FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: **Elizabeth Cobb Middle School**	District Name: **Leon County Schools**
Principal: **Tonja P. Fitzgerald**	Superintendent: **Jackie Pons**
SAC Chair: **Stacy Rutledge**	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Administrators

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

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Tonja P. Fitzgerald	BS, Math Sciences, FAMU MS, Math Education, FSU Ed Leadership Certification, FSU Middle Grades Math (5-9) Mathematics (6-12) Educational Leadership (all levels)	0	5	**Lawton Chiles High School 11-12 = TBA** * AYP: No Bonus Points: 0 Reading:79%Proficient, 72% Learning Gains, 71% Adequate Progress of the lowest 25% Mathematics: 79% Proficient, 74% Learning Gains, 51% Adequate progress of the lowest **Lawton Chiles High School 10-11 = A** * AYP: No Bonus Points: N/A Reading: 74%Proficient, 68% Learning Gains, 51% Adequate Progress of the lowest 25% Mathematics: 91% Proficient, 80% Learning Gains, 75% Adequate progress of the lowest **Lawton Chiles High School 09-10 = A** * AYP:YES Bonus Points: N/A Reading: 77%Proficient, 67% Learning Gains, 53% Adequate Progress of the lowest 25% Mathematics: 92% Proficient, 80% Learning Gains, 80% Adequate progress of the lowest **Lawton Chiles High School 08-09 = A** * AYP:YES Reading: 74%Proficient, 65% Learning Gains, 46% Adequate Progress of the lowest 25% Mathematics: 92% Proficient, 80% Learning Gains, 74% Adequate progress of the lowest **Lawton Chiles High School 08-09 = A** * AYP:YES
Assistant Principal	Giselle Marsh	MS, Educational Leadership, FSU BS, Science education with a specialization in Chemistry, FSU	2	2	**Elizabeth Cobb Middle School 11-12 = A** *AYP: No Acceleration Points: YES Reading: 65% Proficient, 69% Learning Gains, 65% Adequate Progress of the lowest 25% Mathematics: 65% Proficient, 72% Learning Gains, 65% Adequate progress

		Educational Leadership (all levels) Chemistry (6-12)			of the lowest **Elizabeth Cobb Middle School 10-11 = A** * AYP: NO Reading: 74% Proficient, 63% Learning Gains, 55% Lowest 25% making a Year's Worth of Progress Math: 72% Proficient, 70% Learning Gains, 61% Lowest 25% making a Year's Worth of Progress **Lawton Chiles High School 09-10 = A** * AYP: YES **Lawton Chiles High School 08-09 = B** * AYP: YES Reading: 74% Proficient, 65% Learning Gains, 46% Lowest 25% Making a Year's Worth of Progress Math: 92% Proficient, 80% Learning Gains, 74% Lowest 25% making a Year's Worth of Progress **Lawton Chiles High School 07-08 = A** * AYP: YES
Assistant Principal	Mike Holmes	EdS, Educational Leadership (all levels), FSU MS, Physical Education K-12, US. Sports Academy BS, Exercise Science, UWF	1	1 2 years as Athletic Director	**Elizabeth Cobb Middle School 11-12 = A** AYP: No Acceleration Points: YES Reading: 65% Proficient, 69% Learning Gains, 65% Adequate Progress of the lowest 25% Mathematics: 65% Proficient, 72% Learning Gains, 65% Adequate progress of the lowest **James S. Rickards High School** **2009 – 2010** School Grade: A AYP: No Bonus Points: YES Reading: 39% Proficient, 45% Learning Gains, 40% Adequate Progress of the lowest 25% Mathematics: 67% Proficient, 76% Learning Gains, 71 % Adequate progress of the lowest 25% **James S. Rickards High School** **2008 – 2009** School Grade: D AYP: No Bonus Points: YES Reading: 38% Proficient, 43% Learning Gains, 32% Adequate Progress of the lowest 25% Mathematics: 68% Proficient, 71% Learning Gains, 57% Adequate progress of the lowest 25%

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

Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading/ Literacy	Shekishma O'Reilly	MS, Curriculum and Instruction, UOP BS, English (6 –12), FSU Reading Endorsement	2	1	**Elizabeth Cobb Middle School 11-12 = A** * AYP: NO Acceleration Points: YES Reading: 65% Proficient, 69% Learning Gains, 65% Adequate Progress of the lowest 25% Mathematics: 65% Proficient, 72% Learning Gains, 65% Adequate progress of the lowest **Elizabeth Cobb Middle School 10-11 = A** * AYP: NO Reading: 74% Proficient, 63% Learning Gains, 55% Lowest 25 Math: 72% Proficient, 70% Learning Gains, 61% Lowest 25 Making a Year's Worth of Progress

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. Teacher Mentoring Program	Giselle Marsh	Completed annually for all new teachers
2. Provide Leadership Opportunities	Tonja P. Fitzgerald	Annually
3. Professional Development	Tonja P. Fitzgerald	Annually
4. Regular Meetings of New Teachers with Principal	Tonja P. Fitzgerald	Monthly

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

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
9	**Assist teachers with the resources needed** **ESOL – Completion of hours** **Gifted endorsement – Completion of hours** **Certification Language Arts**

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
46	6.52% (3)	28.26% (13)	43.48% (20)	21.74% (10)	32.60% (15)	80.43% (37)	10.90% (5)	0.00% (0)	8.70% (4)

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
Mrs. Jeannine Meis	Mr. Wesley Roy	Meis is the fine arts department head as well as the drama teacher. Her experience with the fine arts curriculum and specialized classroom management strategies designed for fine arts subjects are ideal for a teacher new to teaching fine arts.	Florida Educator Accomplished Practices will be the focus of bi-monthly meetings of the mentor and mentee. Release time provided for required pre-observation conferences, classroom observations, and post-observation feedback conferences.

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

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). The LLT is lead by co-chairs Susan Harris and Shekishma O'Reilly, Mellissa Lilly, Beth McBride, Scott Rogers, Randi Schuknecht, Toni McDuffie and Roger McDaniel are also members of the LLT.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT meet monthly to share new ideas, books; and monitor our goals of the number of books students have read.
What will be the major initiatives of the LLT this year? The first initiative is to help students meet a minimum requirement of reading set by their language arts teacher each nine weeks. The team will provide incentive for students exceeding this goal. In addition, the LLT works in collaboration with all departments to improve students' critical reading skills.

