FLORIDA DEPARTMENT OF EDUCATION

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

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

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: 731.00 Clearwater Fundamental Middle School	District Name: Pinellas County Schools
Principal: Dave Rosenberger	Superintendent: John A. Stewart, Ed.D.
SAC Chair: Ashika Roberts	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	Dave Rosenberger	Ed Leadership Guidance Social Studies	3	10	2011-2012 CFMS School Grade A Reading Mastery 83% Math: 82% Science 80% and Writing 94% FCAT 2.0 and Florida End-of-Course Assessments Achievement Level Policy Definitions Level 5/ Students at this level demonstrate mastery of the most challenging content of the *Next Generation Sunshine State Standards*. Level 4/ Students at this level demonstrate an above satisfactory level of success with the challenging content of the *Next Generation Sunshine State Standards*. Level 3/Students at this level demonstrate a satisfactory level of success with the challenging content of the *Next Generation Sunshine State Standards*. Level 2/Students at this level demonstrate a below satisfactory level of success with the challenging content of the *Next Generation Sunshine State Standards*. Level 1/ Students at this level demonstrate an inadequate level of success with the challenging content of the *Next Generation Sunshine State Standards*. 2010-2011 at CFMS School Grade A Reading Mastery 88% Math: 85% Science 66% and Writing 98% School made AYP for all subgroups with the exception of socio economically disadvantaged. 2009-2010 at Clearwater Fundamental Middle School School Grade : A Reading Mastery: 88%, Math Mastery: 86%, Science Mastery: 61% and Writing Mastery: 98% School made AYP for all subgroups with the exception of Socio economically disadvantaged. 2008-2009 at Coachman Fundamental Middle School School Grade: A Reading Mastery: 88%, Math Mastery: 86%, Science Mastery: 65% and Writing Mastery: 100% Met AYP African Americans demonstrated mastery in reading, math and writing, but

					not in science. 2007-2008 at Coachman Fundamental Middle School School Grade: A Reading Mastery: 87%, Math Mastery: 85%, Writing Mastery 97%, and a Science Mastery: 69% Met AYP African Americans demonstrated mastery in reading, math and writing, but not in science. 2006-2007 at Coachman Fundamental Middle School Grade: A Reading Mastery: 87%, Math Mastery: 86%, Science Mastery: 70%, and Writing Mastery: 98% Met AYP African Americans demonstrated mastery in reading, math, writing, but not science

Assistant Principal	Paul Kurek	Ed Leadership Social Studies	3	12	2011-2012 CFMS School Grade A
					Reading Mastery 83% Math: 82% Science 80% and Writing 94%
					FCAT 2.0 and Florida End-of-Course Assessments Achievement Level Policy Definitions
					  Level 5/ Students at this level demonstrate mastery of the most challenging content of the *Next Generation Sunshine State Standards*.
					  Level 4/ Students at this level demonstrate an above satisfactory level of success with the challenging content of the *Next Generation Sunshine State Standards*.
					  Level 3/Students at this level demonstrate a satisfactory level of success with the challenging content of the *Next Generation Sunshine State Standards*.
					  Level 2/Students at this level demonstrate a below satisfactory level of success with the challenging content of the *Next Generation Sunshine State Standards*.
					  Level 1/ Students at this level demonstrate an inadequate level of success with the challenging content of the *Next Generation Sunshine State Standards*.
					
					2010-2011 at CFMS School Grade A
					Reading Mastery 88% Math: 85% Science 66% and Writing 98%
					School made AYP for all subgroups with the exception of socio economically disadvantaged.

					2009-2010 at Clearwater Fundamental Middle School Grade: A Reading Mastery: 88%, Math Mastery: 86% , Science Mastery: 61% and Writing Mastery: 98% School made AYP for all subgroups with the exception of Socioeconomically disadvantaged. 2008-2009 at Kennedy Middle School Grade: B Reading Mastery: 60%, Math Mastery: 61%, Science Mastery: 35% and Writing Mastery: 93% AYP was not met for the subgroups including African Americans, Hispanics and ESOL students. 2007-2008 at Kennedy Middle School Grade: B Reading Mastery: 61%, Math Mastery: 59%, Science Mastery: 31% and Writing Mastery: 88% AYP was not met for the subgroups including African Americans, Hispanics and Low Socioeconomic students. 2006-2007 at Kennedy Middle School Grade: B Reading Mastery 61%, Math Mastery: 60%, Science Mastery: 36% and Writing Mastery: 89% AYP was not met for the subgroups including African Americans, Hispanics and Low Socioeconomic students.

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

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

<u>Highly Effective Teachers</u>

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. Attend Job Fairs (Recruit)	Principal	On-going as vacancies occur
2. Posting Vacancies both on the School Board Website and on the School Marquee (Recruit)	Principal	On-going as vacancies occur
3. Assigned leadership roles and responsibilities (Retention)	SBLT	On-going throughout the year
4.		

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
N/A	

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
49	4.08 (2)	10.2 (5)	44.9 (22)	40.82 (20)	36.73 (18)		14.29 (7)	12.24 (6)	14.29 (7)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Evelyn Grosch	Tracy Turner and Jennifer Walker	High performing mentor with detailed knowledge of instructional expectations.	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

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

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

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

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
Career and Technical Education
Job Training
Other

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

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Administration/Principal Dave Rosenberger, Assistant Principal Paul Kurek, Department Heads/ Judy Strickland, Bridget Bohnet, Ken Miklos, Sheri Johnson, Nancy Nelson, Carol Zaffiri Guidance Counselors/ Maryhelen Allbritton, Ashley Volker, Media Specialist/ Sharon Beckett, Social Worker/Mary Beth Dubois, Psychologist/ Bridget Mitchell
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:
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?

