comprehensive Instructional Sequence Model (CISM-4 per year) and the Common Core standards will be implemented in all science classes. Students will utilize effective writing strategies to communicate lab results through lab write ups.		Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	
		1a.4. Some teachers may need assistance in using assessment to check for understanding.	1a.4. Teachers will use Assessment Prompts, FL Achieves/FOCUS problems, and the Test Item Specifications Report (including the Content Limits and Benchmark Clarifications sections) for formative assessments and frequent progress monitoring, often using the Smart Response System for immediate feedback and structured response so that everyone has a chance to answer. Embedded assessments in lessons will provide opportunities for teachers to check more frequently for understanding.	1a.4. School Leadership Team	1a.4. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	1a.4. Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
		1A5. Some teachers are not using data driven instruction, collaborative structures with accountable talk, a Gradual Release of Responsibility, and collaborative planning.	1A5. An FLDOE Instructional Review was conducted on October 4th. A Science Action Plan was developed to support instructional changes, which include the facilitation of common planning time, use of collaborative pairs with accountable talk, peer observations, and coaching support by the district Science Coordinator.	1A5. School Leadership Team	1A5. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	1A5. Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions

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<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>			1b.1. Some students may have a slow rate of learning due to medical conditions, which may require multiple exposures to access points.	1b.1 Teachers will implement the curriculum provided by the district, along with a variety of online and media resources, including FAA resources/links from the DOE website, internet pictures and videos, in addition to real-life experiences through weekly field trips.	1b.1.School Leadership Team	1. b1. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	1b.1.Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
<b>Science Goal #1B:</b> By Spring 2013, 35% (3) of the grade 8 FAA students will be AL 4,5, or 6 in Science as evidenced by the FAA Test results.	2012 Current Level of Performance:* <b>25% (2)</b>	2013 Expected Level of Performance:* <b>35% (3)</b>					
			1b.2. There is a lack of practicing the FAA format with the students.	1b.2. Teachers will frequently practice the format of the FAA assessment with the students.	1b.2.School Leadership Team	1. b.2. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	1b.2.Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b>  <b>Science Goal #2A:</b> By Spring 2013, 4% (10) of the grade 8 students will be AL4 or 5 in Science as evidenced by the State	2a.1.Some students are not provided opportunities to utilize critical thinking and problem solving skills.	2a.1.A minimum of 18 age appropriate, content relevant investigations will be performed collaboratively by students. Teacher/student discourse and a variety of formative and summative assessments will be utilized to extend thinking and check for	2.a.1.School Leadership Team	2. a.1. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and	2.a.1.Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.

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Report of School Results.				understanding. Implement the STEAM Academy in grade 6.		Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	
			2a.2. Professional writing is not always incorporated into science curriculum.	2a.2. Teachers will provide opportunities for students to practice professional writing, such as lab reports, persuasive essays, and technical writing in science classes, integrating the Common Core standards.	2.a.2. School Leadership Team	2. A.2. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	2.a.2. Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>			2b.1. Increased complexity of the FAA assessment	2b.1 Teachers will use FAA Test Item Specification Report questions and other resources from the DOE website to challenge the students.	2b.1. School Leadership Team	2b.1. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	2b.1. Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
Science Goal #2B: By Spring 2013, 63% (5) of the grade 8 FAA students will be AL 7 or above in Science as evidenced by the FAA Test results.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	50% (4)	63% (5)					
		2b.2. Some FAA students are not proficient with the format of the test.	2b.2 Teachers will practice the format of the assessment, and expose FAA students to the rigor of the test.	2.b.2. School Leadership Team	2. b.2. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete	2.b.2. Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.	