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?

All teachers have been trained in several components of the Strategic Instruction Model (SIM). Content Enhancement Strategies are used in all classes for aide in teaching literacy strategies: • Clarifying Routine – Strategy for vocabulary, critical ideas and concepts • Framing Routine – Strategy for main idea, essential planning, details, note taking, prewriting, planning and outlining • LINCing Routine – Memory device for learning challenging vocabulary • Concept Mastery Routine – Strategy for defining, summarizing and explaining major concepts In addition, teachers have been trained in the following learning strategies as part of the SIM Model: • Paraphrasing Strategy - designed to help students focus on the most important information in a passage. Students read short passages of materials, identify the main idea and details, and rephrase the content in their own words. • Inference Strategy - aimed at improving students' ability to comprehend reading passages and to improve their ability to respond to inferential questions as required in most of their subject-matter classes as well as on state assessments.

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

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.			1A.1. Student attendance	1.1. 1A.1. The school will utilize FAIR assessment to monitor student progress The school will utilize Achieve 3,000 Reading Program Before - School Reading Labs; two days of each week. attendance conferences	1.1. 1A.1. Principal and Reading Coach administration and guidance	1.1. 1A.1. Review FAIR data reports to ensure teachers are assessing students attendance reviewed, attendance trends analyzed	1.1. 1A.1. Printout of FAIR assessments Genesis attendance reports
Reading Goal #1A: *In grades 6-8, 27% (221 students) of students will score at level 3 on the 2013 FCAT Reading Assessment.*	2012 Current Level of Performance:* *25% (179 students)*	2013 Expected Level of Performance:* *27% (221 students)*					
			1A.2. parent involvement	1A.2. Students will read the equivalent of 25 books or more books across the curriculum throughout the year in and out of school	1A.2. Administration and Teacher	1A.2. Reading logs/book chats Parent sign-In logs and teacher reports	1A.2. FAIR assessments, FCAT results and 9-week grades
			1A.3. learning styles	1A.3. Assign all students rigorous assignments and assessments addressing proficient and advanced skills using SREB guidelines intervention meetings Cornell Notes	1A.3. Principal and Assistant Principal	1A.3. Administration will conduct weekly walk-throughs focusing on delivery of instruction and instructional level of assignments and assessments	1A.3. FAIR assessments, FCAT results and 9-week grades End of semester grades Student class assessments
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1 Research Based Instructions	1B.1. incorporate instructional strategies that combine subject areas into a common theme, or concepts.	1B.1.Principal and Assistant Principal ESE team leader	1B.1. Administration will conduct weekly walk-throughs focusing on delivery of instruction	1B.1. FAA, results, and 9-weeks grade.
Reading Goal #1B: *In grades 6-8, 0% students will score at level 4 and 5 on the 2013 FAA Reading Assessment.*	2012 Current Level of Performance:* *0 % (0)*	2013 Expected Level of Performance:* *0%*					

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. teaching styles	2A.1. The school will utilize FAIR assessment to monitor student progress Teachers will provide clear learning goals and rubrics, track student progress and celebrate success Professional Development	2A.1. Principal and Reading Coach Principal/Assistant Principal	2A.1. Review FAIR data reports to ensure teachers are assessing students Administration walk-throughss and formal observations	2A.1. Printout of FAIR assessments iObservation evaluations
Reading Goal #2A: *In grades 6-8 41% (335) students will score at level 4 and 5 on the 2013 FCAT Reading Assessment*	2012 Current Level of Performance:* *40% (280)*	2013 Expected Level of Performance:* *41% (335)*					
			2A.2. student time management	2A.2. Students will read the equivalent of 25 books or more books across the curriculum throughout the year in and out of school. Instructional lessons will incorporate research based Literacy Strategies. Study skills chats with students	2A.2. Teachers Teacher and Guidance	2A.2. Reading logs/book chats. Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to department chairs and quarterly to assistant principal for curriculum. Review students assessments and teacher reports	2A.2. 2.FAIR assessments, FCAT results and 9-week grades Progress Reports and End of semester grades
			2A.3. research based instruction	2A.3. Assign all students rigorous assignments and assessments addressing proficient and advanced skills using Common Core Standards.	2A.3. Principal and Assistant Principal	2A.3. Administration will conduct weekly walk-throughss focusing on delivery of instruction and instructional level of assignments and assessments.	2A.3. FAIR assessments, FCAT results and 9-week grades
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1. teaching styles	2B.1.Teachers will use clearly defined learning goals. Use oral reading and frequent questions to help students to comprehend the materials.	2B.1. Teachers, Administrator, Principal/Assistant Principal ESE Administrator	2B.1. Administration will focusing on delivery of instruction and instructional level of assignments and assessments	2B.1. FAA assessments and 9-weeks grades
Reading Goal #2B: *In grades 6-8 , 100 % (5) students will score at level 7 on the 2013 FCAT Reading Assessment*	2012 Current Level of Performance:* *100% (3)*	2013 Expected Level of Performance:* 100 % (5)					

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. student attendance	3A.1. The school will utilize FAIR assessment to monitor student progress

attendance conferences | 3A.1. Principal and Reading Coach

administration and guidance | 3A.1. Review FAIR data reports to ensure teachers are assessing students

attendance reviewed, attendance trends analyzed | 3A.1. Printout of FAIR assessments

Genesis attendance reports |
| Reading Goal #3A: *In grades 6-8 71% (581 students) will make learning gains on the 2013 FCAT Reading Assessment* | 2012 Current Level of Performance:* *69% (455 students)* | 2013 Expected Level of Performance:* *71% (581)* | | | | | |
| | | | 3A.2. student engagement | 3A.2. Student achievement chats will be conducted with all students following FAIR assessments

Varied opportunities for participation that are in addition to traditional methods of participation | 3A.2. Principal, Assistant Principal and Teachers

Teacher | 3A.2. Student Achievement Chats during walkthroughs

Formal /Informal observations

Administrative walk-throughs | 3A.2. FAIR assessments, FCAT results and 9-week grades

Progress Report and End |
| | | | 3A.3. learning styles | 3A.3. All core content teachers will infuse reading benchmarks in lesson plans and instructional delivery

intervention meetings and differentiated instruction | 3A.3. Teachers

Administration, ESE Team Leader | 3A.3. Review Lesson Plans During classroom walkthroughs and will be submitted monthly to department chairs and quarterly to assistant principal for curriculum.

