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: 4611.00 Tyrone Middle School	District Name: Pinellas County Schools
Principal: Robin N. Mobley	Superintendent: John A. Stewart, Ed.D.
SAC Chair:	Date of School Board Approval: Pending: October 9, 2012

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Administrators

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

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Robin N. Mobley	Degree: MBA Math, Ed Leadership, & School Principal	8 months	8 years	Tyrone MS 2011 Tyrone Middle School Grade 2012: D FCAT Reading Score Average: 42 FCAT Math Score Average: 33 Annual Learning Gains: Reading-55, Math-50 Lowest 25% gains: Reading-57, Math-59 AMO Progress for 2012: 56 Gibbs HS 2010 Gibbs HS 2009 Tyrone MS 2008 Tyrone MS 2007
Assistant Principal	Janice Clarke	Degree: Vocational Home Economics Guidance & Counseling, General Science, Family and Consumer Science, Ed Leadership, School Principal			Tyrone MS 2011 Tyrone Middle School Grade 2012: D FCAT Reading Score Average: 42 FCAT Math Score Average: 33 Annual Learning Gains: Reading-55, Math-50 Lowest 25% gains: Reading-57, Math-59 AMO Progress for 2012: 56 Largo MS 2010 Largo MS 2009 Largo MS 2008 Largo MS 2007
Assistant Principal	Chastity Downing	Degree: B.S. English 6-12 Master Ed Leadership ESOL Endorsed, National Board Certified Language Arts, Ed Leadership	2 years	2 years	Tyrone MS 2011 Tyrone Middle School Grade 2012: D FCAT Reading Score Average: 42 FCAT Math Score Average: 33 Annual Learning Gains: Reading-55, Math-50 Lowest 25% gains: Reading-57, Math-59 AMO Progress for 2012: 56 Tyrone MS 2010 C

					Meadolawn MS 2009 Meadolawn MS 2008 Meadolwan MS 2007
Assistant Principal	Derrick Lyons	Degree:Bachelor of Arts-Social Studies Minor: Bus. Adm. Social Sciences 7-12, Ed Leadership K-12	1 year	1 year	Tyrone MS 2011 D Tyrone Middle School Grade 2012: D FCAT Reading Score Average: 42 FCAT Math Score Average: 33 Annual Learning Gains: Reading-55, Math-50 Lowest 25% gains: Reading-57, Math-59 AMO Progress for 2012: 56 Seminole MS 2010 Seminole MS 2009 Seminole MS 2008 Seminole MS 2007

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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
	Beth Anderson	Degree: Biology 6-9 English 5-12 Reading K-12	0	0	
	Kiana Black	Degree: Math 5-9	0		

Highly Effective Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date
1. Common practice to hire those with best experience and skills that are targeted toward attaining learning gains for all students.	Assistant Principal/Principal	September 28, 2012
2. Yearlong new teacher mentoring program to give support and information for all new teachers to the school	Designated teacher mentors and Derrick Lyons, AP.	June 7,2012
3. Classroom walkthroughs for evaluation and data collection.	Assistant Principal/Principal/Department Heads	June 7, 2012

4. Offer training opportunities throughout the year to help teachers in areas of: classroom management/ best practices, curriculum support and leadership opportunities.	Designated teacher mentors and Derrick Lyons, AP.	June 7, 2012

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Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.			Provide the strategies that are being implemented to support the staff in becoming highly effective
Schools/ Depts.	**Teacher Out of Field**	**Certification**	Lesson Study Common Planning / Out of Field Assignment or Subject. Use of the formative tool to collect teacher and student evidence and share formative feedback with teachers. The tool is designed to assist in collecting and communicating data/evidence for teacher feedback in a timely, organized manner. Beginning this semester, administrators will be using the feedback tool to support the continuous improvement of teacher practice and to gather evidence for teacher appraisals. Reading OOF Journalism
Tyrone Middle	Love-Martin, Jacqueline	SLD/ESE	

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
71	7/9.8%	20/28%	14/20%	19/28%	21/28%	9/13%	14/20%		27/38%

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
Kristin Vandorselear	Maureen Kearney	Common subject	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
Marissa Silkie-Rees	Cynthia Brown	Common Subject	
Kathyrn Pierce	Quwan Dukes Cheryl Parker TTT	Common Subject	
Michelle Kadel	Veronica Hannah	Common Subject	
Helen Hughes	Shayna White	Common Subject	
Kiana Black	Cesar Riquetti Marlene Sinclair	Common Subject	
Terry Roberts	Jovanie Aponte	Common Students	
Brenda Helbling	Jason Helbling	Common Subject	
Rebecca Mauter	Paul Douglas	Common Subject	
Jessica Haynesworth	Kathy Maclellan	Common Subject	
Richard Bessey	Josette Harris	Common Students	
Marlene Ricalde	Carolina Escudero Brooke Dyett	Common Subject Common Students	
Petrunka Gospodinova	Susan Steiner	Common Subject	
Alicia Calip	Whitney Reichard	Common Subject	

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Kim Richards	Amanda Kamen	Common Subject	