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					Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

*End of Elementary and Middle School Science Goals*

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

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

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

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Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

*End of Biology I EOC Goals*

**Science Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Implementing Common Core Standards/Resources, STEM, and SIP Strategies	Grades 6-8 Science	Title I Team	Science Teachers	August	Administrative Walkthroughs	Administration and Title I Team
Accessing/Sharing Effective Ideas, Resources, and Strategies (especially those linked to the district and state)	Grades 6-8 Science	District and Title I Team	Science Teachers	August	Administrative Walkthroughs	Administration and Title I Team
Utilizing Discourse, HOTS, MTSS, Data Chats, and Formative Assessments for Effective Progress Monitoring and Data Driven Instruction	Grades 6-8 Science	Title I Team	Science Teachers	Fall	Administrative Walkthroughs	Administration and Title I Team

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FLDOE Instructional Review and Action Plan	Grades 6-8 Science	Sandra Sackett District Science Coordinator	Science Teachers	October	Administrative Walkthroughs	Administration and Sandra Sackett
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**Science Budget** (Insert rows as needed)

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

**Evidence-based Program(s)/Materials(s)**

Strategy	Description of Resources	Funding Source	Amount
Formative Assessments for Progress Monitoring	Uncovering Student Ideas in Science Assessments	Title I	\$369.40
			<b>Subtotal: \$369.40</b>

**Technology**

Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>

**Professional Development**

Strategy	Description of Resources	Funding Source	Amount
Implementing Common Core Standards and SIP Strategies	Common Core Standards/Resources	State/School	\$0
			<b>Subtotal: \$0</b>

**Other**

Strategy	Description of Resources	Funding Source	Amount
Inquiry based lab supplies	Science lab supplies	Title 1	\$2,000.00 (estimated)
			<b>Subtotal: \$2,000</b>
			<b>Total: \$2,370.00</b>

*End of Science Goals*

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

### Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT: Students scoring at Achievement Level 4.0 and higher in writing.</b>			1A.1. Some students may experience difficulty in thinking critically while reading, writing and/or understanding content area curriculum.	1A.1. Implement CISM and Close Reads in all subjects except Math; use of Marzano's 6-Step Process for teaching vocabulary, Marzano's 5 Phases for Writing, implement the study of prefixes, suffixes, and roots; Integrate the Common Core Standards and SpringBoard(LA); scaffolding assignments as needed; Use Writing Rubrics to be sure students are aware of FCAT Writing expectations., use Write Score to grade student essays; implement writing across the curriculum. Implement the STEAM Academy in grade 6.	1A.1. School Leadership Team	1A.1. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations	1A.1. Title I Progress Monitoring 3 times during the year, Write Scores, Teacher Made Tests, FCAT Writes (Summative)
<b>Writing Goal #1A:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<i>By the Spring of 2013 90% (206) of our Grade 8 students will score a Level 4 or higher on the FCAT Writes Test as evidenced by the State Report of School Results</i>	Level 3 - 54%(131) Level 4 - 14%(34) Level 5 - <1% (1)	Level 4 - 90% (206)					
			1A.2. Some teachers have a difficult time using data to set academic goals for students.	1A.2. School-wide high expectations and learning environment; Ongoing PLCs with data; Data chats with student and teacher	1A.2. School Leadership Team	1A.2. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations	1A.2. Title I Progress Monitoring 3 times during the year, Write Scores, Teacher Made Tests, FCAT Writes (Summative)
			1A3. Some teachers are not using data driven instruction, collaborative structures with accountable talk, a Gradual Release of Responsibility, and collaborative planning.	1A3. An FLDOE Instructional Review was conducted on October 4th. A Writing Action Plan was developed to support instructional changes, which include the facilitation of common planning time, use of	1A.3. School Leadership Team	1A.3. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete	1A.3. Title I Progress Monitoring 3 times during the year, Write Scores, Teacher Made Tests, FCAT Writes (Summative)