IEP and RtI reviews | 3A.3. FAIR assessments, FCAT results and 9-week grades

End of semester grades and FCAT scores |
| **3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.** | | | 3B.1. teaching style | 3B.1. All core content teachers will infuse reading strategies in lesson plans and instructional delivery | 3B.1. Principal, Assistant Principal and Teachers | 3B.1. Administrative walk-throughs. Review of lesson plans

Formal /Informal observations | 3B.1. FAIR assessments, FAA results and 9-week grades |
| Reading Goal #3B: *In grades 6-8 69% (3 students) will make learning gains on the 2013 FAA Reading Assessment* | 2012 Current Level of Performance:* *67% (2)* | 2013 Expected Level of Performance:* *69% (3)* | | | | | |

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Student attendance	4A.1. The school will utilize FAIR assessment to monitor student progress	4A.1. Principal and Reading Coach	4A.1. Review FAIR data reports to ensure teachers are assessing students	4A.1. Printout of FAIR assessments
Reading Goal #4A: *In grades 6-8, 67% (163 students) of students performing in the Lowest 25% will make learning gains on the 2013 FCAT Reading Assessment.*	2012 Current Level of Performance:* *61% (109) Enter numerical*	2013 Expected Level of Performance:* *67% (163)*		attendance conferences	administration and guidance	attendance reviewed, attendance trends analyzed	Genesis attendance reports
			4A.2. Student time management	4.2. Student achievement chats will be conducted with all students following FAIR assessments Study skills chats with students	4.2. Principal, Assistant Principal and Teachers Teacher and Guidance	4.2. Administrators will review log for Student Achievement Chats during walkthroughs Review students assessments and teacher reports	4.2. FAIR assessments, FCAT results and 9-week grades Progress Reports and End of semester grades
			4.3 assessment success parental support	4.3. All core content teachers will infuse reading benchmarks in lesson plans and instructional delivery. Student schedules Nine-weeks Parent community conversations	4.3. Teachers Administration and Teacher	4.3. Administration will review Lesson plans during classroom walkthroughs and will be submitted monthly to department chairs and quarterly to assistant principal for curriculum. Administrative walk-throughss	4.3. FAIR assessments, FCAT results and 9-week grades Progress Report and End of semester grades
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Reading Goal #4B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	68%	71%	74%	77%	80%	83%
Reading Goal #5A: ***Cobb will reduce the proportion of students scoring at levels 1 and 2 by 3% each year. This is an increase in proficiency by 3% each with a six- year target of 83%***							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**			5A.1.Time management	5A1. Student achievement chats will be conducted with all students following FAIR assessments Study skills chats with students	5A1. Principal, Assistant Principal and Teachers Teacher and Guidance	5A1. Administrators will review log for Student Achievement Chats during walkthroughs Review students assessments and teacher reports	5A1. FAIR assessments, FCAT results and 9-week grades Progress Reports and End of semester grades	
Reading Goal #5B: *In grades 6-8 56% (231 students) of students in specified sub groups will make Adequate Yearly Progress on the 2013 FCAT Reading Assessment*	2012 Current Level of Performance:* *52% (166 students) Black*	2013 Expected Level of Performance:* *56% (231 students) Black*						
			5A.2. Parent support	5A.2. Assign all students rigorous assignments and assessments addressing basic, proficient and advanced skills using SREB guidelines Nine-weeks Parent community conversations	5A.2. Teachers Administration and Teacher	5A.2. Administration will conduct weekly walk-throughs focusing on delivery of instruction and instructional level of assignments and assessments Parent sign-In logs and teacher reports	5A.2. Classroom walk-throughs logs/ observation checklists Student achievement climate survey	
			5A.3. Attendance	5A.3. Teachers will use the Unit Plan Template for all instructional lessons incorporating research based Literacy Strategies and Habits of Success for all units Attendance conferences	5A.3. Principal and Assistant Principal	5A.3. Lesson plans will be reviewed during classroom walkthroughs and submitted monthly to department chairs and quarterly to assistant principal for curriculum. attendance reviewed, attendance trends analyzed	5A.3. Effectiveness will be determined through teacher assessments, PEARSON math data, FCAT results and 9-week grades Genesis attendance reports	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. Parent Involvement	5C.1. Incorporate family and community culture into the curriculum	2B.1. Teachers, Administrator, Principal/Assistant Principal	2B.1. Administration will focusing on delivery of instruction and instructional level of assignments and assessments	5C.1. CELLA, FCAT, and End of Semester grades. School Climate survey results
Reading Goal #5C: *The percentage of ELL students not making satisfactory progress in reading will decrease by 1%*	2012 Current Level of Performance:* **67%**	2013 Expected Level of Performance:* **68%**					
			5C.2. Language Barriers	5C.2. incorporate the use of technology by using IPAD language APS	5C.2. Teachers, Administrator, Principal/Assistant Principal	5C.2. Teacher reports and Administrators observations	5C.2. . CELLA, FCAT, and End of Semester grades.
			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.			5D.1. Time Demands and Scheduling	5D.1. Use of flexible assignment practice that allow allows for additional time for assignments and assessments.	5D.1. Teachers, Administrator, Principal/Assistant Principal	5D.1. . Administration will focusing on delivery of instruction and instructional level of assignments and assessments	5D.1. FAIR assessments, FCAT results and 9-week grades End of semester grades and FCAT scores
Reading Goal #5D: *The percentage of SWD students not making satisfactory progress in reading will decrease by 2%*	2012 Current Level of Performance:* *68% (44)*	2013 Expected Level of Performance:* *66%*					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5D.1. Attendance	5D.1. The school will utilize FAIR assessment to monitor student progress attendance conferences	5D.1. Principal and Reading Coach administration and guidance	5D.1. Review FAIR data reports to ensure teachers are assessing students attendance reviewed, attendance trends analyzed	5D.1. Printout of FAIR assessments Genesis attendance reports
Reading Goal #5E: *In grades 6-8, 52 % (216 students) of Economically Disadvantaged will make Adequate Yearly Progress on the 2013 FCAT Reading Assessment*	2012 Current Level of Performance:* *51% (152 students)*	2013 Expected Level of Performance:* *52 % (216 students)*					
			5D.2. Time management	5D.2. Student achievement chats will be conducted with all students following FAIR assessments Study skills chats with students	5D.2. Principal, Assistant Principal and Teachers Teacher and Guidance	5D.2. Administrators will review log for Student Achievement Chats during walkthroughs Review students assessments and teacher reports	5D.2. FAIR assessments, FCAT results and 9-week grades Progress Reports and End of semester grades
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