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.   Way beyond the typical data collected by all middle schools, as previously noted in this plan, fundamental schools use both demerits and detentions as a reinforcement tool in support of the fundamental guidelines and historical practices. While FAIR, SRI and Classroom Assessment data will be entered on a schedule determined by the district office, data created as part of the fundamental guidelines is entered within 24 hours of being issued. Support staff personnel enter district discipline, academic and attendance data into the PORTAL System as required by district policy. However, those concerns unique to the fundamental practices are tracked through a school-based database of which the faculty has direct access to.   Speaking in broad terms, the fundamental support system can be divided into two areas, one covering the academic aspects of the school, the other discipline. The data for each is handled somewhat differently as it impacts students in different ways.   Most academic data is most noteworthy on a marking period to marking period basis. While annual data is collected, the impact to students starts fresh at the beginning of each marking period. Unless a student is referred to IAC, data from one marking period does not impact a child during the next.   This is not the case with the discipline policy. Most disciplinary infractions (use of cell phone, dress code, instances of disrespect or rudeness) result in the assignment of a detention. Detentions are tracked on a school year basis rather than six week period. Detentions are not tracked year to year other than for professional development purposes. In both cases, once the data is collected, individual teacher and school-wide trends can be noted over time. Teachers are provided with general data as well as data specific to each subgroup.   Level I   Reading: FAIR Assessments for Level 1 through 3 / Course Progression Monitoring (Grades, conduct level, teacher comments)   Mathematics: Common Assessments, Course Progression Monitoring (Grades, conduct rating, teacher comments)   Writing: Common Assessments, Course Progression Monitoring (Grades, conduct level, teacher comments),   Science: Common Assessments, Course Progression Monitoring (Grades, conduct level, teacher comments),   Behavior: Peer Connection Incentive Program

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

Level II
Reading: All Level I activities plus continued FAIR Assessments for Level 1 through 3 / Course Monitoring / Mentoring / FCAT chats
Mathematics: All Level I activities plus continued Common Assessments / Mentoring / FCAT chats
Writing: All Level I activities plus continued Common Assessments / Mentoring / FCAT chats
Science: All Level I activities plus continued Common Assessments / Mentoring / FCAT chats
Behavior: All Level I activities plus continued Incentive programs / Mentoring / FCAT chats

Level III
Reading: All Level I and Level II Interventions plus continued FAIR Assessments for Level 1-3 / Course Monitoring / Mentoring / FCAT chats / Intensive Remediation ELP
Mathematics: All Level I and Level III Intervention activities, continued review of Common Assessments / Mentoring / FCAT chats / Intensive Remediation ELP
Writing: All Level I and Level III Intervention activities, continued review of Common Assessments / Mentoring / FCAT chats / Intensive Remediation ELP
Science: All Level I and Level III Intervention activities, continued review of Common Assessments / Mentoring / FCAT chats / Science Study Island / ELP
Behavior: All Level I and Level III Intervention activities, continued review of Peer Connection Incentive Program / Mentoring / FCAT chats / Small group support with Psychologist, Social Worker and Guidance Counselors

Describe the plan to train staff on MTSS.
Staff training will occur at several levels. The district office provides formal Rti-B training. Listed below are training sessions for the current school year involving administrators, guidance counselors as well as other members of the SBLT.

1) Secondary Rti-B training sessions scheduled will have Assistant Principal attend.
2) SBLT Training meetings are planned for the entire SBLT
3) Secondary Tier III Intervention Coordinator Training: Sessions scheduled will have guidance counselors attend.
4) A Meeting schedule has been developed that includes all of the grade level (TEAM), Departmental, full faculty and SBLT meetings scheduled for the 2012-2013 school year.

Describe the plan to support MTSS.

MTSS is fully supported by site based and district administration. Regular meetings are conducted with minutes being shared with all staff members. All district level trainings are fully supported providing MTSS members opportunities to attend. Continual assessment of MTSS processes ensures an effective way of work.

Literacy Leadership Team (LLT)

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

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

School-Based Literacy Leadership Team

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

Dave Rosenberger/Principal, Paul Kurek/Assistant Principal, Nancy Nelson/FAIR Coordinator and Reading Teacher, Maryhelen Allbritton/Guidance, Sharon Beckett/Media Specialist, Carol Zaffiri/VE Liaison and ESES teacher. Judy Strickland/Health. The following Reading teachers are also included; Heather Rudolph, Terre Holland, Patricia Walker.

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
    o Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
    o Providing scaffolding that does not preempt or replace text reading by students
    o Developing and asking text dependent questions from a range of question types
    o Emphasizing students supporting their answers based upon evidence from the text
    o Providing extensive research and writing opportunities (claims and evidence)
• Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).

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

LLT meets on a regular basis, at least monthly in one of the classrooms. The roles and functions of the team are evenly distributed; from taking minutes, facilitation, developing handouts, videotaping students and teacher presentations and developing a demonstration schedule plus other tasks.

What will be the major initiatives of the LLT this year?
Support for text complexity
• Support for instructional skills to improve reading comprehension
• Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects

Maintaining the highly successful course of Literacy Success as part of our master schedule continues to be a major focus of the LLT. The program continues to be threatened due to less flexibility in light of the strict enforcement of the class size amendment. To meet class size, as the number of teachers assigned to Literacy Success decreased, the number of students per class increased. Another priority includes an increased Word Walls and vocabulary building activities. Integrating/Infusing reading and vocabulary activities into all areas of the curriculum. The LLT also aims to develop a literacy action plan, supporting teachers to improve instruction, using data to make decisions, building leadership capacity and allocating resources within our school environment. The expected outcome of our Literacy Showcase is to sustain literacy development across the content areas and increase student achievement.

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

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

• 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 performance	2012 Current Level of Performance:* 28% 234	2013Expected Level of Performance:* Decrease level 1&2 from 17% To 7%	1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
			1a.2. Insufficient	1a.2. Implement High Yield	1a.2. AP who evaluates	1a.2. Determine:	1a.2. Walkthrough

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

		standard based instruction	Instructional Strategies	teacher	*Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.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 reading. Reading Goal #1b: Improve current level of performance	2012 Current Level of Performance:* #N/A	2013Expected Level of Performance:* Decrease level 1,2,3	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 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.	1b.2. Walkthrough

						*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.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a.FCAT 2.0:Students scoring at or above AchievementLevels 4 and 5 in reading. Reading Goal #2a: Improve current level of performance	2012 Current Level of Performance:* 54% 455	2013Expected Level of Performance:* Increase level 4 and 5 by 5%	2a.1. Lack of differentiation of instruction	2a.1. Provide formative assessments to inform differentiation in instruction	2a.1. AP who evaluates teacher	2a.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students 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
			2a.2. Insufficient text dependent instruction	2a.2. Implement High Yield Instructional Strategies	2a.2. AP who evaluates teacher	2a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes aligned to access points when appropriate *Student readiness for learning occurs by connecting	2a.2. Walkthrough

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

				instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		2a.3 Insufficient text dependent instruction	2a.3 Increase instructional rigor	2a.3 AP who evaluates teacher	2a.3 Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	2a.3 Walkthrough Teacher Appraisal Results
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:*	2013Expected Level of Performance:*
#N/A	Increase level 7 by 5%

