FLORIDA DEPARTMENT OF EDUCATION

Meadowlawn Middle School
School Improvement Plan (SIP)
Form SIP-1

2012-2013

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

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: 2321.00 Meadowlawn Middle School	District Name: Pinellas County Schools
Principal: : Claudius B. Effiom	Superintendent: John A. Stewart Ed.D
SAC Chair: Deborah Whittemore	Date of School Board Approval: Pending: October 9, 2012

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Administrators

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

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

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	Claudius B. Effiom	Masters in Educational Leadership	2	6	Principal 2011-12 at Meadowlawn Middle School School Grade: C 47% Mastery in Reading 42% Mastery in Mathematics 40% Mastery in Science 70% Mastery in Writing 56% Learning Gains in reading 53% Learning Gains in math 58% Learning Gains in reading of the lowest 25% and 50% in math Principal 2010-11 at Meadowlawn Middle School School Grade: C 61% Mastery in Reading 50% Mastery in Mathematics 36% Mastery in Science 81% Mastery in Writing 55% Learning Gains in reading 56% Learning Gains in math 62% Learning Gains in reading of the lowest 25% and 58% in math No subgroup met APY Principal 2009-2010 at John Hopkins Middle School School Grade: C 64% Mastery in Reading 61% Mastery in Mathematics 34% Mastery in Science 93% Mastery in Writing AYP not met Acting Principal 2008-2009 at Kennedy Middle School School Grade: B

					60% in Reading 61% Mastery in Mathematics 35% Mastery in Science 98% Mastery in Writing AYP met for each sub group but Students economically disadvantaged Assistant Principal 2007-2008 at Safety Harbor Middle School School Grade: A Assistant Principal 2007-2008 at Kennedy Middle School School Grade: B 61% Mastery in Reading 59% Mastery in Mathematics 31% Mastery in Science 88% Mastery in Writing AYP met for all subgroups but students economically disadvantaged Assistant Principal 2006-2007 at Kennedy Middle School School Grade: B 88% Mastery in Reading 86% Mastery in Mathematics 84% Mastery in Writing AYP not met Assistant Principal 2005-2006 at Kennedy Middle School School Grade :B
Assistant Principal	Carolyn Underwood	Masters in Educational Leadership	2	6	Assistant Principal 2011-12 at Meadowlawn Middle School School Grade: C 47% Mastery in Reading 42% Mastery in Mathematics 40% Mastery in Science 70% Mastery in Writing 56% Learning Gains in reading 53% Learning Gains in math

					58% Learning Gains in reading of the lowest 25% and 50% in math Assistant Principal 2010-2011 at Meadowlawn Middle School School Grade: C 61% Mastery in Reading 50% Mastery in Mathematics 36% Mastery in Science 81% Mastery in Writing 55% Learning Gains in reading 56% Learning Gains in math 62% Learning Gains in reading of the lowest 25% and 58% in mathematics No subgroup made APY Assistant Principal 2009-2010 at Clearwater Fundamental Middle School School Grade: A 88% Mastery in Reading 86% Mastery in Mathematics 61% Mastery in Science 98% Mastery in Writing Met AYP for all subgroups but students economically disadvantaged Assistant Principal 2008-2009 at Coachman Fundamental Middle School. School Grade: A 88% Mastery in Reading 86% Mastery in Mathematics 65% Mastery in Science 100% Mastery in Writing AYP made met for all subgroups but African American. students in Science Assistant Principal 2007-2008 at Coachman Fundamental Middle School

					School Grade: B 87% Mastery in Reading 85% Mastery in Mathematics 69% Mastery in Science 99% Mastery in Writing AYP Met Assistant Principal 2006-2007 at Coachman Fundamental Middle School School Grade: A 87% Mastery in Reading 86% Mastery in Mathematics 70% Mastery in Science 98% Mastery in Writing Met AYP
Assistant Principal	Melissa Athanson	Masters in Educational Leadership	3	3	Assistant Principal 2011-12 at Meadowlawn Middle School School Grade: C 47% Mastery in Reading 42% Mastery in Mathematics 40% Mastery in Science 70% Mastery in Writing 56% Learning Gains in reading 53% Learning Gains in math 58% Learning Gains in reading of the lowest 25% and 50% in math Assistant Principal 2010-2011 at Meadowlawn Middle School School Grade: C 61% Mastery in Reading 50% Mastery in Mathematics 36% Mastery in Science 81% Mastery in Writing 55% Learning Gains in Reading

					56% Learning Gains in Math 62% Learning Gains in reading of the lowest 25% and 58% in math No subgroup made AYP Assistant Principal 2009-2010 at Meadowlawn Middle School School Grade C 66% Mastery in Reading 54% Mastery in Mathematics 33% Mastery in Science 99% Mastery in Writing No subgroup made AYP
Assistant Principal	Kristy Therrien	Masters in Educational Leadership	1	1	Assistant Principal 2011-12 at Meadowlawn Middle School School Grade: C 47% Mastery in Reading 42% Mastery in Mathematics 40% Mastery in Science 70% Mastery in Writing 56% Learning Gains in reading 53% Learning Gains in math 58% Learning Gains in reading of the lowest 25% and 50% in math Reading Coach 2010-2011 Northeast High School 42% Mastery in Reading 67% Mastery in Mathematics 30% Mastery in Science 81% Mastery in Writing 48% Learning Gains in reading 71% Learning Gains in math 46% Learning Gains in reading of the lowest 25% and 56% in math