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

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
Developing appropriate rubrics and scales	6 through 8th	Principal, Assistant Principal and Teacher Leaders	All teachers	Professional Learning Community Meetings once a month; Once a month faculty meetings	iObservation documentation; Teacher Portfolio	Principal Assistant Principal
Effective implementation of rubrics and scales	6 through 8th	Principal, Assistant Principal and Teacher Leaders	All teachers	Professional Learning Community Meetings once a month; Once a month faculty meetings	iObservation documentation; Teacher Portfolio	Principal Assistant Principal
SREB Unit Plan Template Overview, The Quality Assignment Routine and Effective Grading Practices	6th through 8th	Department and Team Leaders	Teachers	On-going follow-up training will be provided throughout the year	Lesson Plans Classroom Visits Student Data	Principal Assistant Principal Department and Team Leaders
The Art and Science of Teaching – Robert Marzano Best Practices for Increasing Student Achievement and Improving Instruction	All grades & All subjects		School-wide	Monthly meetings	Teachers will present monthly to each other and at faculty meetings	Principal Assistant Principal
Common Core	6 through 8th	Principal, Assistant Principal and Teacher Leaders	All teachers	August 6th On-going follow-up training will be provided throughout the year	Lesson Plans Classroom Visits	Principal Assistant Principal Department and Team Leaders
Effective implementation of Instructional Focus Calendar	6th through 8th	Principal TEC Leader Assistant Principal for Curriculum	Teachers	On-going follow-up training will be provided throughout the year	Lesson Plans Classroom Visits Student Data	Principal Assistant Principal Department and Team Leaders
Achieve 3000 Reading Program	6th through 8th	Principal TEC Leader Assistant Principal for Curriculum	Language Arts Teachers	August 15th On-going follow-up training will be provided throughout the year	Lesson Plans Classroom Visits	Principal Assistant Principal Department and Team Leaders
Riverside Data Director	6th through 8th	Yvonne Jones Wendi Davis	Teachers	August 18th On-going follow-up training will be provided throughout the year	Student Data	Principal Assistant Principal Department and Team Leaders

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

Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
College Board: Spring Board	Common Core Readiness	School Carry Forward Funds	5806.63
Achieve 3000 and Success Maker Reading Programs	Reading Programs		
SREB Unit Plan Template Overview, The Quality Assignment Routine and Effective Grading Practices	SREB Unit Plan Template Overview, The Quality Assignment Routine and Effective Grading Practices	Materials purchased in previous year	
			Subtotal: 5806.63
Technology			
Strategy	Description of Resources	Funding Source	Amount
Achieve 3000 and Success Maker Reading Programs	Reading Programs	District Funds	
Effective implementation of Reading Edge Program Content Analysis	Reading Edge Riverside Program	Materials purchased in previous year Unknown amount	
Content Analysis: Analyzing Student Data for Student Success	Riverside Data Director Program Training for Teachers	Title II	500.00
Provide Hands on Learning through Technology	Using iPad to improve student learning training for teachers	Previously Funded	
			Subtotal:500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Effective implementation of Deliberate Practice Model	Continued Development of Deliberate Practice Model		
Analysis of Student Data (FAIR, Math and science Progress Monitoring)	Continued Teacher Training	Title II	250.00
The Art and Science of Teaching – Robert Marzano Best Practices for Increasing Student Achievement and Improving Instruction Deliberate Practice-Common Core	Copies of the book for all teachers	School Carry Forward	125.00
			Subtotal:375.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:0.00
			Total: 6681.63

End of Reading Goals

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

Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking. CELLA Goal #1: *The percentage of ELL students proficient in listen and speaking English will increase by at least 1% on the 2013 CELLA.*	2012 Current Percent of Students Proficient in Listening/Speaking: *71%*	5A.2. Parent support	5A.2. Assign all students rigorous assignments and assessments addressing basic, proficient and advanced skills using SREB guidelines Nine-weeks Parent community conversations	5A.2. Teachers Administration and Teacher	5A.2. Administration will conduct weekly walk-throughs focusing on delivery of instruction and instructional level of assignments and assessments Parent sign-In logs and teacher reports	5A.2. Classroom walk-throughs logs/ observation checklists Student achievement climate survey
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading. CELLA Goal #2: *In grades 6-8, Students scoring proficient in reading will increase by at Least 1% on the 2013 CELLA*	2012 Current Percent of Students Proficient in Reading:	3.3. learning styles	3.3. All core content teachers will infuse ESOL strategies in lesson plans and instructional delivery intervention meetings and differentiated instruction	3.3. Teachers Administration, and ESOL Coordinator	3.3. Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to department chairs and quarterly to assistant principal for curriculum.	3.3. FAIR assessments, FCAT results and 9-week grades End of semester grades and FCAT, CELLA, and EOC scores
		2.2.	2.2.	2.2.	2.2.	2.2.

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

Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing. CELLA Goal #3: *The percentage of ELL students proficient in writing will increase by at least 1% on the 2013 CELLA.*	2012 Current Percent of Students Proficient in Writing : *71% (5)*	2.1. Limited writing skills	2.1. The development of school-wide rubrics of what constitutes effective writing. Provide opportunities for content area teachers to work with language arts teachers.	2.1. Teachers, Assistant Principal, and Principal	2.1. Administration will conduct weekly walk-throughs focusing on delivery of instruction and instructional level of assignments and assessments	2.1. WUR Assessment reports and FCAT Writes.