		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 reading. Reading Goal #3a: Improve current level of performance	2012 Current Level of Performance:* pending	3a.1. Lack of student engagement	3a.1. Differentiate Instruction	3a.1. AP who evaluates teacher	3a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	3a.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable
	2013Expected Level of Performance:* 100%					
		3a.2. Lack of differentiation of instruction	3a.2. Plan small and peer group supplemental instruction/ interventions Intensive Reading program	3a.2. Teachers Reading Coach Administrative Team	3a.2. Student study buddy Review of formative and common assessment to identify instruction of groups Review assessment data and student progress	3a.2. Assessment Data (e.g., FCAT, FCIM Activities, District Common Assessments other classroom assessments Class evaluations and student performance
		3a.3. Intervention supports needed to address the	3a.3. Create intervention that support core instructional goals and objectives	3a.3. MTSS	3a. 3. *MTSS utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers	3a.3. MTSS minutes and Agenda Reflection On- going progress monitoring

			varying needs of students across academic and engagement			communicate and plan together regularly *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			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 questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	3b.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable
Reading Goal #3b: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	pending	100%					
			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 of instruction	4a.1. Differentiate Instruction	4a.1. AP who evaluates teacher	4a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately	4a.1. Lesson Plans & Walkthrough
Reading Goal #4a: Improve current level of	2012 Current Level of Performance:*	2013Expected Level of Performance:*					

performance	pending	100%				scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			4a.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 student success in core courses	4a.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs
			4a.3 Intervention supports needed to address the varying needs of students across academic and engagement areas	4a.3. Individual Intervention Progress Monitoring Plan Highest Student Achievement Monitoring	4a.3. Teachers Administrative Team MTSS team HSA Team	4a.3. School wide MTSS referral process Monitoring the number of students with D's and F's individually and in PLC	4a.3. MTSS minutes and Agenda Reflection On- going progress monitoring

4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4b: Improve current level of performance	**2012 Current Level of Performance:*** pending	**2013Expected Level of Performance:*** 100%	4b.1. Lack of differentiation of instruction	4b.1. Differentiate Instruction	4b.1. AP who evaluates teacher	4b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	4b.1. Lesson Plans & Walkthrough
			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 Intervention	4b.3. Individual Intervention	4b.3. Teachers Administrative Team	4b.3. School wide MTSS referral	4b.3. MTSS minutes and Agenda

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

		supports needed to address the varying needs of students across academic and engagement areas	Progress Monitoring Plan Highest Student Achievement Monitoring	MTSS team HSA Team	process Monitoring the number of students with D's and F's individually and in PLC	Reflection On- going progress monitoring	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 86	88	91	93	95	98	100
Reading Goal #5A: Use common core standards and AVID strategies to reduce achievement gap 50% in six school years.							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.** Reading Goal #5B: Improve current level of	2012 Current Level of Performance:* / 2013Expected Level of Performance:*	5b.1. White: Black: Hispanic: Asian: American Indian:	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	5b.1. Lesson Plans & Walkthrough	

performance	White:82% 566 Black: 4% 27.00 Hispanic: 8% 55.00 Asian: 2% 14.00 American Indian: 0% 1.00	100% of all subgroups to make a learning gain Increase proficiency of all subgroups by 10%	Lack of differentiation of instruction			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.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	5B.2. Plan small and peer group supplemental instruction/ interventions Intensive Reading program	5B.2. Teachers Reading Coach Administrative Team	5B.2. Student study buddy Review of formative and common assessment to identify instruction of groups Review assessment data and student progress	5B.2. Assessment Data (e.g., FCAT, FCIM Activities, District Common Assessments other classroom assessments Class evaluations and student performance
			5B.3. Intervention supports needed to address the varying needs of students across academic and engagement areas	5B.3. Individual Intervention Progress Monitoring Plan HSA Monitoring	5B.3. Teachers Administrative Team MTSS team HSA Team	5B.3. School wide MTSS referral process Monitoring the number of students with D's and F's individually and in PLC	5B.3. MTSS minutes and Agenda Reflection On- going progress monitoring
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C: Improve current level of	2012 Current Level of Performance:*	2013Expected Level of Performance:*	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	5c.1. Lesson Plans & Walkthrough

performance	Pending	100% of ELL students to make a learning gain An increase in proficiency by 10%				*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.2. lack of motivation	5C.2. Plan small and peer group supplemental instruction/ interventions Intensive Reading program	5C.2. Teachers Reading Coach Administrative Team	5C.2. Student study buddy Review of formative and common assessment to identify instruction of groups Review assessment data and student progress	5C.2. Assessment Data (e.g., FCAT, FCIM Activities, District Common Assessments other classroom assessments Class evaluations and student performance
			5C.3. Low Self Esteem	5C.3. Individual Intervention Progress Monitoring Plan Highest Student Achievement Monitoring	5C.3. Teachers Administrative Team MTSS team HSA Team	5C.3. School wide MTSS referral process Monitoring the number of students with D's and F's individually and in PLC	5C.3. MTSS minutes and Agenda Reflection On- going progress monitoring
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD)not making satisfactory progress in reading. Reading Goal #5D: Improve current level of performance	2012 Current Level of Performance:*	2013 Expected Level of Performance:* 100% of all	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)	5d.1. Lesson Plans & Walkthrough

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

	SWD students to make a learning gain An increase in proficiency by 10%				*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
		5D.2. lack of motivation	5D.2. Plan small and peer group supplemental instruction/ interventions Intensive Reading program	5D.2. ESE Teachers Gen Ed Teachers Reading Coach Administrative Team	5D.2. Student study buddy Review of formative and common assessment to identify instruction of groups Review assessment data and student progress	5D.2. Assessment Data (e.g., FCAT, FCIM Activities, District Common Assessments other classroom assessments Class evaluations and student performance
		5D.3. Low Self Esteem	5D.3. Individual Intervention Progress Monitoring Plan HSA Monitoring	5D.3. Teachers Administrative Team MTSS team HSA Team	5D.3. School wide MTSS referral process Monitoring the number of students with D's and F's individually and in PLC	5D.3. MTSS minutes and Agenda Reflection On- going progress monitoring
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.	5e.1. Lesson Plans & Walkthrough
Reading Goal #5E: Improve current level of performance	2012 Current Level of Performance:*					
	2013Expected Level of Performance:* 100% of economically disadvantaged students will learning					

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

26

	gain An increase in proficiency by 10%				*These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
		5E.2. Lack of motivation	5E.2 Model practical ways of thinking through complex reading processes (e.g., previewing text, using fix up strategies, evaluating validity and reliability, considering viewpoints, drawing conclusions, making claims, justifying reasoning based on evidence from text).	5E.2. Teachers Administrative Team ELP Teachers	5E.2. Lesson plan monitoring with feedback ELP school plan	5E.2. FCIM calendar Lesson plan Rubric Feedback Substantive Feedback Progress in ELP
		5E.3 Closing the gap in achievement for students who are a year or more behind in reading achievement takes time.	5E.3 Individual Intervention Highest Student Achievement Monitoring Progress Monitoring Plan Before and after school tutoring	5E.3 Teachers Administrative Team MTSS team HSA Team YMCA site coordinator	5E.3 School wide MTSS referral process Monitoring the number of students with D's and F's individually and in PLC YMCA enrollment	5E.3 MTSS minutes and Agenda Reflection On- going progress monitoring Number of students retained or failing.