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Additional Requirements

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

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

Title I, Part A Title I, Part A funds 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 We have a partnership with Gulf coast Jewish Community Program. This partnership provides for a full time violence intervention sprecialist.
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

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

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School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Robin Mobley, Principal; Derrick Lyons/Chastity Downing/Janice Clarke,Assistant Principals; Brenda Helbling, AVID Coordinator; Kim Richards, ESE; Brooke Dyett, HYPE; Jason Helbling/Rebecca Mauter, Language Arts; Beth Anderson, Literacy Coach; Kiana Black, Math; Terry Roberts, PE; Charlotte Reid, Related Arts; Kristy Walker/Shannon Weaver, RtI(MTSS); Richard Bessey/Marissa Silkie-Rees, Science; Kathy Pierce, Social Studies; Heather Crawford, Behavior Specialist; Rebecca Wilson, Psychologist; Erica Dickerson, Social Worker; Robert Rivers, Violence Intervention Specialist
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 Members of the School Based MTSS leadership team are active members involved with the child study team, T3 team, Grade level teams, ESE team, and administrative team to ensure open communication and consistency throughout the school with the RtI process. Meeting time: The team meets weekly on Tuesday mornings from 8:00 – 9:00.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? The MTSS leadership team will be responsible for developing and implementing the SIP. The team will meet weekly to ensure that the action plan is being followed. The leadership team will gather and analyze data weekly to discuss interventions and strategies that may be helpful for the school to meet the goals of the SIP. The PS/RtI process will be used to come up with interventions and strategies that will be used to improve student achievement and help the school meet the SIP goals. The leadership team will be responsible for reviewing and analyzing data associated with intervention that have been put place to see what the response to the intervention is.
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. Academic data will be obtained using FCAT 2.0, FAIR testing, SRI, EOC assessments, Common Assessments, Glencoe Writing, and report cards. Behavior data will be obtained using EDS and Portal. Data collected will be compiled and brought to the School Based Leadership Team for analysis, problem-solving, and planning to ensure highest student achievement for all students.
Describe the plan to train staff on MTSS. MTSS Staff Developers will train the staff on the problem-solving process within the first month of school. Further professional development on using problem solving and RtI processes will be delivered throughout the school year by the MTSS staff developers.
Describe the plan to support MTSS. MTSS Staff Developers will attend departmental professional learning communities to continue the problem solving training process within a small group setting. MTSS Staff Developers will support the department chairs in the utilization of the PS/RTI as they facilitate data meetings.

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Literacy Leadership Team (LLT)

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

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.

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

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

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

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

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

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:* 27% 242	2013 Expected Level of Performance:* Decrease level 1&2 from 59% To 49%	1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the 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	1a.2. Walkthrough

					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:* 44%	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. *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
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
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:* **14% 123** 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.	2a.2.	2a.2.	2a.2.	2a.2.
	2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Alternate Assessment: **Students scoring at or above Level 7 in reading.** Reading Goal #2b: Improve current level of performance 2012 Current Level of Performance:* **56%** 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	2b1. Walkthrough

				feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	
		2b.2.	2b2.	2b.2.	2b.2.
		2b.3	2b.3	2b.3	2b.3

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

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		3a.3.	3a.3.	3a.3.	3a..3.	3a.3.
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:* pending / 2013Expected Level of Performance:* 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 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	4a.1. Lesson Plans & Walkthrough
Reading Goal #4a: Improve current level of performance	2012 Current Level of Performance:* pending / 2013Expected Level of Performance:* 100%					

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

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					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	4a.3.	4a.3.	4a.3.	4a.3.
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	4b.1. Lesson Plans & Walkthrough

				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.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4b.2. Create intervention that support core instructional goals and objectives	4ab.2. SBLT	4b.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	4b.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 47	56	65	74	82	91	100

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<table>
<tr><td colspan="7">Reading Goal #5A:

Enter narrative for the goal in this box.</td></tr>
<tr><td colspan="2">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:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr>
<td colspan="2">5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.

Reading Goal #5B:

Improve current level of performance

2012 Current Level of Performance:*	2013Expected Level of Performance:*
White:56% 206 Black: 7% 26.00 Hispanic: 17% 62.00 Asian: 16% 60.00 American Indian: 1% 4.00	100% of all subgroups to make a learning gain Increase proficiency of all subgroups by 10%
</td>
<td>5b.1.
White:
Black:
Hispanic:
Asian:
American Indian:
Lack of differentiation of instruction</td>
<td>5b.1.
Differentiate Instruction</td>
<td>5b.1.
AP who evaluates teacher</td>
<td>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.</td>
<td>5b.1.
Lesson Plans & Walkthrough</td>
</tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="2"></td><td>5B.3.</td><td>5B.3.</td><td>5B.3.</td><td>5B.3.</td><td>5B.3.</td></tr>
<tr><td colspan="2">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:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr>
<td colspan="2">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:*
</td>
<td>5c.1.
Lack of differentiation of instruction</td>
<td>5c.1.
Differentiate Instruction</td>
<td>5c.1.
AP who evaluates teacher</td>
<td>5c.1.
Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level</td>
<td>5c.1.
Lesson Plans & Walkthrough</td>
</tr>
</table>