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
Response to intervention collegial conversations	Team Meetings		
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Providing Hands On Learning through Differentiated Instruction	Addition of iPad lab	Previously Funded	0.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
The district will provide online ESOL courses	Beacon Educator	Materials provided by the district	
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:0.00

End of CELLA Goals

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

Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated 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 mathematics.			1.1. Student attendance	1.1.Teachers will use the Unit Plan Template for all instructional lessons incorporating research based Literacy Strategies and Habits of Success for all units attendance conferences	1.1. Principal and Assistant Principal	1.1. Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to department chairs and quarterly to assistant principal for curriculum. attendance reviewed, attendance trends analyzed	1.1 Effectiveness will be determined through teacher assessments, PEARSON math data, FCAT results and 9-week grades Genesis attendance reports
Mathematics Goal #1A: *In grades 6-8, 33% (204) of students will score at level 3 on the 2013 FCAT Mathematics Assessment.*	2012 Current Level of Performance:* *27% (196)*	2013 Expected Level of Performance:* *33% (204)*					
			1.2. Parent support	1.2. Assign all students rigorous assignments and assessments addressing basic, proficient and advanced skills using SREB guidelines Nine-weeks Parent community conversations	1.2. Teachers Administration and Teacher	1.2. Administration will conduct weekly walk-throughs focusing on delivery of instruction and instructional level of assignments and assessments Parent sign-In logs and teacher reports	1.2. Classroom walk-throughs logs/ observation checklists Student achievement climate survey
			1.3. Learning styles	1.3 Assign all students rigorous assignments and assessments addressing proficient and advanced skills using SREB guidelines intervention meetings and differentiated instruction	1.3. Principal and Assistant Principal Administration, ESE Team Leader	1.3. Administration will conduct weekly walk-throughs focusing on delivery of instruction and instructional level of assignments and assessments. IEP and RtI reviews	1.3. FAIR assessments, FCAT results and 9-week grades End of semester grades and FCAT scores
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	*67% (2)*	*68% (3)*	1B.1. teaching styles	3B.1. All core content teachers will infuse math benchmarks strategies in lesson plans and instructional delivery	3B.1. Principal, Assistant Principal and Teachers	1B.1. Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to department chairs and quarterly to assistant principal for curriculum. Administrative walk-throughs.	1B.1. Progress Monitoring assessment results, 9-weeks grades and FAA results.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:				Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.				2.1. supplemental curriculum	2.1. Review individual student and classroom data daily/weekly and make instructional modifications. Provide students Professional Development	2.1. Teachers Principal and Assistant Principal	2.1. Review Riverside data reports Administrative walk-throughs.	2.1. iObservation; classroom walkthroughs; examination of evidence provided by teacher
Mathematics Goal #2A: *In grades 6-8, 41% (253) of students will score at level 4 and 5 on the 2013 FCAT Reading Assessment*	2012 Current Level of Performance:* **37% (261 students)**	2013 Expected Level of Performance:* **41% (253 students)**						
				2A.2. time management	2.2. Utilize the FCIM to identify students in the core curriculum needing enrichment	2.2. Administration and Teacher	2.2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to department chairs and quarterly to assistant principal for curriculum	2.2. FCAT results and 9-week grades
				2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.				1B.1. teaching styles	3B.1. All core content teachers will infuse math benchmarks strategies in lesson plans and instructional delivery Collaborate in team meetings to share Best Practices	3B.1. Principal, Assistant Principal and Teachers	1B.1. Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to department chairs and quarterly to assistant principal for curriculum. Administrative walk-throughs.	1B.1. Formative: Progress Monitoring assessment results, 9-weeks grades Summative FAA results and end of year report cards
Mathematics Goal #2B: *The percentage of students scoring at or above level 7 in math will increase by at least 1%*	2012 Current Level of Performance:* **67%(2)**	2013 Expected Level of Performance:* **68%**						
				2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
				2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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

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. student attendance	3.1. The school will utilize Pearson assessment to monitor student progress attendance conferences	3.1. Principal and administration and guidance	3.1. Review Riverside data reports to ensure teachers are assessing students attendance reviewed, attendance trends analyzed	3.1Printout of Riverside data 9-Weeks grades and FCAT Scores Genesis attendance reports
Mathematics Goal #3A: *In grades 6-8 72% (444) of students will make learning gains on the 2013 FCAT Mathematics*	2012 Current Level of Performance:* *69% (466)*	2013 Expected Level of Performance:* *72% (444)*					
			3.2. student engagement	3.2. Utilize Instructional Focus Calendars, Common syllabi, assessments, rubrics and essential questions will be used across the department Varied opportunities for participation that are in addition to traditional methods of participation	3.2. Principal, Assistant Principal and Teachers Teacher	3.2. Administrators will review log for Student Achievement Chats during walkthroughs Administrative walk-throughs	3.2, FCAT results and 9-week grades Progress Report and End of semester grades
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1. learning styles	3.3. All core content teachers will infuse math benchmarks in lesson plans and instructional delivery ESE and intervention meetings	3.3. Teachers Administration, ESE Team Leader	3..3. Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to department chairs and quarterly to assistant principal for curriculum. IEP and RtI reviews	3.3. , FCAT results and 9-week grades End of semester grades and FCAT scores
Mathematics Goal #3B: *In grades 6-8, 68% (3) students) will make learning gains on the 2013 FAA Mathematics*	2012 Current Level of Performance:* *67% (2)*	2013 Expected Level of Performance:* *68%(3)*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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. attendance	4.1. Utilize the FCIM to identify students in the core curriculum needing intervention and enrichment	4.1.. Principal, Assistant Principal and Teachers	4.1.. Review students with targeted intervention plans	4.1. End of semester grades and FCAT scores
Mathematics Goal #4A: *In grades, 6-8 67% (173 students) of students performing in the Lowest 25% will make learning gains on the 2013 FCAT Mathematics Assessment.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	61% (108)	*67% (173)*					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			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.	4B.1.	4B.1.	4B.1.	4B.1.
Mathematics Goal #4B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		Enter numerical data for expected level of performance in this box.					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011	**67%**	**70%**	**73%**	**76%**	**79%**	**82%**

Mathematics Goal #5A:
Cobb will reduce the proportion of students scoring at levels 1 and 2 by 3% each year. This is an increase in proficiency rate by 3% each year with a six- year target of 83%