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 Core	Grades 6-8	District	Reading PLC	Monthly PLC Meeting	Common Core information shared at PLC meetings	Principal, Assistant Principal and PLC leaders
WICOR/AVID	Grades 6-8	Avid Teachers and District support	School-wide	Monthly PLC and SBLT Meeting	Walkthroughs in reading classrooms to monitor AVID strategies	Principal, Assistant Principal and AVID Team

| Reading Strategies | Grades 6-8 | LLT | Reading PLC | Monthly PLC Meeting | Admin will monitor reading strategies through targeted walkthroughs | Principal and Assistant Principal |
| Review of FAIR/FCAT Data | Grades 6-8 | PLC Leader and Reading Teachers | Reading PLC | Monthly PLC Meetings | Review FCAT/FAIR Data | PLC Leader and Reading Teachers |

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
Vocabulary strategies	Vocabulary books	School funds	$13,000
			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
Remediation through ELP	ELP Teacher Salaries	District ELP allocation	$2,951
			Subtotal: $15,951
			Total: $15,951

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. <u>CELLA Goal #1:</u> Improve current level of performance	2012 Current Percent of Students Proficient in Listening/Speaking: 71% 5	1.1. Lack of differentiation of instruction	1.1. Provide formative assessments to inform differentiation in instruction	1.1. AP who evaluates teacher	1.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	1.1. Walkthrough
		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	2.1. Lesson Plans & Walkthrough

				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.	
	1.3. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	1.3. Create intervention that support core instructional goals and objectives	1.3. MTSS	1.3. *MTSS utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	1.3. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs
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.	2.2.	2.2.	2.2.	2.2.	2.2.

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

CELLA Goal #2:	2012 Current Percent of Students Proficient in Reading :	Insufficient standard based instruction	Implement High Yield Instructional Strategies	AP who evaluates teacher	Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	Walkthrough
Improve current level of performance	29% 2					
		2.2. Insufficient text dependent instruction	2.2. Implement High Yield Instructional Strategies	2.2. AP who evaluates teacher	2.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	2.2. Walkthrough
		2.3 Insufficient text	2.3 Increase instructional rigor	2.3 AP who evaluates teacher	2.3 Evidence of: Teachers provide instruction	2.3 Walkthrough Teacher Appraisal Results

				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	
				dependent instruction	
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 : 29% 2	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 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	3.1. Walkthrough & Lesson Plans

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

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

CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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

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 AchievementLevel 3 in mathematics. Mathematics Goal #1a: Improve current level of performance	2012 Current Level of Performance:* 32% 264	2013Expected Level of Performance:* Decrease in level 1 and 2 from 18% to 8%	1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
			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

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

					*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
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 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

Mathematics Goal #1b:	2012 Current Level of Performance:*	2013Expected Level of Performance:*
Improve current level of performance	#N/A	Decrease in level 1,2 and 3

		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.

		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a.FCAT 2.0:Students scoring at or above AchievementLevels 4 and 5 in mathematics. Mathematics Goal #2a: Improve current level of performance	2012 Current Level of Performance:* 50% 421	2013Expected Level of Performance:* Increase level 4 and 5 by 5%	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
		2a.2. Insufficient text dependent instruction	2a.2. Implement High Yield Instructional Strategies	2a.2. AP who evaluates teacher	2a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes aligned to access points when appropriate *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice	2a.2. Walkthrough

				with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		2a.3 Insufficient text dependent instruction	2a.3 Increase instructional rigor	2a.3 AP who evaluates teacher	2a.3 Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	2a.3 Walkthrough Teacher Appraisal Results
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2b: Improve current level of performance	2012 Current Level of Performance:* #N/A	2013Expected Level of Performance:* Increase level 7 by 5%	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
			2b.2.	2b2.	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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.			3a.1. Lack of student engagement	3a.1. Differentiate Instruction	3a.1. AP who evaluates teacher	3a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	3a.1. School Summary of observation section of teacher appraisal results

IPI data when available

State instructional walkthrough when applicable |
| Mathematics Goal #3a:

Improve current level of performance | 2012 Current Level of Performance:*

pending | 2013Expected Level of Performance:*

100% of students will make learning gains | | | | | |
| | | | 3a.2. Lack of differentiation of instruction | 3a.2. Plan small and peer group supplemental instruction/ interventions Intensive Math program | 3a.2. Teachers

Administrative Team | 3a.2. Student study buddy Review of formative and common assessment to identify instruction of groups Review assessment data and student progress | 3a.2. Assessment Data (e.g., FCAT, FCIM Activities, District Common Assessments other classroom assessments Class evaluations and student performance |
| | | | 3a.3. Intervention supports needed to address the varying needs | 3a.3. Create intervention that support core instructional goals and objectives | 3a.3. MTSS | 3a..3. *MTSS utilizes data to plan for a sufficient number and variety of intervention courses | 3a.3. MTSS minutes and Agenda Reflection On- going progress |

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 knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	3b.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable
Mathematics Goal #3b: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	pending	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	4a.1. School Summary of observation section of

Mathematics Goal #4a: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*				interests, cultural background, prior knowledge of content, and skill level	teacher appraisal results
	pending	100% of students will make learning gains				*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
			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 student success in core courses	4a.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs

		4a.3 Intervention supports needed to address the varying needs of students across academic and engagement areas	4a.3. Individual Intervention Progress Monitoring Plan Highest Student Achievement Monitoring	4a.3. Teachers Administrative Team MTSS team HSA Team	4a.3. School wide MTSS referral process Monitoring the number of students with D's and F's individually and in PLC	4a.3. MTSS minutes and Agenda Reflection On- going progress monitoring
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.		4b.1. Lack of student engagement	4b.1. Differentiate Instruction	4b.1. AP who evaluates teacher	4b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	4b.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable
Mathematics Goal #4b: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*				
	pending	100% of students will make learning gains				
		4b.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4b.2. Create intervention that support core instructional goals and objectives	4b.2. SBLT	4b.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is	4b.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs

					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.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 85.00	86	88	89	90	91	92.5

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5b.1. White: Black:	5b.1. Differentiate Instruction	5b.1. AP who evaluates teacher	5b.1. Content materials are differentiated by student	5b.1. Lesson Plans & Walkthrough	