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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.	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 reading. Reading Goal #5D: Improve current level of performance	2012 Current Level of Performance:* To be completed in the pre-populated version	2013 Expected Level of Performance:* 100% of all SWD students to make a learning gain An increase in proficiency by 10%	5d.1. Lack of differentiation of instruction	5d.1. Differentiate Instruction	5d.1. AP who evaluates teacher	5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5d.1. Lesson Plans & Walkthrough
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E: Improve current level of performance			5e.1. Lack of differentiation of instruction	5e.1. Differentiate Instruction	5e.1. AP who evaluates teacher	5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5e.1. Lesson Plans & Walkthrough
	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	To be completed in the pre-populated version	100% of economically disadvantaged students will learning gain An increase in proficiency by 10%					
			5E.2.	5E.2	5E.2.	5E.2.	5E.2.
			5E.3	5E.3	5E.3	5E.3	5E.3

Reading Professional Development

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

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Reading Budget (Insert rows as needed)

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

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in Listening/Speaking. CELLA Goal #1: Improve current level of performance	2012 Current Percent of Students Proficient in Listening/Speaking: 51% 35	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 needs of diverse learners	2.1. Lesson Plans & Walkthrough

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					*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.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in Reading. CELLA Goal #2: Improve current level of performance	2012 Current Percent of Students Proficient in Reading : 15% 10	2.2. Insufficient standard based instruction	2.2. Implement High Yield Instructional Strategies	2.2. AP who evaluates teacher	2.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	2.2. Walkthrough
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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3. Students scoring proficient in Writing.		3.1. Insufficient standard based instruction	3.1. Set and communicate a purpose for learning and learning goals in each lesson	3.1. AP who evaluates teacher	3.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses 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
CELLA Goal #3: Improve current level of performance	2012 Current Percent of Students Proficient in Writing : 19% 13					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Implement corrective reading and instructional writing strategies	SRA's Decoding and Reasoning and Writing researched base series, (levels A, B1, B2, C), to include Teacher Manuals, student books, workbooks and supplemental materials LA-use of Milestone for grammatical instructional materials and progress monitoring.	Out of adoption/Donated/Self-purchased materials-consumable workbooks to be replaced by the school as needed Milestone- Materials funded previously by Title 3. Presently, in good condition	Consumable workbooks-as needed. Present cost TBD. Resources available for this year, at no cost 0.
Picture Dictionary Visual Workbook	Provides visuals for basic academic and societal related vocabulary	Pre-existing, used as non-consumable	0
			Subtotal: 0
Technology			
Strategy	Description of Resources	Funding Source	Amount
Utilize the internet online software and resources to enhance or remediate instruction and improve communication	_Dell Notebooks, 1 Netbook, 5 desktop computers SRI and FAIR progress monitoring	Pre-existing, County	TBD- Personnel Cost-county level
Disclaimer-Implementation dependent upon functionality of existing computers, and the time it takes the county technician to repair/attend to hardware and internet issues******			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Online Rosetta Stone Spanish Totale	Language learning software	Personal	$370-personal
CELLA Training/CASAS Training	County Sponsored	County	0 County supported
			Subtotal: 0
Other: Grant written for the purpose of acquiring a classroom set of mobile computers			
Strategy	Description of Resources	Funding Source	Amount
Goal: integrate technology effectively through modeling, demonstration, and application for beginning-intermediate ESOL students.	Technology and Software: 1 Notebook computer cart, 16 computers 1 Netbook computer cart, 24 netbooks License for 50 students, online Rosetta	Grant (Honda-America community related Grant)- Status: APPLIED Review/determine if accepted: October	Approximately $45,000 Fee for the school: 0

-Assist students in self monitoring progress, communicating with staff, and utilizing online software for anywhere	Stone English	2012	
			Subtotal:
			Total:

End of CELLA Goals

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Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated 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:* 21% 195	2013Expected Level of Performance:* Decrease in level 1 and 2 from 68% to 58%	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	1a.2. Walkthrough

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					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 mathematics. Mathematics Goal #1b: Improve current level of performance	2012 Current Level of Performance:* 67%	2013Expected Level of Performance:* Decrease in level 1,2 and 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. *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
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.

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			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:* 10% 93	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.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2b:	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 during instruction	2b1. Walkthrough

Improve current level of performance	33%	Increase level 7 by 5%					*Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	
			2b.2.	2b2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.			3a.1. Lack of student engagement	3a.1. Differentiate Instruction	3a.1. AP who evaluates teacher	3a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *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	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					

					assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
		3a.2.	3a.2.	3a.2.	3a.2.	3a.2.
		3a.3.	3a.3.	3a.3.	3a..3.	3a.3.
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b: Improve current level of performance	2012 Current Level of Performance:* pending	2013Expected Level of Performance:* 100% of students will make learning gains	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
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.			4a.1. Lack of student engagement	4a.1. Differentiate Instruction	4a.1. AP who evaluates teacher	4a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	4a.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable
Mathematics Goal #4a: Improve current level of performance	2012 Current Level of Performance:* pending	2013 Expected Level of Performance:* 100% of students will make learning gains					
			4a.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4a.2. Create intervention that support core instructional goals and objectives	4a.2. 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	4a.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs

					*Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.
4b. Florida Alternate Assessment: **Percentage of students in Lowest 25% making learning gains in 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:* pending	2013Expected Level of Performance:* 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 aligned with core instructional	4b.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs

					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 42.00	47	52	57	61	66	71

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: 55% 157 Black: 8% 22 Hispanic: 14% 41 Asian: 20% 57 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 to target specific learning	5c.1. Lesson Plans & Walkthrough
Mathematics Goal #5C: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Pending	100% of ELL students to make a learning gain Increase proficiency of ELL					

		students by 10%				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.

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			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5e.1. Lack of differentiation of instruction	5e.1. Differentiate Instruction	5e.1. AP who evaluates teacher	5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and 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
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.2	5E.2	5E.2	5E.2	5E.2.
			5E.3	5E.3	5E.3		5E.3

End of Middle School Mathematics Goals

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

* 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:*					
	38% 36	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 expected outcomes	1a.2. Walkthrough

		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
					*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.			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	2b1. Walkthrough
Algebra Goal #2: Improve current level of performance	2012 Current Level of Performance:* 2% 2	2013Expected Level of Performance:* Increase level 4 and 5 by 5%					

					*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** 40%	40%	52%	64%	76%	88%	100%
Algebra Goal #3A: Improve current level of performance							

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra.**	5b.1. Lack of	5b.1. Differentiate Instruction	5b.1. AP who evaluates teacher	5b.1. Content materials are differentiated by student interests, cultural	5b.1. Lesson Plans & Walkthrough	

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Algebra Goal #3B: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*	differentiation of instruction			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: 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 skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)	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%				*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.	3C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	3C.3.

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

						the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
		5D.2.	5D.2.	5D.2.	5D.2.		3D.2.
		5D.3.	5D.3.	5D.3.	5D.3.		3D.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy		Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Algebra.		5e.1. Lack of 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		5e.1. Lesson Plans & Walkthrough

Algebra Goal #3E: Improve current level of performance	2012 Current Level of Performance:*	2013 Expected Level of Performance:*
	pending	100% of Economically Disadvantaged students to make a learning gain Increase proficiency of Economically Disadvantaged students by 10%

						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

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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.			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
Geometry Goal #1: Improve current level of performance	2012 Current Level of Performance:* *To be complete in the pre-populated version*	2013Expected Level of Performance:* Decrease level 1 and 2 students					
			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

				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 during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning	2b1. Walkthrough

Geometry Goal #2:	2012 Current Level of Performance:*	2013Expected Level of Performance:*
Improve current level of performance .	*To be complete in the pre-populated version*	Increase level 4 and 5 by 5%

				*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**	To be complete in the pre-populated version	To be complete in the pre-populated version	To be complete in the pre-populated version	To be complete in the pre-populated version	To be complete in the pre-populated version	To be complete in the pre-populated version
Geometry Goal #3A: Improve current level of performance							

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**	5b.1. White: Black:	5b.1. Differentiate Instruction	5b.1. AP who evaluates teacher	5b.1. Content materials are differentiated by student	5b.1. Lesson Plans & Walkthrough

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Geometry Goal #3B: Improve current level of performance	2012 Current Level of Performance:* *To be complete in the pre-populated version* 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% :	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.	
							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 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
Geometry Goal #3C: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*					

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

						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 appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.	5e.1. Lesson Plans & Walkthrough
Geometry Goal #3E: Improve current level of performance	2012 Current Level of Performance:* *To be complete in the pre-populated version*	2013Expected Level of Performance:* 100% of Economically Disadvantaged students to make a learning gain Increase proficiency of Economically Disadvantaged students 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	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

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<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

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Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a.FCAT 2.0: Students scoring at Achievement Level 3 in science.			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring 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
Science Goal #1a: Improve current level of performance	2012 Current Level of Performance:* 26%	2013Expected Level of Performance:* Improve the number of students scoring at or above achievement level 3 from 26% to 36%.					
			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	1a.2. Walkthrough

					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 answering the essential question	1b.1. Walkthrough & Lesson Plans

Science Goal #1b:

Improve current level of performance

2012 Current Level of Performance:*	2013Expected Level of Performance:*
50% 2 of 4 students	Decrease the number of level 6, to increase the number of students score level 7 or above.