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

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	Roseann Izzo	Bachelor of Arts in Elem. Ed, Sp. Lrng. Dis., Ment. Hand., Reading Endorsed	1	3	Meadowlawn 2011-C Dunedin High-2011-B Dunedin High-2010-B

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. Developed interviewing questions to align with mission/vision	Administrators/PLC Leaders	On going
2. Pair new teachers with/mentor/buddy	APC	On going
3. Give feedback regularly on performance	Administrators	On going
4. Avoid giving new teachers more than one prep if possible	APC	On going

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

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
Three	Regular meetings to give feedback Recommending specific courses to take

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
68	4	14	28	22	19		19	4	33

Teacher Mentoring Program/Plan

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

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
Robert Wagner	Makra Brannon	Subject area, Leadership skills	Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons
Jessica Scott	Robin Brown	Location, Experience	
Jocee Kostka	Cynthia McDonald	Location, Subject area	
Crispin Cole	Jessica Scott	Location, Experience	

Additional Requirements

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

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

Title I, Part A Title I, Part A funds are utilized, in conjunction with district operating funds and other federal resources, to support teaching and learning, parental engagement, and professional development. Title I services are coordinated and integrated with other resources through the Division of Teaching and Learning, Student Assignment, and Research and Accountability.
Title I, Part C- Migrant NA in Pinellas
Title I, Part D The district receives Title I, Part D funds which provide transition services from alternative education programs to zoned schools. In addition, a portion of Title I, Part A funds is reserved for services to neglected and delinquent students. Funds are targeted to support continuous education

services to students in neglected and delinquent facilities through tutoring, instructional materials and resources, and technology.
Title II The district receives funds to increase student achievement through professional development for teachers and administrators. Title II funds provide math and science coaches, as required by Differentiated Accountability, in some of the district's lowest performing schools. A portion of Title I, Part A funds is used to provide additional reading and math coaches in targeted schools based on FCAT results.
Title III Title III funds provide educational materials, bilingual translators, summer programs, and other support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools.
Title X- Homeless The district receives funds to provide resources for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).
Supplemental Academic Instruction (SAI) SAI funds are coordinated with Title I, Part A funds to provide extended learning opportunities for students before/during/after school and during the summer.
Violence Prevention Programs
Nutrition Programs Title I coordinates with district food services to provide breakfast and lunch to students in Title I summer extended learning camps.
Housing Programs
Head Start Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy.
Adult Education

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

Career and Technical Education
Job Training
Other

Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)
School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Principal, Assistant Principals, Guidance Counselors, Social Worker, Psychologist, Behavior Specialist, Department PLC Leaders, Team Leaders, AVID Coordinator
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? -Facilitator – generates agenda and leads team discussions -Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data -Technology Specialist – brokers technology necessary to manage and display data -Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access -Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda Meeting time: One per month on Wednesday at 3:10 PM in the media center
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? Instructional, administrative and support staff gave input or work on specific areas related on the school improvement plan, RtI meets monthly by grade level to problem solve and discuss and provide services for identified students.
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. FCAT data is broken down by students who made gains, did not make gains, stayed the same level of 1 or 2 but made jumps developmentally. A weekly discipline report is given to faculty to problem solve on interventions. FAIR data and reading sorter is used to make academic placements
Describe the plan to train staff on MTSS. Through PLC and professional development training
Describe the plan to support MTSS. Assign roles and calendar and consistently meet to improve the process

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Bernard, Bigham, Brachmann, Bringas, Herman, Hess, Izzo, Jacobs, McSorley, Owen, Rankin, Rexroad, Pabalan, Thomas, Zitelli, Therrien, Underwood, Effiom
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern: Support for text complexity Support for instructional skills to improve reading comprehension   - Use of collaborative structures including reciprocal teaching.   - Providing scaffolding that does not preempt or replace text reading by students   - Developing and asking text dependent questions from a range of question types   - Emphasizing students supporting their answers based upon evidence from the text   - Providing extensive research and writing opportunities (claims and evidence)   Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction). Support for researched based best practices. GRRM Support of the Standard based instruction through the use of common board configuration The team with meet after school on the first Wednesday of the month. They will provide professional development to their content area peers at PLC meetings. The district will provide training and tools for Literacy Leadership Teams.
What will be the major initiatives of the LLT this year? Support for common board configuration Support for planning lessons using the GRRM. Support for use of collaborative structures including reciprocal reading Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects

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

Public School Choice

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

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

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a.FCAT 2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a: Improve current level of	2012 Current Level of Performance:* 	2013Expected Level of Performance:* 	1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion	1a.1. Walkthroughs Lesson Plans