Mathematics Goal #5B: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*	Hispanic: Asian: American Indian: Lack of differentiation of instruction			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.	
	White: 82% 565 Black: 3% 23 Hispanic: 8% 57 Asian: 2% 15 American Indian: 0% 1	100% of all subgroups to make a learning gain Increase proficiency of all subgroups by 10%					
	5B.3.						5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5c.1. 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	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					

			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		of ELL students by 10%				to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			5C.2.	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. 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 by 10%	5d.1. Lack of differentiation of instruction	5d.1. Differentiate Instruction	5d.1. AP who evaluates teacher	5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5d.1. Lesson Plans & Walkthrough
			5D.2.	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. Mathematics Goal #5E: Improve current level of performance	2012 Current Level of Performance:* pending	2013Expected Level of Performance:* 100% of Economically Disadvantaged students to make a learning gain Increase proficiency of Economically Disadvantaged students by 10%	5e.1. Lack of differentiation of instruction	5e.1. Differentiate Instruction	5e.1. AP who evaluates teacher	5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5e.1. Lesson Plans & Walkthrough
			5E.2	5E.2	5E.2	5E.2	5E.2.
			5E.3	5E.3	5E.3		5E.3

End of Middle School Mathematics Goals

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

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 referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
Algebra Goal #1: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	56% 106	Decrease level 1 and 2					
			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	1a.2. Walkthrough

					expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2: Improve current level of	2012 Current Level of Performance:*	2013Expected Level of Performance:*	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	2b1. Walkthrough

performance	39% 73	Increase level 4 and 5 by 5%				*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	
			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%. Algebra Goal #3A: Improve current level of performance	**Baseline data 2010-2011** 95%	95%	96%	97%	98%	99%	100%
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra.**			5b.1. Lack of differentiation of instruction	5b.1. Differentiate Instruction	5b.1. AP who evaluates teacher	5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide 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
Algebra Goal #3B: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	White: Black: Hispanic: Asian: American Indian: :	100% of all students subgroups by ethnicity to make a learning gain Increase proficiency of all student subgroups by ethnicity by 10% :					
							3B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	3B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in 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	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%				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.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. Algebra Goal #3D: Improve current level of performance	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	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	5d.1. Lesson Plans & Walkthrough
	pending	100% of all SWD students to make a learning gain Increase proficiency of					

		SWD students by 10%				appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			5D.2.	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. Algebra Goal #3E: Improve current level of performance	2012 Current Level of Performance:* pending	2013Expected Level of Performance:* 100% of Economically Disadvantaged students to make a learning gain Increase proficiency of	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	5e.1. Lesson Plans & Walkthrough

		Economically Disadvantaged students by 10%				learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			5E.2	5E.2	5E.2	5E.2	3E.2.
			5E.3	5E.3	5E.3		3E.3

End of Algebra EOC Goals

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

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

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

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

					*Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above AchievementLevels 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	2b1. Walkthrough
Geometry Goal #2: Improve current level of	2012 Current Level of Performance:* 2013Expected Level of Performance:*					

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

performance .	Increase level 4 and 5 by 5%				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	
		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						

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

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
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**		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
Geometry Goal #3B: Improve current level of performance	2012 Current Level of Performance:* White: Black: Hispanic: Asian: American Indian:					
	2013Expected Level of Performance:* 100% of all student subgroups to make a learning gain Increase proficiency of all student subgroups by 10% .					
						3B.2.
		5B.3.	5B.3.	5B.3.	5B.3.	3B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.		5c.1. Lack of differentiation of	5c.1. Differentiate Instruction	5c.1. AP who evaluates teacher	5c.1. Content materials are differentiated by student	5c.1. Lesson Plans & Walkthrough

Geometry Goal #3C: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*	instruction			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.	
		100% of ELL students to make a learning gain Increase proficiency of of ELL students by 10%					
		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 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	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					

			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Increase proficiency of SWD students by 10%					learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			5D.2.	5D.2.	5D.2.	5D.2.	3D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	3D.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			5e.1. 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	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					

						appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
		Increase proficiency of Economically Disadvantaged students by 10%					
		5E.2	5E.2	5E.2	5E.2	3E.2.	
		5E.3	5E.3	5E.3		3E.3	

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	Grades 6-8	District	Math PLC	Monthly Math PLC Meeting	Common Core information to be shared at PLC Meetings	Principal, Assistant Principal, PLC Leader
WICOR/AVID Strategies	Grades 6-8	Avid teachers with district support	School wide	Monthly Staff PLC	Admin will conduct targeted walkthroughs in math classes to monitor AVID Strategies	Principal, Assistant Principal, AVID Team
Vocabulary Strategies	Grades 6-8	LLT	Math PLC	Monthly Math PLC Meeting	Admin will conduct targeted walkthroughs in math classes to monitor Vocabulary Strategies	Principal, Assistant Principal,
Technology to impact student engagement	Grades 6-8	Media Specialist	School wide	Monthly Staff PLC	Admin will conduct targeted walkthroughs in math classes to monitor Technology use.	Principal, Assistant Principal,
Review of FAIR/FCAT data	Grades 6-8	Math PLC Leader/math teachers	Math PLC	Monthly Math PLC Meeting	Analyze FAIR / FCAT Data	Principal, Assistant Principal, Math teachers

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

<u>Mathematics Budget</u> (Insert rows as needed)

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

End of Mathematics Goals

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

<u>Elementary and Middle School Science Goals</u>

* 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. <u>Science Goal #1a:</u> Improve current 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 of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	53.9% 145	Decrease the number of level 1 and 2 from To					
			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	1a.2. Walkthrough

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

1b.Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.			1b.1. Insufficient standard based instruction	1b.1. Set and communicate a purpose for learning and learning goals in each lesson	1b.1. AP who evaluates teacher	1b.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to	1b.1. Walkthrough & Lesson Plans
Science Goal #1b: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	#N/A	Decrease the number of level 1,2, and 3 from to					

						Process Used to Determine Effectiveness of Strategy	
						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", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0:Students scoring at or above Achievement Levels 4 and 5 in science.			2b.1. 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:* 26.0% 70	2013Expected Level of Performance:* 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
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:* #N/A	2013Expected Level of Performance:* 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

End of Elementary and Middle School Science Goals

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

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
Common Core	Grades 6-8	District	Science PLC	Grade level team meetings	Common Core information shared at PLC meeting	Principal, Assistant Principal and PLC Leader
WICOR/AVID strategies	Grades 6-8	AVID Teachers with district support	School wide	Regular PLC Meetings	Administration will conduct walkthroughs in Science classrooms to monitor AVID strategies	Principal, Assistant Principal and Avid Team
Vocabulary Strategies	Grades 6-8	Science PLC	Science PLC	PLC Meetings	Administration will target use of vocabulary strategies through science walkthroughs	Principal, Assistant Principal
Review FAIR / FCAT Data	Grades 6-8	PLC Leader and Science teachers	Science PLC	Monthly Meeting	Analyze FAIR/FCAT Data	PLC Leader and Science teachers
Technology to impact student engagement	Grades 6-8	Media Specialist	School wide	Monthly meeting	Administration will target use of technology strategies through science walkthroughs	Principal, Assistant Principal

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			

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 Science Goals

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

94%

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.			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
Writing Goal #1a: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	94% 257 Level 4 and above 56% 153	Decrease level 1,2 and 3					
			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	1a.2. Walkthrough

						expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.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 4 or higher in writing.		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 discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class	1b.1. Walkthrough & Lesson Plans	

Writing Goal #1b: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*
	Level 4,5, and 6 #N/A Level 7, 8, 9 #N/A	Decrease level 1,2 and 3

						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.