						*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. Science Goal #2a: Improve current level of performance	2012 Current Level of Performance:* 4.4% 12 NEED THIS DATA	2013Expected Level of Performance:* Increase the level 4 and 5 students 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.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3

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2b. **Florida Alternate Assessment: Students scoring at or above Level 7 in science.**			2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b1. Walkthrough
Science Goal #2b: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	50% 2 of the 4 students who took the Science portion of the FAA.	Increase the level 7 by 25%					
			2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3

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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
STEM	All	Department Head/Science Coach	Science Team	Twice Weekly	Instructional Review,	Department Head, Science Coach,AP-Science
Gradual Release	All	Department Head/Science Coach	Science Team	Twice Weekly	Instructional Review, Formative Tool	Department Head, Science Coach,AP-Science
Differentiated Instruction	All	Department Head/Science Coach	Science Team	Twice Weekly	Instructional Review, Formative Tool	Department Head, Science Coach,APC-Science
Literacy Strategies	All	Department Head/Science Coach	Science Team	Twice Weekly	Instructional Review, Formative Tool	Department Head, Science Coach,APC-Science

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
STEM resource books and materials	STEM resource books to assist the department in planning lessons incorporating Science, Technology, Engineering, and Mathematics.	Media Center- Professional Library	200.00
			$200 Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
STEM	Consumables for STEM labs	Business Partners	500.00
	(Lego MindStorm robotics)		
			$500 Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			$500 Total:

End of Science Goals

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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. <u>Writing 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
	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	60% 162 Level 4 and above 11% 31	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 expected outcomes *Student readiness for learning occurs by connecting instructional	1a.2. Walkthrough

					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. Writing Goal #1b: Improve current level of performance	2012 Current Level of Performance:* Level 4,5, and 6 25% Level 7, 8, 9 75%	2013Expected Level of Performance:* Decrease level 1,2 and 3	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 answering the essential question *Focuses and/or refocuses	1b.1. Walkthrough & Lesson Plans

						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 expected outcomes	1a.2. Walkthrough

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		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
					*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 of desired outcomes and learning goals *Includes a learning goal/essential question	2a.1. Walkthrough & Lesson Plans
Civics Goal #2: Establish baseline level of performance	2012 Current Level of Performance:* not available	2013Expected Level of Performance:* Improved from baseline					

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Rule 6A-1.099811
Revised April 29, 2011

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					*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
Civics training-core standards	7th grade	DWT	All 7th grade civics teachers	August 16, 2012	Lesson planning, walkthroughs, team collaboration (plc), common assessments	AP in charge of the Social Studies department Department Chair for Social Studies
Civics training-core Standards	7th grade	FCSS	All 7th grade civics teachers	October 26-28 2012	Lesson planning, walkthroughs, team collaboration (plc), common assessments	AP in charge of the Social Studies department Department Chair for Social Studies

Civics Budget (Insert rows as needed)

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

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Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Civics is a web based class (no textbooks) Each civics teachers have a class set of net books	Net books		
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Attending the FCSS (state conference) focusing on standards in civics (and all social studies standards,) gradual release, and literacy through social studies	A three day conference held in Orlando providing numerous resources, strategies, and information in social studies and civics		Registration fee 150.00 (Aponte, Dukes, Warren, Cockrell, and any other social studies teachers) Hotel expense for 2 nights gas
			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)).

<table>
<tr><th colspan="2">Attendance Goal(s)</th><th colspan="5">Problem-solving Process to Increase Attendance</th></tr>
<tr><td colspan="2">Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="2">

1. Attendance

<u>Attendance Goal #1:</u>

Improve current level of performance

2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*
93%	Greater than prior year
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
436	10% decrease from prior year
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
0	10% decrease from prior year

</td><td>1.1.
Lack of student engagement</td><td>1.1.
Positive behavior supports are in place in the form of an effective school wide behavior plan</td><td>1.1.
SBLT</td><td>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</td><td>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</td></tr>
<tr><td colspan="2"></td><td>1.2.</td><td>1.2.</td><td>1.2.</td><td>1.2.</td><td>1.2.</td></tr>
<tr><td colspan="2"></td><td>1.3.</td><td>1.3.</td><td>1.3.</td><td>1.3.</td><td>1.3.</td></tr>
</table>

<table>
<tr><th colspan="6">Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</th></tr>
<tr><td colspan="6">Please note that each Strategy does not require a professional development or PLC activity.</td></tr>
<tr><td>PD Content /Topic and/or PLC Focus</td><td>Grade Level/Subject</td><td>PD Facilitator and/or PLC Leader</td><td>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</td><td>Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</td><td>Strategy for Follow-up/Monitoring</td><td>Person or Position Responsible for Monitoring</td></tr>
</table>

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

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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 <u>Suspension Goal #1:</u> 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 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
	2012Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	929	10% decrease from prior year					
	2012Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	248	10% decrease from prior year					
	2012Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	1305	10% decrease from prior year					
	2012Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	170	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 schoo wide)

CPI training	EBD 6-8	Heather Crawford	EBD team
Consistent response to inappropriate behaviors	6-8	Derrick Lyons	School-wide (pre-school and faculty meetings each month)

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
CPI training	Training Books, professional development		335.00
Positive behavior store(T3 School store)	School supplies and positive rewards	T3-fundraising	994.38
School Wide T3 Activities	Positive rewards and incentive based activities	T3 fundraising	1000.00