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			collaborative pairs with accountable talk, peer observations, and coaching support by the Title I Program Facilitator.		Administrative Walkthroughs and Evaluations		
<b>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>		1B.1. Some students have significant gaps in language background knowledge which cause them to struggle with the access points on the FAA		1B.1. Students will be given various opportunities to write. Teachers will utilize a variety of online and media resources, including FAA resources/links from the DOE website, internet pictures and videos, and real-life experiences through weekly field trips	1B.1 School Leadership Team	1B.1. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations	1B.1. Teacher Made Tests, Checklists, and FAA (Summative)
<b>Writing Goal #1B:</b> By the Spring of 2013 100% (6) of our Grade 8 FAA students will score a Level 4 or higher in Writing as evidenced by the FAA results.	<b>2012 Current Level of Performance:*</b> 100% (8)	<b>2013 Expected Level of Performance:*</b> 100% (6)					
			1B.2. Some teachers have a difficult time using data to set academic goals for students.	1B.2. Data chats with student and teacher	1B.2. School Leadership Team	1B.2. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations	1B.2. Teacher Made Tests, Checklists, and FAA (Summative)
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

**Writing Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SpringBoard Training	Grades 6-8 Language Arts	District	Language Arts Teachers	August	Administrative Walkthroughs	Administration and Title I Program Facilitator

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Implementing Common Core Language Arts Standards/Resources	Grades 6-8 Language Arts	District and Title I Team	Language Arts Teachers	August	Administrative Walkthroughs	Administration and Title I Program Facilitator
SIP Strategies	Grade 6-8	Julie Mento, Title I Program Facilitator	All Subject areas except Math	Monthly	Administrative Walkthroughs	Administration and Title I Program Facilitator

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

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Write Scores	Write Scores to grade essays	Title I	3,300. (estimation)
SpringBoard materials	Language Arts Curriculum	District	0.
SpringBoard	Supplies	Title I	1000.
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Implementing Common Core Standards and SIP Strategies	Common Core Standards/Resources	State/School	\$0
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
Implement and Monitor Writing Strategies	Julie Mento, title I Program Facilitator	Title I	\$78,213
			<b>Subtotal:</b>
			<b>Total: \$82.513.</b>

*End of Writing Goals*

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

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

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Civics.</b>			1.1. Some teachers are unfamiliar with the Civics EOC resources.	1.1. Teachers will utilize the FL DOE resources, such as the Test Item Specifications Report, revised Curriculum maps, CISM examples in Public Folders, the new TCI materials, and the iCivics website as they prepare students for the EOC.	1.1.School Leadership Team	1.1. Administer TCI formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	1.1.Utilize TCI assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
<b>Civics Goal #1:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By Spring of 2013, 80% or more of the grade 7 Civics students will have passing/gain scores on the Civics TCI posttest.	NA	NA					
			1.2. There is a lack of common assessments to measure progress.	1.2. Teachers within a school should develop common assessments, based on curriculum maps, course descriptions, and document-based questions (DBQ) while waiting for more state resources. With DBQ, students write a persuasive essay, using documentation and support from an original essay and the related documents.	1.2.School Leadership Team	1.2. Administer TCI formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	1.2.Utilize TCI assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
			1.3..Some teachers are not using data driven instruction, collaborative structures with accountable talk, a Gradual Release of Responsibility, and collaborative planning.	13. An FLDOE Instructional Review was conducted on October 4th. An Action Plan was developed to support instructional changes, which include the facilitation of common planning time, use of collaborative pairs with accountable talk, peer	1.3. School Leadership Team	1.3. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and	1.3. Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions



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			observations, and coaching support by the Title I Team.		Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).		
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</b>		2.1. There is a need for additional rigor focused on the skills needed to test well.	2.1. Instruction should focus on interpreting and analyzing photographs, cartoons, maps, and charts, in addition to Test Item Spec questions.	2.1.School Leadership Team	2.1. Administer TCI formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	2.1.Utilize TCI assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.	
<b>Civics Goal</b> By Spring of 2013, 5% or more of the grade 7 Civics students will score above 90% on the Civics TCI posttest.	2012 Current Level of Performance:* NA	2013 Expected Level of Performance:* NA					
			2.2. Students need exposure to the types of questions which may be asked on the EOC.	2.2. ICivics is a website with games and sample assessments.	2.2.School Leadership Team	2.2. Administer TCI formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	2.2.Utilize TCI assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
			2.3.	2.3.	2.3.	2.3.	2.3.