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 referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
CivicsGoal #1: Establish baseline level of performance	2012 Current Level of Performance:* pending	2013Expected Level of Performance:* Improved from baseline					
			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	1a.2. Walkthrough

					expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in 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	2a.1. Walkthrough & Lesson Plans

Civics Goal #2:

Establish baseline level of

2012 Current Level of Performance:*	2013Expected Level of Performance:*

performance	not available	Improved from baseline				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	
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

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
School based training initiatives	Grade 7	School Based ProEd, Facilitator, Team Leaders & Admin. Team	Grade level Teams: Focus is on grade specific topics	Grade Level Teams meet every other week (Twice a month)	Team meeting minutes should focus on student concerns. Minutes from Meetings, general academic data	Pro-facilitator and Assistant Principal
Departmental: Items related to subject specific challenges	All Subject Areas across all 6 7 8 grade	Department Chairs	Departmental: The focus is subject related across all three grade plus 5th to 6th and 8th to 9th grade articulation	Department Meetings take place monthly	Departmental meeting minutes should focus on subject area concerns. I.e.: curriculum, textbooks, support materials, progress on school wide	Department Chairs

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

					assessment and end of course (EOC) exams. Goal monitoring and setting for FCAT Assessment.	
Department Chairs	All Faculty	All	School-wide: Training or information that may impact more than one grade level or subject area.	School-Wide PLC held monthly	Maintaining a highly qualified faculty and high performing staff.	Principal
SAC Board	One teacher from each grade level	Three teachers selected by peers	Issues school-based but more global in nature that the PTA board	SAC Meets Monthly	Maintain informed and supportive greater community (parents and guardians)	SAC Chairperson Principal
District Based Training Initiatives: District wide topics	Grade 6 7 8	Admin. Team District Level ProEd Facilitator	All Certified Staff	As Scheduled by District Level ProEd facilitator	Trade Day or Inservice Point Forms with feedback.	Principal's Secretary and/or LMS Manager
Subject Area or Middle Grades Research/Workshops/Conventions: Items dealing with State, Nation-wide or Global focuses	Grade 6 7 8	Subject area supervisors State Curriculum Developers	Depending on topic, all faculty and staff may be included	As Scheduled by District Level ProEd facilitator, subject area supervisor or admin. team	Trade Day or Inservice Point Forms with feedback.	Principal's Secretary and/or LMS Manager

Civics Budget (Insert rows as needed)

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

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

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

End of Civics Goals

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

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance Attendance Goal #1: Improve current level of performance	2012 Current Attendance Rate:* 96% 2012 Current Number of Studentswith Excessive Absences (10 or more) 182 2012 Current Number of Students with Excessive Tardies (10 or more) 0	2013 Expected Attendance Rate:* Greater than prior year 2013 Expected Number of Students with Excessive Absences (10 or more) 10% decrease from prior year 2013Expected Number of Students with Excessive Tardies (10 or more) 10% decrease from prior year	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
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

School Based Training Initiatives Grade Level: Issue pertaining to the middle School child	Grade 6 7 8	School Based ProEd, Facilitator, Team Leaders & Admin. Team	Grade level Teams: Focus is on grade specific topics	Grade Level Teams meet every other week (Twice a month)	Team meeting minutes should focus on student concerns. Minutes from Meetings, general academic and disciplinary data	Pro-facilitator and Assistant Principal
Departmental: Items related to subject specific challenges	All Subject Areas across all 6 7 8 grade	Department Chairs	Departmental: The focus is subject related across all three grade plus 5th to 6th and 8th to 9th grade articulation	Department Meetings take place monthly	Departmental meeting minutes should focus on subject area concerns. I.e.: curriculum, textbooks, support materials, progress on school wide assessment and end of course (EOC) exams. Goal monitoring and setting for FCAT Assessment.	Department Chairs
Department Chairs	All Faculty	All	School-wide: Training or information that may impact more than one grade level or subject area.	School-Wide PLC held monthly	Maintaining a highly qualified faculty and high performing staff.	Principal
SAC Board	One teacher from each grade level	Three teachers selected by peers	Issues school-based but more global in nature that the PTA board	SAC Meets Monthly	Maintain informed and supportive greater community (parents and guardians)	SAC Chairperson Principal
District Based Training Initiatives: District wide topics	Grade 6 7 8	Admin team District Level ProEd Facilitator	All Certified Staff	As Scheduled by District Level ProEd facilitator	Trade Day or Inservice Point Forms with feedback.	Principal's Secretary and/or LMS Manager
Subject Area or Middle Grades Research/Workshops/Conventions: Items dealing with State, Nation-wide or Global focuses	Grade 6 7 8	Subject area supervisors State Curriculum Developers	Depending on topic, all faculty and staff may be included	As Scheduled by District Level ProEd facilitator, subject area supervisor or admin. team	Trade Day or Inservice Point Forms with feedback.	Principal's Secretary and/or LMS Manager

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

			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 Suspension Goal #1: Improve current level of performance		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	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
	2012Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions				
	0	10% decrease from prior year				
	2012Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School				
	0	10% decrease from prior year				
	2012Number of Out-	2013 Expected				

	of-School Suspensions	Number of Out-of-School Suspensions				regularly conducted	
	43	10% decrease from prior year					
	2012Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	18	10% decrease from prior year					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School Based Training Initiatives\n\nGrade Level:\nIssue pertaining to the middle School child	Grade 6 7 8	School Based ProEd, Facilitator, Team Leaders & Admin. Team	Grade level Teams: Focus is on grade specific topics	Grade Level Teams meet every other week (Twice a month)	Team meeting minutes should focus on student concerns. Minutes from Meetings, general academic and disciplinary data	Pro-facilitator and Assistant Principal
Departmental:\nItems related to subject specific challenges	All Subject Areas across all 6 7 8 grade	Department Chairs	Departmental: The focus is subject related across all three grade plus 5th to 6th and 8th to 9th grade articulation	Department Meetings take place monthly	Departmental meeting minutes should focus on subject area concerns. I.e.: curriculum, textbooks, support materials, progress on school wide assessment and end of course (EOC) exams. Goal monitoring and setting for FCAT Assessment.	Department Chairs
School-Wide	All Faculty	ALL	School-wide: Training or information that may impact more than one grade level or subject area.	School-Wide PLC held monthly	Maintaining a highly qualified faculty and high performing staff.	Principal
SAC Board	One teacher from each grade level	Three teachers selected by peers	Issues school-based but more global in nature that the PTA	SAC Meets Monthly	Maintain informed and supportive greater community (parents and	SAC Chairperson Principal