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**			5A.1. critical thinking	5A.1. All students performing at Level 1 will be placed in an intensive math class in addition to their regular grade level course for intensive remediation and enrichment Pearson Success Maker will be available to students in the Media Lab.	5A.1. Principal and Assistant Principal	5A.1. Pearson math reports will be pulled quarterly to ensure students are progressing towards mastering grade level benchmarks	5A.1. Pearson math reports and regular math assessments	
Mathematics Goal #5B: *In grades 6-8, 51% (209) of students in specified sub groups will make Adequate Yearly Progress on the 2013 FCAT Mathematics Assessment*	2012 Current Level of Performance:* 52% (170) Black:	2013 Expected Level of Performance:* *51% (209)* Black:						
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.2. Language Barriers	5C.2. incorporate the use of technology by using Pearson Success Maker, allow students additional time to complete assignments, and provide opportunity for peer tutoring	5C.2. Teachers, Administrator, Principal/Assistant Principal LEP administrator.	5C.2. Teacher reports and Administrators observations	5C.2. CELLA, FCAT, and End of Semester grades.
Mathematics Goal #5C: *In grades 6-8, ELL not proficient will decreased by 3% as evident by 2013 FCAT*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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.			3.3. learning styles	3.3. All core content teachers will infuse math benchmarks in lesson plans and instructional delivery ESE and intervention meetings	3.3. Teachers Administration, ESE Team Leader	3.3 , Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to department chairs and quarterly to assistant principal for curriculum. IEP and RtI reviews	3.3. , FCAT results and 9-week grades End of semester grades and FCAT scores
Mathematics Goal #5D: *In grades 6-8, SWD not proficient will decreased by 3% as evident by 2013 FCAT*	2012 Current Level of Performance:* *72%(47)*	2013 Expected Level of Performance:* *69%*					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			4A.1. attendance	4.1. Utilize the FCIM to identify students in the core curriculum needing intervention and enrichment	4.1.. Principal, Assistant Principal and Teachers	4.1.. Review students with targeted intervention plans	4.1. End of semester grades and FCAT scores
Mathematics Goal #5E: *In grades 6-8 The percentage of identified as Economic Disadvantage students not proficient in math will reduced by 3% as evidenced by performance on the 2013 FCAT Mathematics Assessment*	2012 Current Level of Performance:* *51% (155)*	2013 Expected Level of Performance:* *48% (199)*		Attendance Conferences	Guidance	Review attendance report	
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Middle School Mathematics Goals

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

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

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1.			1.1. Teaching Style	1.1. Teachers will use the Unit Plan and pacing guides Template for all instructional lessons. Collaborations during department meetings regarding best practices and teaching and assessment strategies	1.1. . Principal and Assistant Principal	1.1. Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to department chairs and quarterly to assistant principal for curriculum	1.1. Formative: Progress Monitoring Data 9-weeks grades Summative: Results of EOC and final Report card grades
Algebra 1 Goal #1: *In grades 7-8, 48% (63) students will score at level 4 and 5 on the 2013 FCAT Reading Assessment*	2012 Current Level of Performance:* *52% (78)*	2013 Expected Level of Performance:* *48% (63)*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1. Math Vocabulary concepts and word-Problems	2.1. Provide students with multiple problem-strategies, provide opportunities for peer assignments, and provide opportunities for additional practice before and after school.	2.1. Teachers, Principal and Assistant Principal	1.1. Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to department chairs and quarterly to assistant principal for curriculum	1.1. Formative: Progress Monitoring Data 9-weeks grades Summative: Results of EOC and final Report card grades
Algebra Goal #2: *In grades 6-8, 47% (62 students) will score at level 4 and 5 on the 2013 FCAT Reading Assessment*	2012 Current Level of Performance:* *41% (61)*	2013 Expected Level of Performance:* *47% (62)*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	**93.5%**	**94.2%**	**94.8%**	**95.4%**	**96%**	**96.6%**
Algebra 1 Goal #3A: *Cobb will reduce the proportion of students scoring at levels 1 and 2 by 0 .6% each year. This is an increase in proficiency rate by 0.6% each year with a six- year target of 3.6%*							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra 1.**			2.2. White: Black:	2.2. Utilize the FCIM to identify students in the core curriculum needing enrichment	2.2. Administration and Teacher	2.2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to department chairs and quarterly to assistant principal for curriculum	2.2. . Formative: District Progress Monitoring Data and 9-weeks grade	
Algebra 1 Goal #3B: *Reduce the proportion of student subgroups not making satisfactory progress by at least 1%*	2012 Current Level of Performance:* White:7%(4) Black:17%(7) Hispanic:0% Asian0% American Indian:0%	2013 Expected Level of Performance:* White:)4% (5) Black: 16%(21) Hispanic: Asian: American Indian:	time management				Summative: Results of CELLA, FCAT, and End of Semester grades G	
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.			5C.2. Language Barriers	5C.2. incorporate the use of technology by using Pearson Success Maker, allow students additional time to complete assignments, and provide opportunity for peer tutoring as well as additional time for practice	5C.2. Teachers, Administrator, Principal/Assistant Principal LEP administrator.	5C.2. Teacher reports and Administrators observations	5C.2. Formative: District Progress Monitoring Data and 9-weeks grade Summative: Results of CELLA, FCAT, and End of Semester grades.
Algebra 1 Goal #3C: *The percentage of ED students not proficient in Algebra 1 will maintain at 0% as evidenced by performance on the 2013 Algebra 1 EOC*	2012 Current Level of Performance:* **0%**	2013 Expected Level of Performance:* **0%**					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.			3.3. learning styles	3.3. All core content teachers will infuse math benchmarks in lesson plans and instructional delivery ESE and intervention meetings	3.3. Teachers Administration, ESE Team Leader	3..3. Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to department chairs and quarterly to assistant principal for curriculum. IEP and RtI reviews	3.3. Formative: District Progress Monitoring Data and 9-weeks grade Summative: Results of,FCAT, and End of Semester grades.
Algebra 1 Goal #3D: *The percentage of ED students not proficient in Algebra 1 will continued to be 0% as evidenced by performance on the 2013 Algebra 1 EOC*	2012 Current Level of Performance:* **0%**	2013 Expected Level of Performance:* **0%**					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.			4A.1. attendance	4.1. Utilize the FCIM to identify students in the core curriculum needing intervention and enrichment