Subtotal: $335.00

Technology			
Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: $335.00			

End of Suspension Goals

Dropout Prevention Goal(s) Note: Required for High School- F.S., Sec. 1003.53
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 — 2012 Current Dropout Rate:* ***To be complete in the pre-populated version*** — 2013 Expected Dropout Rate:* 10% decrease from prior year — 2012 Current Graduation — 2013 Expected Graduation	1.1. Students lack skills to plan for future aspirations and create educational goals	1.1. Implement High Yield Instructional Strategies 1.1 Increase student awareness regarding academic and personal strengths and assist them in identifying focus areas for improvement 1.1 Conduct learning styles assessment to empower students to understand how they best internalize	1.1. Principal HYPE Team HYPE Team	Lesson plan submission/analysis and utilization of effective instructional practices Student use of CLS (plus; delta; reflection on academic; social and behavioral) for improvement Incorporation of diff. learning modalities in content presentation	1.1. Walkthrough and teacher appraisal Monitoring of student performance Learning style assessment Instructor/ student

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Rate:*	Rate:*		information	HYPE Team; Community Liaison;		surveys
To be complete in the pre-populated version	Improve rate from prior year		1.1 School and community collaboration via guest speakers and real world experiences (field trips)	Principal	Student reflections/ surveys	
				Principal		Walk-through and teacher appraisal
			1.1 Incorporation of literacy strategies in daily instruction	Principal; HYPE Team	Lesson plans; team planning	
			1.1 Implementation of mentoring/tutoring, service learning and after-school opportunities -volunteers that support literacy efforts -cross age tutoring: high school students volunteer to tutor HYPE students -cross age mentoring: HYPE students mentor elementary students -community members mentor HYPE students -Hype students assist with camps and community clean-up efforts -Hype identifies at least one service organization to provide time/tangible donations (i.e Salvation Army; Ronald McDonald	Principal	Strategic mentor assignments to address the student's area(s) of need 1.1. Attendance data of students participating in service learning projects 1.1 Number of elementary students receiving tutoring support/ student attendance	Student improvement; surveys of mentor and mentee; surveys of tutor and tutee

			House)				
			1.1 Employ differentiated instruction methods				
		1.2. Students lack of school attendance impedes their academic performance	1.2. Efforts to solidify consistent parent involvement 1.2 Utilize on-site and community resources geared to truancy and familial structure/dynamics per county services for students	Principal; RTI and HYPE Team Principal; Behavior Specialist; RTI	1.2. Attendance data	1.2. Conferences; Info Nights; seminars and or information for parents to support their student's performance Identify the number of students receiving site services/referrals and the strategies used to provide support	**Dropout Prevention Professional Development**
		1.3. Students lack the skill level to make appropriate choices regarding academics, social interactions and personal conduct.	1.3. Initiatives that address violence prevention and conflict resolution promote a safe learning environment, constructed on daily experiences that enhance positive social attitudes and effective interpersonal skills	1.3. Principal; violence prevention specialist; HYPE Team	1.3. Behavioral referrals	1.3. Data analysis; measurement to determine if targeted goals were met for individual students and overall for HYPE program assessment	

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
Lesson Differentiation	6th- 8th	County offered/ county approved	HYPE Team: Aponte- Social Studies Brown- Science Dyett- Personal/ Career Development	Early Release dates, Professional Development days and TDE's as available	County form subsequent to training, site PLC's, Dept. meetings, SBLT meetings, feedback on strategies and their effectiveness	Principal and RTI Staff Developers

			HYPE Team:			
			Hannah- Math			
Cultural Competency	6th- 8th	County offered/ county approved	HYPE Team: Aponte- Social Studies Brown- Science Dyett- Personal/ Career Development Hannah- Math	Early Release dates, Professional Development days and TDE's as available	County form subsequent to training, site PLC's, Dept. meetings, SBLT meetings, feedback on strategies and their effectiveness	Principal and RTI Staff Developers
Common Core Standards	6th- 8th	County offered/ county approved	HYPE Team: Aponte- Social Studies Brown- Science Dyett- Personal/ Career Development Hannah- Math	Early Release dates, Professional Development days and TDE's as available	County form subsequent to training, site PLC's, Dept. meetings, SBLT meetings, feedback on strategies and their effectiveness	Principal and RTI Staff Developers
College and Career Preparation	6th- 8th	County offered/ county approved	HYPE Team: Aponte- Social Studies Brown- Science Dyett- Personal/ Career Development Hannah- Math	Early Release dates, Professional Development days and TDE's as available	County form subsequent to training, site PLC's, Dept. meetings, SBLT meetings, feedback on strategies and their effectiveness	Principal and RTI Staff Developers
Technology in the Classroom	6th- 8th	County offered/ county approved	HYPE Team: Aponte- Social Studies Brown- Science Dyett- Personal/ Career Development Hannah- Math	Early Release dates, Professional Development days and TDE's as available	County form subsequent to training, site PLC's, Dept. meetings, SBLT meetings, feedback on strategies and their effectiveness	Principal and RTI Staff Developers

Dropout Prevention Budget(Insert rows as needed)

e only school-based funded activities/materials and exclude district funded activities /materials.			
ce-based Program(s)/Materials(s)			
gy	Description of Resources	Funding Source	Amount
ment positive behavioral system wers classroom behavior ions, referrals and in –school nsions/ out of school suspensions			
e career/college readiness ration for program participants			
ment Overcoming Obstacles in the e course		District	