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

14

performance	24% 276	Decrease level 1&2 from 53% To 43%		through use of a common board configuration.		of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies. Teacher will deliver lesson using the GRRM.	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional	1a.2. Walkthrough Lesson Plans

					objects	
					objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor through use of collaborative structures including reciprocal teaching.	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1b.2. Insufficient standard based instruction	1b.2. Implement High Yield Instructional Strategies. Teachers will develop lessons using GRRM.	1b.2. AP who evaluates teacher	1b.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes aligned to access points when appropriate *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1b.2. Walkthrough Lesson plans
Reading Goal #1b: Improve current level of performance	2012 Current Level of Performance:* 26% 5	2013Expected Level of Performance:* Decrease level 1,2,3					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a.FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.			2a.1. Lack of differentiation of instruction	2a.1. Provide formative assessments to inform differentiation in instruction and implement collaborative structures including reciprocal teaching to increase student ownership of learning.	2a.1. AP who evaluates teacher	2a.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	2a.1. Walkthrough Lesson plans
Reading Goal #2a: Improve current level of performance	2012 Current Level of Performance:* 21% 236	2013Expected Level of Performance:* Increase level 4 and 5 by 5%					
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.

			2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b1. Walkthrough
Reading Goal #2b: Improve current level of performance	2012 Current Level of Performance:* 41%	2013Expected Level of Performance:* Increase level 7 by 5%					
			2b.2.	2b2.	2b.2.	2b.2.	2b.2.

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

		2b.3	2b.3	2b.3	2b.3	2b.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in reading.		3a.1. Lack of student engagement	3a.1. Implement collaborative structures including reciprocal teaching	3a.1. AP who evaluates teacher	3a.1. *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are	3a.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable
Reading Goal #3a: Improve current level of performance	2012 Current Level of Performance:* pending	2013Expected Level of Performance:* 100%					

						flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			3a.2.	3a.2 Plan all lessons using the GRRM.	3a.2.	3a.2.*Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	3a.2.
			3a.3.	3a.3.	3a.3.	3a.3.	3a.3.
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b: Improve current level of performance	2012 Current Level of Performance:* 26%5	2013Expected Level of Performance:* 100%	3b.1. Lack of student engagement	3b.1. Differentiate Instruction	3b.1. AP who evaluates teacher	3b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and	3b.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable

					questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
4a.FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.	4a.1. Lack of differentiation	4a.1. Differentiate Instruction	4a.1. AP who evaluates	4a.1. Content materials are differentiated by student	4a.1. Lesson Plans & Walkthrough	

Reading Goal #4a: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*	of instruction		teacher	interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
	58%	100%					
			4a.2. Insufficient intervention supports exist to address the varying needs of students across academic and	4a.2. Create interventions that support core instructional goals and objectives	4a.2. SBLT	4a.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Reading Intervention teachers and core content area teachers communicate regularly *Core content materials and subject matter are integrated	4a.2. Lesson Plans & Walkthroughs

		engagement areas			within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.		4b.1. Lack of differentiation of instruction	4b.1. Differentiate Instruction	4b.1. AP who evaluates teacher	4b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.	4b.1. Lesson Plans & Walkthrough

Reading Goal #4b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*
Improve current level of performance	pending	100%

					*These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
		4b.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4b.2. Create intervention that support core instructional goals and objectives	4ab.2. SBLT	4b.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	4b.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 58	65	72	79	86	93	100
Reading Goal #5A: *Enter narrative for the goal in this box.*							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**		5b.1. White: Black: Hispanic:	5b.1. Differentiate Instruction	5b.1. AP who evaluates teacher	5b.1. Content materials are differentiated by student interests, cultural background,	5b.1. Lesson Plans & Walkthrough	

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

Reading Goal #5B: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*	Asian: American Indian: Lack of differentiation of instruction			prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
	White:74% 377 Black:6% 30.00 Hispanic:9% 44.00 Asian:7% 37.00 American Indian:0% 2.00	100% of all subgroups to make a learning gain Increase proficiency of all subgroups by 10%					
			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			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

improvement for the following subgroup:						
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5c.1. Lack of differentiation of instruction	5c.1. Differentiate Instruction	5c.1. AP who evaluates teacher	5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5c.1. Lesson Plans & Walkthrough
Reading Goal #5C: Improve current level of performance	2012 Current Level of Performance:* Pending	2013Expected Level of Performance:* 100% of ELL students to make a learning gain An increase in proficiency by 10%					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5d.1. Lack of differentiation of instruction	5d.1. Differentiate Instruction	5d.1. AP who evaluates teacher	5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5d.1. Lesson Plans & Walkthrough
Reading Goal #5D: Improve current level of performance	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	20%	100% of all SWD students to make a learning gain An increase in proficiency by 10%					

			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5e.1. Lack of differentiation of instruction	5e.1. Differentiate Instruction	5e.1. AP who evaluates teacher	5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are	5e.1. Lesson Plans & Walkthrough
Reading Goal #5E: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	41%	100% of economically disadvantaged students will learning gain					

		An increase in proficiency by 10%				flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			5E.2.	5E.2	5E.2.	5E.2.	5E.2.
			5E.3	5E.3	5E.3	5E.3	5E.3