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

			Board		guardians)	
District Based Training Initiatives: District wide topics	Grade 6 7 8	Admin. Team District Level ProEd Facilitator	All Certified Staff	As Scheduled by District Level ProEd facilitator	Trade Day or Inservice Point Forms with feedback.	Principal's Secretary and/or LMS Manager
Subject Area or Middle Grades Research/Workshops/Conventions: Items dealing with State, Nation-wide or Global focuses	Grade 6 7 8	Subject area supervisors State Curriculum Developers	Depending on topic, all faculty and staff may be included.	As Scheduled by District Level ProEd facilitator, subject area supervisor or admin. team	Trade Day or Inservice Point Forms with feedback.	Principal's Secretary and/or LMS Manager

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

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

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

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.* Improve current level of performance			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
	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
		10% decrease from prior year					
	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

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

Dropout Prevention Budget(Insert rows as needed)

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

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

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

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: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*			1.1. Lack of frequent home-school communication in a variety of formats, and allows for families to support and supervise their child's educational progress	1.1. Provide frequent home-school communication in a variety of formats, and allows for families to support and supervise their child's educational progress	1.1. SBLT ,Administrative Team, office staff, guidance counselors and teachers	1.1. Data collected from PTA/SAC attendance cards, referrals to the Intervention and Appeals Committee (IAC).	1.1. Data collected from office staff (PTA/SAC Attendance), outcomes from referrals to IAC.
Improve current level of performance Portal logins by parents A fundamental school is a family-oriented school whose structured environment, updated "back to basics" approach and joint parent-teacher-student commitment provide quality education for all students in a safe environment. Important features include a focus on student self-responsibility and discipline, daily homework, a dress code which exceeds that of the school district and required attendance at conferences and monthly parent meetings. Parents must provide transportation for their children. By virtue of the program, parent participation is expected to be 100%	2012 Current level of Parent Involvement:* *100% (823)*	2013 Expected level of Parent Involvement:* *100% (853)*					
			1.2. Fundamental guideline requiring daily "hands on" support of all classroom activities by the parent or guardian.	1.2. Holding summer orientations (Peer Connectors) for new students and families. Schedule conferences keeping parent informed.	1.2. Classroom teachers and guidance counselors	1.2. Feedback from teachers and data reports (Demerits and detentions)	1.2. Data collected from teachers, outcomes from referrals to IAC.
			1.3. Fundamental guideline requiring parents to attend parent/guardian teacher conferences when requested to do so.	1.3. Use of Planner and Parent Connect (Portal) to keep families "	1.3. Classroom teachers and guidance counselors	1.3. Feedback from grade level team leaders and guidance counselor.	1.3. Data collected from team leaders, guidance counselors, as well as reviewing the outcomes from referrals to IAC.

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

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

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

School Based Training Initiatives Grade Level: Issue pertaining to the middle School child	Grade 6 7 8	School Based ProEd, Facilitator, Team Leaders & Admin. Team	Grade level Teams: Focus is on grade specific topics	Grade Level Teams meet every other week (Twice a month)	Team meeting minutes should focus on student concerns. Minutes from Meetings, general academic and disciplinary data	Pro-facilitator and Assistant Principal
Departmental: Items related to	All Subject Areas across all 6,7 8 grade	Department Chairs	Departmental: The focus is subject related across all three grade plus 5th to 6th and 8th to 9th grade articulation	Department Meetings take place monthly	Departmental meeting minutes should focus on subject area concerns. Ie: curriculum, textbooks, support materials, progress on school wide assessment and end of course (EOC) exams. Goal monitoring and setting for FCAT Assessment.	Department Chairs
School-Wide	All Faculty	ALL	School-wide: Training or information that may impact more than one grade level or subject area.	School-Wide PLC held monthly	Maintaining a highly qualified faculty and high performing staff.	Principal
SAC Board	One teacher from each grade level	Three teachers selected by peers	Issues school-based but more global in nature that the PTA Board	SAC Meets Monthly	Maintain informed and supportive greater community (parents and guardians)	SAC Chairperson Principal
District Based Training Initiatives: District wide topics	Grade 6 7 8	Admin. Team District Level ProEd Facilitator	All Certified Staff	As Scheduled by District Level ProEd facilitator	Trade Day or Inservice Point Forms with feedback.	Principal's Secretary and/or LMS Manager
Subject Area or Middle Grades Research/Workshops/Conventions: Items dealing with State, Nation-wide or Global focuses	Grade 6 7 8	Subject area supervisors State Curriculum Developers	Depending on topic, all faculty and staff may be included.	As Scheduled by District Level ProEd facilitator, subject area supervisor or admin. team	Trade Day or Inservice Point Forms with feedback.	Principal's Secretary and/or LMS Manager

Parent Involvement Budget

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

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

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 Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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

STEM Goal #1: Increase the number of students participating in STEM	1.1.	1.1. Increase rigor using common core and avid strategies in math, science and technology Teach sketching techniques using descriptive geometry Teach computer modeling	1.1. Teachers Principal/Assistant principals	1.1. Teachers provide instruction which is aligned with the cognitive complexity levels Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1.1. Walkthrough Student based projects
	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
Common Core	Grades 6-8	District	Math PLC	Monthly meeting	Common Core information shared at PLC Documented in PLC feedback sheets	Principal, Asst. Principal and PLC Leader
Common Core	Grades 6-8	District	Science PLC	Monthly Meeting	Common Core information shared at PLC Documented in PLC feedback sheets	Principal, Asst. Principal and PLC Leader
Technology to impact student engagement	Grades 6-8	Media Specialist	School wide	Monthly Meeting	Admin. will target use of technology strategies in math walkthroughs	Principal, Asst. Principal

STEM Budget (Insert rows as needed)

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

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

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)