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			Subtotal:
...ology			
...gy	Description of Resources	Funding Source	Amount
...art	Cart of iPads specific for HYPE student use	Title 1	
...ART boards	2 additional SMART boards to ensure all HYPE team classrooms are equipped	Title 1	
			Subtotal:
...sional Development			
...gy	Description of Resources	Funding Source	Amount
...Team attendance at trainings ...ed to address the needs of HYPE ...pants			
...Out Prevention Conference			
...ve utilization of Professional ...ng Community with HYPE team, ...common planning	Common Planning		
			EPSubtotal:
...gy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Dropout Prevention Goal(s)

Adair, C.V. (2001). Poverty and the (broken) promise of education. *Harvard Educational Review*, 71(2), pp. 217-239.

Annie E. Casey Foundation. (2004). *Kids count data book.* Baltimore, MD: Author.

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Epstein, J.L., & Sheldon, S.B. (2002). Present and accounted for: Improving student attendance through family and community involvement. *The Journal of Educational Research, 95(5)*, 308-318.

Gullatt, D.E., & Lemoine, D.A. (1997). *Assistance for the school administrator concerned about student truancy.* (ERIC Document Reproduction Service, No. ED409653)

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minority youth are being left behind by the graduation rate crisis. Cambridge, MA: The Civil Rights Project at Harvard University.

Peterson, T.K., & Fox, B. (2004). After school program experiences: A time and tool to reduce dropouts. In J. Smink & F. P. Schargel (Eds.) *Helping students to graduate: A strategic approach to dropout prevention* (pp. 177-184) Larchmont, NY: Eye on Education

Railsback, J. (2004). *By request...Increasing student attendance: Strategies from research and practice.* Retrieved March 15, 2005, from http://www.nwrel.org/request/2004june/

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Smink, J. & Reimer, M. (2005). *Fifteen Effective Strategies for Improving Student Attendance and Truancy Prevention,* National Dropout Prevention Center/Network, Clemson U., Clemson, SC.

US Bureau of the Census. (2002). *Educational attainment in the United States. Washington, D.C., Table 9.*

US Department of Education. (2003). *Twenty-fifth annual report to Congress on the implementation of the Individuals with Disabilities Education Act.* Washington, D.C.

US Department of Education, National Center for Education Statistics. (2004). *The condition of education 2004*. Washington, D.C: US Government Printing Office, Indicator 10, p. 11.

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	1.1. Students lack skills to plan for future aspirations and create educational goals	1.1. Implement High Yield Instructional Strategies	1.1. Principal	1.1.	1.1. Walkthrough and teacher appraisal
(see performance sub-table below)					
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

Performance sub-table (within row 1):

Improve current level of performance	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*
	To be complete in the pre-populated version	10% decrease from prior year
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*
	To be complete in the pre-populated version	Improve rate from prior year

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

Parent Involvement Goal(s)

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: *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	1.1.	1.1.
Improve current level of performance Portal logins by parents	2012 Current level of Parent Involvement:* *To be complete in the pre-populated version*	2013 Expected level of Parent Involvement:* *To be complete in the pre-populated version*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
ESOL Parent Workshop	6-8	ESOL Teachers	Parents of ESOL Students and Faculty Members	September, November 2012	Parent Conferences	SBLT,
AVID Parent Workshop	6-8	AVID Facilitator, Core Curriculum Teachers	AVID parents and students	December 2012- May 2012	Parent Conferences, AVID Teacher Teams	AVID Teacher Team, SBLT,
Mentoring Programs, Back to School	6-8	Guidance Counselors,	Parents, students, faculty members, community	July 2012 –June 2013	Surveys, Feedback/Input Sheets, Comment Cards, Sign	SBLT, Teachers, Administrators, Subject Matter

Orientation and Back to School Night, Induction ceremonies, Great American Teach-In		Teachers, Family and Community Involvement Liaison, SBLT,Site based specialists,	stakeholders and partners		in sheets, etc.	specialists, Guidance Counselors,

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
Utilize Best Practices: WICOR, CHAMPS, Differentiated Instruction, CLOZE, Blooms Taxonomy, Cooperative Learning, Venn Diagrams, Data charts, etc.	Electronic Resources, Books, Video Clips,	Title I, AVID, School Fundraisers	
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Hands on Electronic/digital access	Printed Materials, Electronic Resources, Links to School Email, Internet Access. Use of computers, electronic whiteboards (i.e. SMART boards) Electronic/Digital Tablets/Ipads, Kindles/Nooks (electronic readers)	School fundraisers, PTSA fundraisers, Title I, AVID, Grants	
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Technology application and access training	District Trainers, Commercial Trainers, online training	Grants, Title I, School, Dept., Club and Class Fundraisers, PTSA Fundraisers,	
			Subtotal:

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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
STEM Goal #1: Students are not being exposed to STEM type activities in their science classes. Increase student involvement with STEM style lessons in science classes.	1.1. Teachers have inadequate knowledge to plan for and carry out STEM lessons.	1.1. Teachers will participate in professional development to learn how to incorporate more STEM lessons into science curriculum.	1.1. Department Heads Assistant Principal	1.1. Lesson Plan Documentation	1.1. Teacher participation in PD
	1.2. Teachers have inadequate supplies to plan for and carry out STEM lessons.	1.2. The science department will partner with the St. Petersburg Science Center to obtain funds for supplies and offer students the opportunity to participate in an after school STEM club.	1.2. Department Heads Assistant Principal	1.2. Hour Logs/Contract with Science Center program/number of student participants	1.2. Student involvement/surveys
	1.3. Teachers have inadequate time to carry out STEM lessons in the pacing guide.	1.3. The science department will utilize Wednesdays and the last 5 days of each workshop to carry out STEM lessons planned for in common planning PLC's	1.3. Department Heads Assistant Principal	1.3. Lesson plan documentation	1.3. Lesson plan documentation/ teacher and student surveys

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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
STEM club PD	6,7,8	Science Center Instructional Coaches	Science Department Members	14 meetings throughout the year, meeting 4 times a month after school.	PD participants will slowly be phased into the instructional roll.	Department Heads
STEM training offered by the county	6,7,8	PCS	Science Department Members	TBA	LMS transcripts	Department Heads Assistant Principal

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
STEM lessons	Lab materials needed to carry out STEM lessons in all science classrooms.	SIP	500.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			sSubtotal:
Professional Development			

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Strategy	Description of Resources	Funding Source	Amount
STEM Club with Science Center	Monies for purchase of robotics kits	Science Center	16,700
PCS offered STEM PD	PD about STEM	PCS	0
			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
CTE Goal #1: *Enter narrative for the goal in this box.*	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

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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 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:

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	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 performance Achieve 100% buy in from staff and students in pledging to accomplish Fuel Up to Play 60 recommendations. Achieve Bronze Level Status for Healthy Schools Inventory	2012 Current Level :* 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:	2013 Expected Level :* 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:	A: Failure to form a Healthy School Team.	A: Complete Healthy Schools Program 6 Step Process online https://schools.healthiergeneration.org/	A: Healthy School Team (school administrator, physical education teacher, cafeteria manager, health teacher/elementary classroom teachers (optional members – students, parents, school nurse)	A: Completion of 6th Step of the Healthy School Program online (Celebrate Successes)	A: Healthy School Inventory (Evaluate Your School) online B:

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	Being Fit Matters/Fitnessgram Data by school will be inserted here.	Being Fit Matters/Fitnessgram School will improve students' scores on one Being Fit Matters/Fitnessgram Assessment scores for selected by school.	B: Failure to assess students and upload Being Fit Matters/Fitnessgram data	B: Complete Pre and Post Being Fit Matters/Fitnessgram student assessments and upload data	B: physical education teachers	B: Compare Pre and Post Being Fit Matters/Fitnessgram student assessments results	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 PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

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

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

Additional Goal II Bradley MOU (s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement			
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Black Academic Achievement Additional Goal #1: There will be an increase in black student achievement	2012 Current Level :* *To be complete in the pre-populated version*	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	1.1. Lesson Plans & Walkthrough

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						scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			1.2.	1.2.	1.2.	1.2.	1.2.
			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

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

Additional Goal III Bradley MOU (s)

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

Additional Goal(s)		Problem-Solving Process to Increase Student Achievement				
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 Additional Goal #1: There will be an increase in black student engagement		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
	2012 Current Level :*	**2013 Expected Level :***				
	32 % (61 of 190) of black students receiving referrals found on	Decrease the percent of Black students receiving referrals, and Receiving in school and out of school suspensions				

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

Additional 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

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

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			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				
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 Additional Goal #1: There will be an increase in black student graduation rate	2012 Current Level :*	2013 Expected Level :*	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
			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

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Please note that each Strategy does not require a professional development or PLC activity.</td></tr>
<tr><td>PD Content /Topic and/or PLC Focus</td><td>Grade Level/Subject</td><td>PD Facilitator and/or PLC Leader</td><td>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</td><td>Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</td><td>Strategy for Follow-up/Monitoring</td><td>Person or Position Responsible for Monitoring</td></tr>
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Additional MOU Goal(s) Budget (Insert rows as needed)

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<tr><td colspan="4">Evidence-based Program(s)/Materials(s)</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Amount</td></tr>
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<tr><td colspan="4">Technology</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Amount</td></tr>
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<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Amount</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
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<tr><td colspan="4">Other</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Amount</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="3"></td><td>Subtotal:</td></tr>
</table>

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		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				
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 :* *To be complete in the pre-populated version*	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

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

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

End of Additional Goal(s)

Final Budget(Insert rows as needed)

Please provide the total budget from each section.	
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)

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Final Budget (Insert rows as needed)

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

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Differentiated Accountability

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

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent

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

School Advisory Council (SAC)

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

☐ Yes ☐ No

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

Describe the activities of the SAC for the upcoming school year.

Describe the projected use of SAC funds.	Amount