Attendance Conferences | 4.1.. Principal, Assistant Principal and Teachers

Guidance | 4.1.. Review students with targeted intervention plans

Review attendance report | 4.1. End of semester grades and FCAT scores |
Algebra 1 Goal #3E: *The percentage of ED students not proficient in Algebra 1 will decrease by at least 3% as evidenced by performance on the 2013 Algebra 1 EOC*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	14% (5)						
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Algebra 1 EOC Goals

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

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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1. Teaching Style	1.1. Teachers will use the Unit Plan and pacing guides Template for all instructional lessons. Collaborations during department meetings regarding best practices and teaching and assessment strategies	1.1. Principal and Assistant Principal	1.1. Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to department chairs and quarterly to assistant principal for curriculum	1.1. Formative: Progress Monitoring Data 9-weeks grades Summative: Results of EOC and final Report card grades
Geometry Goal #1: *Increase the number of students scoring at level 3 by at least 4%*	2012 Current Level of Performance:* *14%(1)*	2013 Expected Level of Performance:* *18%(8)*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1. Math Vocabulary concepts and word-Problems	2.1. Provide students with multiple problem-strategies, provide opportunities for peer assignments, and provide opportunities for additional practice before and after school.	2.1. Teachers, Principal and Assistant Principal	1.1. Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to department chairs and quarterly to assistant principal for curriculum	1.1. Formative: Progress Monitoring Data 9-weeks grades Summative: Results of EOC and final Report card grades
Geometry Goal #2: *In grades 8, 86% (45 students) will score at level 4 and 5 on the 2013 FCAT Reading Assessment*	2012 Current Level of Performance:* *82% (23)*	2013 Expected Level of Performance:* *86% (45)*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2011-2012**	**82.6**	**83.2**	**83.6**	**84.6**	**85**
Geometry Goal #3A: *This is an increase in proficiency rate in the Top Third performance level by 0 .6% each year with a six- year target of 3.6%*						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**		2.2. White: Black: time management	2.2. Utilize the FCIM to identify students in the core curriculum needing enrichment	2.2. Administration and Teacher	2.2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to department chairs and quarterly to assistant principal for curriculum	2.2. Formative: District Progress Monitoring Data and 9-weeks grade
Geometry Goal #3B: *The percentage of student subgroups not proficient in Geometry will continued to be 0% as evidenced by performance on the 2013 Geometry EOC*	2012 Current Level of Performance:* Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* White: Black: Hispanic: Asian: American Indian:				Summative: Results of CELLA, FCAT, and End of Semester grades G
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			5C.2. Language Barriers	5C.2. incorporate the use of technology by using Pearson Success Maker, allow students additional time to complete assignments, and provide opportunity for peer tutoring as well as additional time for practice	5C.2. Teachers, Administrator, Principal/Assistant Principal LEP administrator.	5C.2. Teacher reports and Administrators observations	5C.2. Formative: District Progress Monitoring Data and 9-weeks grade Summative: Results of CELLA, FCAT, and End of Semester grades.
Geometry Goal #3C: *The percentage of ED students not proficient in Geometry will continued to be 0% as evidenced by performance on the 2013 Geometry EOC*	2012 Current Level of Performance:*)%	2013 Expected Level of Performance:* 0%					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			3.3. learning styles	3.3. All core content teachers will infuse math benchmarks in lesson plans and instructional delivery ESE and intervention meetings	3.3. Teachers Administration, ESE Team Leader	3..3. Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to department chairs and quarterly to assistant principal for curriculum. IEP and RtI reviews	3.3. Formative: District Progress Monitoring Data and 9-weeks grade Summative: Results of,FCAT, and End of Semester grades.
Geometry Goal #3D: *The percentage of ED students not proficient in Geometry will continued to be 0% as evidenced by performance on the 2013 Geometry EOC*	2012 Current Level of Performance:* 0%	2013 Expected Level of Performance:* 0%					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			4A.1. attendance	4.1. Utilize the FCIM to identify students in the core curriculum needing intervention and enrichment	4.1.. Principal, Assistant Principal and Teachers	4.1.. Review students with targeted intervention plans	4.1. End of semester grades and FCAT scores
Geometry Goal #3E: *The percentage of ED students not proficient in Geometry will be maintained at 0% as evidenced by performance on the 2013 Geometry EOC*	2012 Current Level of Performance:* **0%**	2013 Expected Level of Performance:* **0%**		Attendance Conferences	Guidance	Review attendance report	
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Geometry EOC Goals

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
Instructional Focus Calendar	6th through 8th/Math	Principal and Assistant Principal	6-8 Math Teachers	Monthly department meetings	Lesson Plans	Assistant Principal and Department Heads
Common Core Standards	6th through 8th /Math	Principal and Assistant Principal	6-8 Math Teachers	August 2013 On-going follow-up training will be provided throughout the year	Lesson plans reviewed during walk throughs and will be submitted monthly to the department chairs and quarterly to the assistant principal for curriculum	Principal and Assistant Principal Department and Team Leaders

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Effective implementation of Instructional Focus Calendar	Development of focus calendars	District Funded	0.00
SREB Unit Plan Template overview, The Quality Assignment Routine and Effective Grading Practices	SREB Unit Plan Template overview, The Quality Assignment Routine and Effective Grading Practices	Previously funded	0.00
Reading across the curriculum	Math weekly Readers		500.00
			Subtotal:500.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Continued implementation of PEARSON Success maker Program	PEARSON Success maker Program	District funded	0.00
Content Analysis of Progress Monitoring Data	Riverside Program	District Funds	0.00
			Subtotal:0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Continued implementation of PEARSON Success maker Program	PEARSON Math Success	Previously funded	0.00
Collaborating to Read and Discuss Focus Calendars and Success maker models	Teacher collaboration	Title II/School carry forward	0.00
			Subtotal:0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
iRespond Training	Teacher release time		
Standard Assignment Rubric Development	Teacher release time		1000.00
			Subtotal:1000.00
			Total:1500.00