**Civics Professional Development**

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

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		PLC Leader	school-wide)	frequency of meetings)		
TCI Online Textbook Training	Grade 7 Civics	District	Grade 7 Civics Teachers	Fall	Administrative Walkthroughs	Administration and Title I Team
Document Based Questions (DBQ Project) Training and Materials	Grade 7 Civics	District	Grade 7 Civics Teachers	Fall	Administrative Walkthroughs	Administration and Title I Team
Online PD from the FL Joint Center for Citizenship <a href="http://mscivics.floridacitizen.org">http://mscivics.floridacitizen.org</a>	Grade 7 Civics	State	Grade 7 Civics Teachers	Fall	Administrative Walkthroughs	Administration and Title I Team
FLDOE Instructional Review and Action Plan	Grade 7 Civics	Title I Team	Grade 7 Civics Teachers	October	Administrative Walkthroughs	Administration and Title I Team

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Common Assessments	TCI Textbook Training	District	\$0
Additional Rigor	Document Based Questions (DBQ Project) Training and Materials	District	\$0
Accessing and Implementing Resources			
			<b>Subtotal: \$0</b>

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Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Civics Goals*

**Attendance Goal(s)**

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

<b>Attendance Goal(s)</b>			<b>Problem-solving Process to Increase Attendance</b>				
Based on the analysis of attendance data and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Attendance</b>			1.1. Student motivation: students waking up on time; parents are out of the home working; lack of student interest in attending school	1.1. Recognition for students with perfect and exemplary attendance. Recognitions occur every 2 weeks and every 9 weeks.	1.1. Asonja Corbett (AP)	1.1. c Attendance Report	1.1. Attendance Report
<b>Attendance Goal #1:</b>	<b>2012 Current Attendance Rate:*</b>	<b>2013 Expected Attendance Rate:*</b>					
By the Spring of 2013, there will be a 3% increase in attendance, a 10% decrease in the number of students absent for 10 or more days, and a 10% decrease in the number of students tardy for 10 or more days as evidenced by school attendance records.	<i>93.4% (684)</i>	<i>96.4% (&amp;06)</i>					
	<b>2012 Current Number of Students with Excessive Absences (10 or more)</b>	<b>2013 Expected Number of Students with Excessive Absences (10 or more)</b>					
	<i>330 students with 10 or more days absent</i>	<i>297 or less students with 10 or more days absent</i>					
	<b>2012 Current Number of Students with Excessive Tardies (10 or more)</b>	<b>2013 Expected Number of Students with Excessive Tardies (10 or more)</b>					
	<i>355 students with 10 or more days tardy</i>	<i>320 or less students with 10 or less days tardy</i>					

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		1.2. Parental support resulting in students not attending school	1.2. Connect Ed notifies parents of student absences. The administration phones and emails parents or visits the home when students begin a pattern of absenteeism. The district social workers also visit homes when needed.	1.2. Administration	1.2. Documentation of phone logs, visits, and conferences.	1.2. Attendance Report
		1.3. Transportation problems with students living too close to the school to ride the bus and students with serious needs	1.3. Coordinate with the District to provide courtesy bus stops and transport students as needed	1.3. Administration	1.3. Attendance Report and documentation of meetings.	1.3. Attendance Reports

**Attendance Professional Development**

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Recognitions/Celebrations	Certificates/Awards ceremonies/Incentives Rewards	General Fund/Internal Accounts	\$1,000.00
			<b>Subtotal: \$1000.</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount

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<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total: \$1000.</b>			