* 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

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

CTE Goal #1: All students participate in the Career Technical Florida Choices Explorer and Planner	1.1. While 100% compliance is the expectation, student attendance concerns may prevent success in attaining 100% for this goal.	1.1. Students are given an introduction and exploration on a computer based program Develop Project Based Learning instructional elements	1.1. Guidance, Teachers	1.1. Monitor the implementation of CTE	1.1. Number of students completing CTE
	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 PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CTE/ Choices	6,7&8th grade /Social Studies	Guidance Dept.	Social Studies teachers grades6 & 7	March 2013	Teachers participating in training	Guidance

CTE Budget(Insert rows as needed)

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

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

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)

Additional Goal I Wellness (s)

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

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

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

performance Improve the nutritional and/or physical activity environment of the school by meeting at least one additional item not currently met by the school in the Healthy Schools Inventory.	A Data (Options): Not yet meeting Bronze Level on Healthy Schools Inventory Meeting Bronze Level on Healthy Schools Inventory Meeting Silver Level on Healthy Schools Inventory Meeting Gold Level on Healthy Schools Inventory B Data: Being Fit Matters/Fitnessgram Data by school will be inserted here.	Options Set A: Not yet meeting Bronze Level on Healthy Schools Inventory Meeting Bronze Level on Healthy Schools Inventory Meeting Silver Level on Healthy Schools Inventory Meeting Gold Level on Healthy Schools Inventory B Data: Being Fit Matters/Fitnessgram School will improve students' scores on one Being Fit Matters/Fitnessgram Assessment scores for selected by school.	A: Failure to form a Healthy School Team. B: Failure to assess students and upload Being Fit Matters/Fitnessgram data	A: Complete Healthy Schools Program 6 Step Process online https://schools.healthiergeneration.org/ B: Complete Pre and Post Being Fit Matters/Fitnessgram student assessments and upload data	A: Healthy School Team (school administrator, physical education teacher, cafeteria manager, health teacher/elementary classroom teachers (optional members – students, parents, school nurse) B: physical education teachers	A: Completion of 6th Step of the Healthy School Program online (Celebrate Successes) B: Compare Pre and Post Being Fit Matters/Fitnessgram student assessments results	A: Healthy School Inventory (Evaluate Your School) online B: Being Fit Matters Statistical Report (Portal)
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Wellness Goals Professional Development

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

		PLC Leader	school-wide)	Schedules (e.g., frequency of meetings)		

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
			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)

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

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)).

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 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	1.1. Lack of differentiation of instruction	1.1. Differentiate Instruction	1.1. AP who evaluates teacher	1.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	1.1. Lesson Plans & Walkthrough
			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	Grade	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for

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

and/or PLC Focus	Level/Subject	and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		Monitoring
Common Core	Grades 6-8	District	School-wide	Monthly PLC	Common Core information shared at PLC Documented in PLC feedback sheets	Principal, Asst. Principal and PLC Leade
WICOR / AVID strategies	Grades 6-8	AVID teachers & district support	School-wide	Monthly PLC and SBLT	Admin. Will conduct targeted walkthroughs in classrooms to monitor AVID strategies	Principal, Asst. Principal and AVID team
Vocabulary Strategies	Grades 6-8	Literacy Committee	School-wide	Monthly PLC	Admin. will target use of vocabulary strategies in walkthroughs	Principal and Asst. Principal
Review of FAIR/FCAT data	Grades 6-8	PLC Leaders	School-wide	Monthly PLC	Analyze FAIR / FCAT Data	Principal and Asst. Principal
Technology to impact student engagement	Grades 6-8	Media Specialist	School-wide	Monthly PLC/SBLT	Common Core information shared at PLC Documented in PLC feedback sheets	Principal and Asst. Principal

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

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

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

Subtotal:	
Total:	

Additional Goal III Bradley MOU (s)

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

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

Additional MOU II Goals Professional Development

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

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

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 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

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: Black graduation rate			1.1. Lack of Student Engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Increase in black graduation rate
Additional Goal #1: There will be an increase in black student graduation rate	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

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

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

Additional Goal V Bradley MOU (s)

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

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

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

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: Black advanced Coursework 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 :*	2013 Expected Level :* Increase from prior year	1.1. Lack of differentiation of instruction	1.1. Differentiate Instruction	1.1. AP who evaluates teacher	1.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	1.1. Lesson Plans & Walkthrough Professional Development includes equity and cultural responsiveness
			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:

End of Additional Goal(s)

Final Budget(Insert rows as needed)

Please provide the total budget from each section.

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

Reading Budget	
	Total:
Mathematics Budget	
	Total:
Science Budget	
	Total:
Writing Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
Additional Goals	
	Total:
	Grand Total:

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	$13,000 Total:
CELLA Budget	
	Total:
Mathematics Budget (ELP)	
	$2,951 Total:
Science Budget	
	Total:
Writing Budget	
	Total:
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
STEM Budget	
	Total:
CTE Budget	
	Total:
Additional Goals	
	Total:

	$15,951 Grand Total:

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance
Please choose the school's DA Status. (To activate the checkbox: 1. Double click the desired box; 2.When the menu pops up, select *Checked* under "Default value" header; 3. Select *OK,* this will place an "x" in the box.)

School Differentiated Accountability Status		
☐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.
As a district-wide magnet, Clearwater Fundamental is required to meet the ethnic, racial and socioeconomic percentages of the district rather than the school community. The Clearwater Fundamental community continues to make sincere efforts to increase SAC involvement from under represented groups of stakeholders. Methods taken to bring SAC membership into full compliance include: ConnectEd phone calls (automated software driven system) and Emails to every household with a student enrolled at the school. We have also posted requests for participation on the school marquee and published in the monthly school newsletter. Requests for SAC involvement have also been made at PTA and SAC Board meetings. Community organizations outside of the school have also been contacted and appointments have been made with successful outcomes. These methods assisted the school in meeting the recommended membership profile in some subgroups. Due to the sensitive nature of this concern, all requests for additional membership have been treated in a sensitive and confidential manner. Efforts to come into full compliance will continue throughout the year.

Describe the activities of the SAC for the upcoming school year.
The School Advisory Committee (SAC) is an advisory group comprised of parents, guardians, community members, faculty, staff and administrators representing Clearwater

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

Fundamental Middle School. The purpose of this committee is to provide ongoing dialogue with and feedback to the school-based administrative team regarding educational processes, objectives, initiatives and results. Outcomes and plans for improvement are communicated back to the larger parent community. Membership responsibilities include the attendance of all meetings, provide feedback and suggestions where appropriate, recommend instructional areas to review and report out to parent groups and other interested parties at the school level. The work of the committee should fall within the general parameters of the School Improvement Plan (SIP) while taking into consideration the long term District's strategic Plan. The administrative team considers SAC to be a key link in its efforts to regularly communicate with and gain feedback from parents

Describe the projected use of SAC funds.	Amount
No funds were allocated for SIP activities for the 2011-2012 School Year.	