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Board Configuration	6-8 All Content Areas	Literacy Team Member	All content and Grade Level PLCs	9/12/12; 9/19/12; 9/26/12	LLT walkthroughs, Administrative walkthroughs, and peer to peer observations	Administrator responsible for Reading/LA
Gradual Release of Responsibility	6-8 All Content Areas	Literacy Team Member	All content and Grade Level PLCs	10/3/12; 10/10/12; 10/17/12; 10/24/12	LLT walkthroughs, Administrative walkthroughs, and peer to peer observations	Administrator responsible for Reading/LA
Collaborative Structures/ Reciprocal Teaching	6-8 All Content Areas	Literacy Team Member	All content and Grade Level PLCs		LLT walkthroughs, Administrative walkthroughs, and peer to peer observations	Administrator responsible for Reading/LA

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

Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Common Board Configuration	Training Materials	SAC	$100
Gradual Release of Responsibility	Training Materials	SAC	$150
			Subtotal:$250
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:$250

End of Reading Goals

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

Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in Listening/Speaking.		1.1. Lack of differentiation of instruction	1.1. Provide formative assessments to inform differentiation in instruction	1.1. AP who evaluates teacher	1.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust	1.1. Walkthrough
CELLA Goal #1: Improve current level of performance	2012 Current Percent of Students Proficient in Listening/Speaking: 68% 15					

				teaching practices and to reflect on the needs and progress of students	
		2.1. Lack of differentiation of instruction	2.1. Differentiate Instruction	2.1. AP who evaluates teacher	2.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and	2.1. Lesson Plans & Walkthrough

					understanding in different ways, which includes varying degrees of difficulty.	
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in Reading. CELLA Goal #2: Improve current level of performance	2012 Current Percent of Students Proficient in Reading : 23% 5	2.2. Insufficient standard based instruction	2.2. Implement High Yield Instructional Strategies	2.2. AP who evaluates teacher	2.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback;	2.2. Walkthrough

					and Independent Practice occur	
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in Writing. CELLA Goal #3: Improve current level of performance	2012 Current Percent of Students Proficient in Writing : 32% 7	3.1. Insufficient standard based instruction	3.1. Set and communicate a purpose for learning and learning goals in each lesson	3.1. AP who evaluates teacher	3.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring	3.1. Walkthrough & Lesson Plans

					back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

CELLA Budget (Insert rows as needed)

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

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

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

End of CELLA Goals

Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrie	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a.FCAT 2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a: Improve current level of performance	2012 Current Level of Performance:* 25% 277	2013Expected Level of Performance:* Decrease in level 1 and 2 from 59% to 49%	1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the	1a.1. Walkthrough & Lesson Plans

					class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	
		1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction;	1a.2. Walkthrough

					Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.		1b.2. Insufficient standard based instruction	1b.2. Implement High Yield Instructional Strategies	1b.2. AP who evaluates teacher	1b.2. Determine: *Lesson focuses on essential learning objectives and goals by	1b.2. Walkthrough
Mathematics Goal #1b:	2012 Current	2013Expected Level of				

Improve current level of performance	Level of Performance:*	Performance:*					
	64%	Decrease in level 1,2 and 3				specifically stating the purpose for learning, lesson agenda and expected outcomes aligned to access points when appropriate *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a.FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b1. Walkthrough
Mathematics Goal #2a: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	15% 172	Increase level 4 and 5 by 5%					
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.

			2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust	2b1. Walkthrough
Mathematics Goal #2b: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	14%	Increase level 7 by 5%					

					teaching practices and to reflect on the needs and progress of students aligned to FAA access points	
		2b.2.	2b2.	2b.2.	2b.2.	2b.2.
		2b.3	2b.3	2b.3	2b.3	2b.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.		3a.1. Lack of student engagement	3a.1. Differentiate Instruction	3a.1. AP who evaluates teacher	3a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)	3a.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable

Mathematics Goal #3a: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*
	51% 530	100% of students will make learning gains

						*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
		3a.2.	3a.2.	3a.2.		3a.2.	3a.2.
		3a.3.	3a.3.	3a.3.		3a..3.	3a.3.
3b. Florida Alternate Assessment: **Percentage of students making Learning Gains in mathematics.**		3b.1. Lack of student engagement	3b.1. Differentiate Instruction	3b.1. AP who evaluates teacher		3b.1. Content materials are differentiated by student interests, cultural background, prior	3b.1. School Summary of observation section of teacher appraisal results
Mathematics Goal #3b:	2012 Current	2013Expe cted Level					

Improve current level of performance	Level of Performance:*	of Performance:*				knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	IPI data when available State instructional walkthrough when applicable
	37% 7	100% of students will make learning gains					
			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.	3b.3.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4a.FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.			4a.1. Lack of student engagement	4a.1. Differentiate Instruction	4a.1. AP who evaluates teacher	4a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and	4a.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable
Mathematics Goal #4a: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	50%	100% of students will make learning gains					

					assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
		4a.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4a.2. Create intervention that support core instructional goals and objectives	4a.2. SBLT	4a.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing	4a.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs

					student success in core courses	
			4a.3	4a.3.	4a.3.	4a.3.	4a.3.