*End of Attendance Goals*

**Suspension Goal(s)**

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Suspension</b>			1.1. Lack of teacher consistency in applying school rules	1.1. Positive Behavior Support which includes recognition of good behavior throughout the school year	1.1. Administration	1.1. Monthly review of discipline reports followed by parent & student conferences as needed.	1.1. Discipline Reports
<b>Suspension Goal #1:</b>	<b>2012 Total Number of In-School Suspensions</b>	<b>2013 Expected Number of In-School Suspensions</b>					
By the Spring of 2013, there will be a 10% decrease of students participating in In-School and Out of School Suspension as evidenced by Pol County District generated reports.	1061	955					
	<b>2012 Total Number of Students Suspended In-School</b>	<b>2013 Expected Number of Students Suspended In-School</b>					
	258	232					
	<b>2012 Total Number of Out-of-School Suspensions</b>	<b>2013 Expected Number of Out-of-School Suspensions</b>					
	1048	944					

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	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	205	185					
			1.2. Student lack of motivation	1.2. Positive Behavior Support which includes recognition of good behavior every 9 weeks throughout the school year	1.2. Administration	1.2. Monthly review of discipline reports followed by parent & student conferences as needed.	1.2. Discipline Reports
		1.3. Parental support	1.3. Parent notification of student discipline actions as well as the implementation of Positive Behavior Support	1.3. Administration	1.3. Monthly review of discipline reports followed by parent & student conferences as needed.	1.3. Discipline Reports	

**Suspension Professional Development**

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Recognitions & Celebrations	Certificates/Awards ceremonies/Incentives Rewards	General Fund/Internal Accounts	\$1,000.00
			<b>Subtotal: \$1000.</b>
Technology			

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Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total: \$1000.</b>			

*End of Suspension Goals*

**Parent Involvement Goal(s)**

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Parent Involvement</b>			1.1. Parents work schedule	1.1. See KMS Parent Involvement Plan submitted on the state template September 2012.	1.1.	1.1.	1.1.
Parent Involvement Goal #1:	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*					
By Spring of 2013, the participation of parents at building capacity activities will increase by 10% (from 27%-37%)	27% (214)	37% (293)					
			1.2. Breakdown in communication because of phone numbers,	1.2.	1.2.	1.2.	1.2.

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		moving and/or email addresses changing				
		1.3.	1.3.	1.3.	1.3.	1.3.

**Parent Involvement Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parent-Teacher Communication	All	PIF	Instructional Staff	Fall of 2012	Review of required conference logs	Administration. Title I PIF

**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
Parent Communication	Student Agendas, Copy Maintenance, and Phone	Title I	3757.00
Parent information	Printing of the PI Summary Brochure and Parent-School Compact	Title I	300.00
			<b>Subtotal: \$4057.</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount



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<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total: \$4057.</b>			

*End of Parent Involvement Goal(s)*

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>STEM Goal #1:</b> By Spring 2013, 30% (68) of the grade 8 students will score AL 3 On the Science FCAT 2.0 as evidenced by the State Report of School Results.	1.1. Teachers have had little training in communicating with students about a relevant vision of science, to include technology and math.	1.1. Teachers will implement activities that integrate math, science, technology and engineering. (The district science coordinator will provide some sample activities throughout the year).	1.1.School Leadership Team	1.1. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	1.1.Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.
	1.2. Some students lack technology and computer skills, especially those which will be needed in future careers.	1.2. Teachers will give students opportunities to use technology and computers to write/communicate, design, display data, and solve problems.	1.2.School Leadership Team	1.2. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate	1.2.Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions.

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				in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	
	1.3.	1.3.	1.3.	1.3.	1.3.

**STEM Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Integrate STEM Strategies in Science, Math, and some Electives	Grades 6-8 Math, Science, and Electives	Rosy Doster, Math Coach	Math, Science, and Elective Teachers	Fall	Administrative Walkthroughs	Administration and Math Coach

**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
STEM Engineering PBL materials	Materials for Problem Based Learning incorporating engineering, science, math and technology (could be utilized in science, math, elective or gifted classes).	Title I	\$3000.00 (estimate)
			<b>Subtotal: \$3000</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Use computer skills across the curriculum	Portable computer lab	Title I	\$20,000.
			<b>Subtotal: \$20,000.</b>
Professional Development			

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Strategy	Description of Resources	Funding Source	Amount
Integrate STEM Strategies into Science, Math, and some Electives	STEM Strategies	School	\$0
			<b>Subtotal: \$0</b>
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total: \$23,000</b>