| 4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics. | | | 4b.1. Lack of student engagement | 4b.1. Differentiate Instruction | 4b.1. AP who evaluates teacher | 4b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments | 4b.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable |
| Mathematics Goal #4b: Improve current level of performance | 2012 Current Level of Performance:* pending | 2013Expected Level of Performance:* 100% of students will make learning gains | | | | | |

					*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
		4b.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4b.2. Create intervention that support core instructional goals and objectives	4b.2. SBLT	4b.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core	4b.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs

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

					courses	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Mathematics Goal #5A: Improve current level of performance	**Baseline data 2010-2011** 48.00	52	57	61	65	70	74

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**			5b.1. White: Black: Hispanic: Asian: American Indian: Lack of differentiation of instruction	5b.1. Differentiate Instruction	5b.1. AP who evaluates teacher	5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5b.1. Lesson Plans & Walkthrough
Mathematics Goal #5B: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	White: 75% 338 Black: 4% 20 Hispanic: 8% 37 Asian: 9% 40 American Indian: 0% 2	100% of all subgroups to make a learning gain Increase proficiency of all subgroups by 10%					
							5B.2.

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

		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5c.1. Lack of differentiation of instruction	5c.1. Differentiate Instruction	5c.1. AP who evaluates teacher	5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided	5c.1. Lesson Plans & Walkthrough
Mathematics Goal #5C: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Pending	100% of ELL students to make a learning gain Increase proficiency of ELL students by 10%					

			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
						opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD)not making satisfactory progress in mathematics.			5d.1. Lack of differentiation of instruction	5d.1. Differentiate Instruction	5d.1. AP who evaluates teacher	5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group	5d.1. Lesson Plans & Walkthrough
Mathematics Goal #5D: Improve current level of performance	2012 Current Level of Performance:* pending	2013 Expected Level of Performance:* 100% of SWD students to make a learning gain Increase proficiency of SWD students					

					instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.		5e.1. Lack of differentiation of instruction	5e.1. Differentiate Instruction	5e.1. AP who evaluates teacher	5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and	5e.1. Lesson Plans & Walkthrough
Mathematics Goal #5E:	2012 Current Level of	2013Expected Level of				

Improve current level of performance	Performance:*	Performance:*				skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
	35% 260	100% of Economically Disadvantaged students to make a learning gain Increase proficiency of Economically Disadvantaged students by 10%					
			5E.2	5E.2	5E.2	5E.2	5E.2.
			5E.3	5E.3	5E.3		5E.3

End of Middle School Mathematics Goals

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

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

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

Algebra EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra.			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by	1a.1. Walkthrough & Lesson Plans
Algebra Goal #1: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	47% 45	Decrease level 1 and 2					

					referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	
		1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and	1a.2. Walkthrough

				Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of	Evaluation Tool

Note: The last row shows "1a.3. Walkthrough Teacher Appraisal Results" in the Evaluation Tool column.

improvement for the following group:						Strategy	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.			2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b1. Walkthrough
Algebra Goal #2: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	44% 42	Increase level 4 and 5 by 5%					
			2.2.	2.2.	2.2.	2.2.	2.2.

		2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target		**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** _92%_	92%	93%	95%	97%	98%	100%
Algebra Goal #3A: Improve current level of performance							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra.**		5b.1. Lack of differentiation of instruction	5b.1. Differentiate Instruction	5b.1. AP who evaluates teacher	5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level	5b.1. Lesson Plans & Walkthrough	
Algebra Goal #3B: Improve current level of	2012 Current Level of	2013Expected Level of Performanc					

performance	Performance:*e:*					*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
	White: 100% of all students subgroups by ethnicity to make a learning gain Black: Hispanic: Asian: American Indian: Increase proficiency of all student subgroups by ethnicity by 10% : :						
							3B.2.
		5B.3.	5B.3.	5B.3.	5B.3.		3B.3.

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra.			5c.1. Lack of differentiation of instruction	5c.1. Differentiate Instruction	5c.1. AP who evaluates teacher	5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are	5c.1. Lesson Plans & Walkthrough
Algebra Goal #3C: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	pending	100% of ELL students to make a learning gain Increase proficiency of ELL students by 10%					

						provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	3C.2.
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	3C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy		Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.		5d.1. Lack of differentiation of instruction	5d.1. Differentiate Instruction	5d.1. AP who evaluates teacher	5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers		5d.1. Lesson Plans & Walkthrough
Algebra Goal #3D: Improve current level of performance	2012 Current Level of Performance:* pending	2013 Expected Level of Performance:* 100% of all SWD students to make a learning gain Increase proficiency of SWD students by 10%					

					provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
		5D.2.	5D.2.	5D.2.	5D.2.	3D.2.
		5D.3.	5D.3.	5D.3.	5D.3.	3D.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Algebra.		5e.1. Lack of	5e.1. Differentiate	5e.1. AP who evaluates teacher	5e.1. Content	5e.1. Lesson Plans &

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

			differentiation of instruction	Instruction		materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners	Walkthrough
Algebra Goal #3E: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	pending	100% of Economically Disadvantaged students to make a learning gain Increase proficiency of Economically Disadvantaged students by 10%					

						*Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			5E.2	5E.2	5E.2	5E.2	3E.2.

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

End of Algebra EOC Goals

Geometry End-of-Course Goals

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

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

						the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc.	1a.2. Walkthrough

					*Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b1. Walkthrough
Geometry Goal #2: Improve current level of performance.	2012 Current Level of Performance:*	2013Expected Level of Performance:* Increase level 4 and 5 by 5%					

		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Geometry Goal #3A: Improve current level of performance							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**		5b.1. White: Black: Hispanic: Asian:	5b.1. Differentiate Instruction	5b.1. AP who evaluates teacher	5b.1. Content materials are differentiated by student interests, cultural background,	5b.1. Lesson Plans & Walkthrough	
Geometry Goal #3B: Improve current level of	2012 Current	2013Expected Level of					

performance	Level of Performance:*	Performance:*	American Indian: Lack of differentiation of instruction			prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
	White: Black: Hispanic: Asian: American Indian:	100% of all student subgroups to make a learning gain Increase proficiency of all student subgroups by 10% :					
							3B.2.

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

			5B.3.	5B.3.	5B.3.	5B.3.	3B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			5c.1. Lack of differentiation of instruction	5c.1. Differentiate Instruction	5c.1. AP who evaluates teacher	5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the	5c.1. Lesson Plans & Walkthrough
Geometry Goal #3C: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
		100% of ELL students to make a learning gain Increase proficiency of of ELL students by 10%					

						content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			5C.2.	5C.2.	5C.2.	5C.2.	3C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	3C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			5d.1. Lack of differentiation of instruction	5d.1. Differentiate Instruction	5d.1. AP who evaluates teacher	5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately	5d.1. Lesson Plans & Walkthrough
Geometry Goal #3D: Improve current level of performance	2012 Current Level of Performance:*	2013 Expected Level of Performance:* 100% of SWD students to make a learning gain Increase proficiency					

					scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
	of SWD students by 10%					
		5D.2.	5D.2.	5D.2.	5D.2.	3D.2.
		5D.3.	5D.3.	5D.3.	5D.3.	3D.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			5e.1. Lack of differentiation of instruction	5e.1. Differentiate Instruction	5e.1. AP who evaluates teacher	5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in	5e.1. Lesson Plans & Walkthrough
Geometry Goal #3E: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
		100% of Economically Disadvantaged students to make a learning gain Increase proficiency of Economically Disadvantaged students by 10%					

					different ways, which includes varying degrees of difficulty.	
		5E.2	5E.2	5E.2	5E.2	3E.2.
		5E.3	5E.3	5E.3		3E.3

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Board Configuration	6-8 All Content Areas	Literacy Team Member	All Math Teachers at all Grade Levels	9/12/12; 9/19/12	LLT walkthroughs, Administrative walkthroughs, and peer to peer observations	Administrator Responsible for Math PLC
Gradual Release of Responsibility	6-8 All Content Areas	Literacy Team Member	All Math Teachers at all Grade Levels	10/3/12; 10/10/12	LLT walkthroughs, Administrative walkthroughs, and peer to peer observations	Administrator Responsible for Math PLC
Collaborative Structures/Reciprocal Teaching	6-8 All Content Areas	Literacy Team Member	All Math Teachers at all Grade Levels	11/7/12	LLT walkthroughs, Administrative walkthroughs, and peer to peer observations	Administrator Responsible for Math PLC

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

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Common Board Configuration	Training Materials	SAC	$150
Reciprocal Teaching	Training Materials	SAC	$100
			Subtotal:$250
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:$250

End of Mathematics Goals

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

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a.FCAT 2.0: Students scoring at Achievement Level 3 in science.			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring	1a.1. Walkthrough & Lesson Plans
Science Goal #1a: Improve current level of performance	2012 Current Level of Performance:* 29.6% 109	2013Expected Level of Performance:* Decrease the number of level 1 and 2					

						back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent	1a.2. Walkthrough

				Practice occur	
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results
1b.Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science. Science Goal #1b: Improve current level of performance	2012 Current Level of Performance:* 2013Expected Level of Performance:*	1b.1. Insufficient standard based instruction	1b.1. Set and communicate a purpose for learning and learning goals in each lesson	1b.1. AP who evaluates teacher	1b.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a	1b.1. Walkthrough & Lesson Plans

	75%	Decrease the number of level 1,2, and 3 from to				discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions",			Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool

identify and define areas in need of improvement for the following group:					Responsible for Monitoring	Effectiveness of Strategy	
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b1. Walkthrough
Science Goal #2a: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	7.9% 29	Increase the level 4 and 5 students 5%					
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3

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

2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b1. Walkthrough
Science Goal #2b: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	13%	Increase the level 7 by 5%					
			2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3

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

End of Elementary and Middle School Science Goals

Science Professional Development

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

Science Budget (Insert rows as needed)