*End of STEM Goal(s)*

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
<b>CTE Goal #1:</b> By Spring of 2013, 80% or more of the Elective students will have passing/gain scores on their Elective pretest/posttest, EOC, Teacher made assessments, and competitions.	1.1. Students are unmotivated with the reading and writing opportunities offered in some elective subjects and, therefore, do not place any value in those courses.	1.1 Utilize reading and writing strategies across content areas, including close reads, so students develop connections to the text which support comprehension.	1.1.School Leadership Team	1.1. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	1.1.Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions. Interim Reports, grades, and student reading and writing samples.
	1.2. Some students struggle with content vocabulary and lack background knowledge.	1.2 Teachers will use effective vocabulary instruction of content area terms, teaching the vocabulary in context, to	1.2	1.2. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional	1.2.Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular

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		build background knowledge and motivate the students.		decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	and/instructional decisions.
	1.3. Students not scoring well in Science because it's not relevant and lacks rigor.	1.3. Integrate Agriculture with Physical Science to allow students hands-on that will motivate and increase achievement in both content areas. Involve students in school competitions. Encourage and prepare them to take and pass the middle school Industry Certification Exam.	1.3. APA and School Leadership Team	1.3. Administer formative assessments, conduct Data Day chats and data chats during PLCs where data is examined and curricular/instructional decisions are made, complete Administrative Walkthroughs and Evaluations, and participate in three Live Meetings (First Progress Monitoring, Mid-Year, and March).	1.3. Utilize Discovery Assessment results, Questions for Progress Monitoring, and any other pertinent data to determine curricular and/instructional decisions. Results of Industry Certification Exam.

**CTE Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Reading and Writing Strategies, using Common Core	Grades 6-8	Title I Team	Elective Teachers	Fall	Administrative Walkthroughs	Administration and Title I Team

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

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

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Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Effective Reading and Writing Strategies	Common Core	School	\$0
			<b>Subtotal: \$0</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of CTE Goal(s)*

**Additional Goal(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
<b>1. Additional Goal</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1:  <i>Enter narrative for the goal in this box.</i>	2012 Current Level :*	2013 Expected Level :*					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					

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		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

**Additional Goals Professional Development**

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

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

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

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<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Additional Goal(s)*

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

Please provide the total budget from each section.	
<b>Reading Budget</b>	<b>Total: \$3000.</b>
<b>CELLA Budget</b>	<b>Total:</b>
<b>Mathematics Budget</b>	<b>Total: \$2000.</b>
<b>Science Budget</b>	<b>Total: \$2000.</b>
<b>Writing Budget</b>	<b>Total: \$88,213.</b>
<b>Civics Budget</b>	<b>Total:</b>
<b>U.S. History Budget</b>	<b>Total:</b>
<b>Attendance Budget</b>	<b>Total: \$1000.</b>
<b>Suspension Budget</b>	<b>Total: \$1000.</b>
<b>Dropout Prevention Budget</b>	<b>Total:</b>

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<b>Parent Involvement Budget</b>	<b>Total: \$4057.</b>
<b>STEM Budget</b>	<b>Total: \$3000.</b>
<b>CTE Budget</b>	<b>Total:</b>
<b>Additional Goals</b>	<b>Total:\$ 104,270.</b>
	<b>Grand Total:</b>

**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.)

<b>School Differentiated Accountability Status</b>		
<input type="checkbox"/> Priority	<input checked="" 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.



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Describe the activities of the SAC for the upcoming school year.
The duties of the Kathleen Middle School Advisory Council (SAC) shall include: assisting with the preparation and evaluation of the School Improvement Plan, assisting with the preparation of the annual budget and plan, and approving the expenditures of the state awarded Lottery Funds. The School Improvement Plan will be presented to the SAC at the first meeting in September 2012. The SAC will meet at least four times during the 2012-13 school year to review the school's progress and implementation of the SIP.

Describe the projected use of SAC funds.	Amount