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

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

			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
School-wide Science Fair	Science Fair Materials	SAC	$250
			Subtotal:$250
			Total:$250

End of Science Goals

Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT: Students scoring at Achievement Level3.0 and higher in writing. Writing Goal #1a: Improve current level of performance 2012 Current Level of Performance:* 69% 251 Level 4 and above 17% 63 2013Expected Level of Performance:* Decrease level 1,2 and 3	1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson through the use of a common board configuration.	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher	1a.1. Walkthrough Lesson Plans

					explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question	
		1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies. Creating lessons that follow the GRRM.	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback;	1a.2. Walkthrough Lesson plans

				and Independent Practice occur	
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor. Use of collaborative structures including reciprocal teaching.	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b: Improve current level of	2012 Current Level of Performance: *	2013 Expected Level of Performance: *	1b.1. Insufficient standard based instruction	1b.1. Set and communicate a purpose for learning and learning goals in each lesson through the use of a common	1b.1. AP who evaluates teacher	1b.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing	1b.1. Walkthrough Lesson Plans

performance	Level 4,5, and 6 63% Level 7, 8, 9 38%	Decrease level 1,2 and 3		board configuration.		guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question	
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

Writing Professional Development

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

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

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Glencoe on line writing	Discs/flash drives	SAC	$250
			Subtotal:$250
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:$250

End of Writing Goals

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

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

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

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Civics.			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by	1a.1. Walkthrough & Lesson Plans
Civics Goal #1: Establish baseline level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	pending	Improved from baseline					

					referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and	1a.2. Walkthrough

				Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of	Evaluation Tool

improvement for the following group:						Strategy	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2a.1. Insufficient standard based instruction	2a.1. Set and communicate a purpose for learning and learning goals in each lesson	2a.1. AP who evaluates teacher	2a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to	2a.1. Walkthrough & Lesson Plans
Civics Goal #2: Establish baseline level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	not available	Improved from baseline					

			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

(Note: "the scale or rubric throughout the lesson" appears in the first data row, top right cell)

Civics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Board Configuration	7th Grade; 6th and 8th Grades	Literacy Team Member	All Social Studies PLC members 6-8	9/26	LLT walkthroughs, Administrative walkthroughs, and peer to peer observations	Administrator Responsible for Social Studies PLC
Gradual Release of Responsibility	7th Grade; 6th and 8th Grades	Literacy Team Member	All Social Studies PLC members 6-8	10/24/12	LLT walkthroughs, Administrative walkthroughs, and peer to peer observations	Administrator Responsible for Social Studies PLC
Collaborative Structures/ Reciprocal Teaching	7th Grade; 6th and 8th Grades	Literacy Team Member	All Social Studies PLC members 6-8	11/21/12	LLT walkthroughs, Administrative walkthroughs, and peer to peer observations	Administrator Responsible for Social Studies PLC

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)

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

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

End of Civics Goals

Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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

1. Attendance			1.1. Lack of student engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule
Attendance Goal #1: Improve current level of performance	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	91%	Greater than prior year					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	633	10% decrease from prior year					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013Expected Number of Students with Excessive Tardies (10 or more)					
	0	10% decrease from prior year					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Overcoming Obstacles	6-8 All Content Areas	Overcoming Obstacles Staff Trainer; Administrative team.	All Content and Grade Level PLCs	8/14/12; On -going	Administrative walkthroughs; peer to peer observations. Suspension Data	All Administrators; Attendance Specialist

Attendance Budget (Insert rows as needed)

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

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

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

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

End of Attendance Goals

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1. Lack of Student Engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students
Suspension Goal #1: Improve current level of performance	2012Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	1490	10% decrease from prior					

	year					are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule
	2012Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	326	10% decrease from prior year					
	2012Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	2020	10% decrease from prior year					
	2012Total Number of Students Suspended Out- of-School	2013 Expected Number of Students Suspended Out- of-School					
	255	10% decrease from prior year					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Overcoming Obstacles	6-8 All content areas	Overcoming Obstacles Staff Trainer; Administrative team.	All Content and Grade Level PLCs	8/14/12	Administrative walkthroughs peer to peer observations. Suspension Data	All Administrators, Behavior Specialist

Suspension Budget (Insert rows as needed)

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

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

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

End of Suspension Goals

Dropout Prevention Goal(s) Note: Required for High School- F.S., Sec. 1003.53

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

Dropout Prevention Goal(s)		Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*		1.1. Students lack skills to plan for future aspirations and create educational goals	1.1. Implement High Yield Instructional Strategies	1.1. Principal	1.1.	1.1. Walkthrough and teacher appraisal
Improve current level of performance	2012 Current Dropout Rate:* 	2013 Expected Dropout Rate:* 10% decrease from prior year				

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

	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
		Improve rate from prior year					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

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

Dropout Prevention Budget (Insert rows as needed)

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

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

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)
Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.
Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

Parent Involvement Goal(s)	**Problem-solving Process to Parent Involvement**				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1:	1.1. Lack of frequent home-school	1.1. Provide frequent home-school	1.1. SBLT	1.1. Parent and Student Surveys.	1.1 Attendance at school activities.

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

105

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

Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.			communication in a variety of formats, and allows for families to support and supervise their child's educational progress	communication in a variety of formats, and allows for families to support and supervise their child's educational progress			
Improve current level of performance Portal logins by parents	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

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

Parent Involvement Budget

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Parent Education and Activity Nights	Presenters	SAC	$1,000
			Subtotal:$1,000
			Total:$1,000

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool

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

areas in need of improvement:			Responsible for Monitoring	Effectiveness of Strategy	
STEM Goal #1: *Enter narrative for the goal in this box.*	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

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

STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: *Enter narrative for the goal in this box.*	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

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

		PLC Leader		and Schedules (e.g., frequency of meetings)		

CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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

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

Additional Goal I Wellness (s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Wellness Additional Goal #1: Improve current level of performance	2012 Current Level :* A Data Meeting Bronze Level on Healthy Schools Inventory B Data: Being Fit Matters/Fitness gram Data:	2013 Expected Level :* A: Meeting Bronze Level on Healthy Schools Inventory B Data: Being Fit Matters/Fitness gram School will improve students' scores on	1.1. A: Failure to form a Healthy School Team. B:Failure to assess students and upload Being Fit Matters/Fitness gram data	1.1. A: Complete Healthy Schools Program 6 Step Process online https://schools.healthiergeneration.org/ B: Complete Pre and Post Being Fit Matters/Fitness gram student assessments and upload data	1.1. A: Healthy School Team (school administrator, physical education teacher, cafeteria manager, health teacher, parents students, school nurse) B: physical education teachers	1.1. A: Completion of 6th Step of the Healthy School Program online B:Compare Pre and Post Being Fit Matters/Fitness gram student assessments results	1.1. A: Evaluate Healthy School Inventory B: Fitness gram student assessments results

		Fitness gram Assessment scores:					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Wellness Goals Professional Development

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

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

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

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

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

Additional Goal II Bradley MOU (s)

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

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

Additional Goal #1: There will be an increase in black student achievement	2012 Current Level :*	2013 Expected Level :* All black students to make learning gains in reading and math	instruction			student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			1.2.	1.2.	1.2.	1.2.	1.2.

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

		1.3.	1.3.	1.3.	1.3.	1.3.

Additional MOU Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Overcoming Obstacles	6-8 Grades; All Content Areas	PLC Administrator; Literacy Team Member	All Content and Grade Level PLCs	8/14/12	Administrative walkthroughs; Peer to peer observations; Guidance Credit Checks	All Administrators
Common Board Configuration	6-8 Grades; All Content Areas	PLC Administrator; Literacy Team Member	All Content and Grade Level PLCs	9/12/12; 9/19/12; 9/26/12	Administrative walkthroughs; Peer to peer observations; Guidance Credit Checks	All Administrators
Gradual Release of Responsibility	6-8 Grades; All Content Areas	PLC Administrator; Literacy Team Member	All Content and Grade Level PLCs	10/3/12; 10/10/12; 10/17/12; 10/24/12	Administrative walkthroughs; Peer to peer observations; Guidance Credit Checks	All Administrators
Collaborative Structures/ Reciprocal Teaching	6-8 Grades; All Content Areas	PLC Administrator; Literacy Team Member	All Content and Grade Level PLCs	11/7/12; 11/14/12; 11/21/12	Administrative walkthroughs; Peer to peer observations; Guidance Credit Checks	All Administrators

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

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

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

Additional Goal III Bradley MOU (s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Student Engagement for Black Students			1.1. Lack of Student Engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school
Additional Goal #1: There will be an increase in black student engagement	2012 Current Level :* 73% of Black students received a referral	2013 Expected Level :* Decrease the percent of Black students receiving referrals, and Receiving in school and out of school suspension by 10%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional MOU II Goals Professional Development

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

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

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

	ct	and/or PLC Leader	level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		

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

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

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

Additional Goal IV Bradley MOU (s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Black graduation rate			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1:	2012 Current Level :*	2013 Expected Level :*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional MOU Goals Professional Development

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

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

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

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

Additional Goal V Bradley MOU (s)

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

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

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

					*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Additional MOU Goals Professional Development

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.
Evidence-based Program(s)/Materials(s)

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

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

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total: $250
CELLA Budget
Total:
Mathematics Budget
Total:$250

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

Science Budget	
	Total:$250
Writing Budget	
	Total:$250
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:$1,000
STEM Budget	
	Total:
CTE Budget	
	Total:
Additional Goals	
	Total:
	Grand Total:$2,000

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.)

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

School Differentiated Accountability Status		
☐Priority	☐Focus	☒Prevent

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

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

☒ Yes☐ No

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

Describe the activities of the SAC for the upcoming school year.
The SAC will focus on identifying, establishing and improving all modes of communication available to ensure that all stakeholders are connected to the schools' goals, activities and improvement measures.

Describe the projected use of SAC funds.	Amount
Teacher Professional Development	$1,000
Parent/Student Involvement	$1,000