End of Mathematics Goals

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

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1. student attendance	1A.1. Provide real world science experiences and engaging activities and lab experiments	1A.1. Principal and Assistant Principal Department and Team Leaders	1A.1. The lab schedule and teacher lesson plans will be reviewed monthly	1A.1. Formative: District Progress Monitoring Data and 9-weeks grade
<u>Science Goal #1A:</u> *In grade 8, 40%102) of students will score at or above grade level on the 2013 FCAT Science Assessment*	<u>2012 Current Level of Performance:*</u> **42% (105)**	<u>2013 Expected Level of Performance:*</u> **40% (102)**		attendance conferences	Administration, Teachers, and Guidance	attendance reviewed, attendance trends analyzed	Summative: Results of,FCAT, and End of Semester grades Genesis attendance reports
			1A.2. parent support	1.1. Teachers will use the Unit Plan Template for all instructional lessons incorporating research based Literacy Strategies and Habits of Success for all units. Nine-weeks Parent community conversations	1.2.. Principal and Assistant Principal Department Administration and Teacher	1.2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted bi-weekly to department chairs and quarterly to assistant principal for curriculum. Parent sign-In logs and teacher reports	1.1. Classroom walk-throughs logs/ observation checklists Student achievement climate survey
			1.3. Students lack skills that enable them to use look for errors in logic or reasoning	1.3. The teacher helps students deepen their knowledge of informational content by helping them construct ways to examine their own reasoning or the logic of the information presented	1.3. Principal, Asst. Principal or designee	1.3. Observation of students using strategies; lesson plans that support the use of strategies	1.3. iObservation; classroom walkthroughs; examination of evidence provided by teacher
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			3.3. learning styles	3.3. All core content teachers will infuse math benchmarks in lesson plans and instructional delivery ESE and intervention meetings	3.3. Teachers Administration, ESE Team Leader	3..3. Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to department chairs and quarterly to assistant principal for curriculum. IEP and RtI reviews	3.3. , Formative: District Progress Monitoring Data and 9-weeks grade Summative: Results of,FAA, and End of Semester grades
<u>Science Goal #1B:</u> ***In grade 8, 59% (3) of students will score at or above grade level on the 2013 FCAT Science Assessment***	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u> **59%(3)**					

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. research based instruction	2.1. Review individual student and classroom data daily/weekly and make instructional modifications. Provide students with enrichment activities Professional Development	2.1. Principal and Assistant Principal Department and Team Leaders Administration and Teacher	2.1. Administration will conduct weekly walk-throughs focusing on delivery of instruction and Informal/Formal Observations	2.1. Formative: District Progress Monitoring Data and 9-weeks grade Summative: Results of FCAT, and End of Semester grades
Science Goal #2A: *In grade 8, 19% (48) of students will score levels 4 or 5 on the 2013 FCAT Science Assessment*	2012 Current Level of Performance:* *15% (37 students*	2013Expected Level of Performance:* 19% (48)					
			2.2. time management	2.2. Utilize the FCIM to identify students in the core curriculum needing enrichment	2.2. Principal and Assistant Principal Department and Team Leaders	2.2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted bi-weekly to department chairs and quarterly to assistant principal for curriculum.	2.2. Teacher assessments FCAT results and 9-week grades
			2.3 critical thinking	2.3 Teachers will engage students in complex tasks that require them to generate and test hypotheses	2.3. Principal or designee	2.3 Classroom observation	2.3.iboservation; classroom observations
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			3.3. learning styles	3.3. All core content teachers will infuse math benchmarks in lesson plans and instructional delivery ESE and intervention meetings	3.3. Teachers Administration, ESE Team Leader	3..3. Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to department chairs and quarterly to assistant principal for curriculum. IEP and RtI reviews	3.3. , FCAT results and 9-week grades End of semester grades and FCAT scores
Science Goal #2B: *In grade 8, 41% (2) of students will score levels 4 or 5 on the 2012 FCAT Science Assessment*	2012 Current Level of Performance:*	2013Expected Level of Performance:* 41% (2) students					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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

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

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

Biology 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology 1. Biology 1 Goal #1: *5% of students will score at level 3 on the 2013 Biology EOC*	2012 Current Level of Performance:* *0%*	2013 Expected Level of Performance:* *5%.*	1.1. Analyzing complex scientific text, organizing the volume of new information.	1.1. Strategies I will use to assist students include review of material, practice reading and writing using scientific texts and the creation of an EOC binder. The binder will to organize information and will be used for review before the Biology EOC.	2.1. Principal and Assistant Principal Department and Team Leaders	2.1. Administration will conduct weekly walk-throughs focusing on delivery of instruction and Informal/Formal Observations Progress Monitoring Data interpretation	2.1. Formative: Nine-weeks Progress District Progress Monitoring data Summative: EOC Results and end of year report card grades
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1. Biology 1 Goal #2: *95% (41) of students will score at levels 4 and 5 on the 2013 Biology EOC.*	2012 Current Level of Performance:* *95% (20)*	2013 Expected Level of Performance:* *95% (41)*	2.1.Inquire-based curriculum	2.1. Provide students with opportunities to participates in peer assignment that focuses on hands-on inquire-based knowledge. Provide students with additional opportunities to complete independent inquire-based projects	2.1. Principal and Assistant Principal Department and Team Leaders Administration and Teacher	2.1. Administration will conduct weekly walk-throughs focusing on delivery of instruction and Informal/Formal Observations Progress Monitoring Data interpretation	2.1. Formative: Nine-weeks Progress District Progress Monitoring data Summative: EOC Results and end of year report card grades
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Biology 1 EOC Goals

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

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teacher led workshops based on literacy strategies, inquiry based writing and vocabulary	6th through 8th	Teacher led	Teachers	Monthly	Teachers will incorporate best practices in classrooms, evidenced through classroom walk-throughs and lesson plans	Principal and Assistant Principal Department and Team Leaders
The Quality Assignment Routine and Effective Grading Practices	6th through 8th	Principal and Assistant Principal Department and Team Leaders	Teachers	On-going follow-up training will be provided throughout the year	Review SREB Unit Plan Template	Principal and Assistant Principal Department and Team Leaders
Effective implementation of Instructional Focus Calendar	6th through 8th	Principal and Assistant Principal Department and Team Leaders	Teachers	On-going follow-up training will be provided throughout the year	Effective implementation of Instructional Focus Calendar monitored by lesson plan submission	Principal and Assistant Principal Department and Team Leaders

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

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
SREB Unit Plan Template overview, The Quality Assignment Routine and Effective Grading Practices	SREB Unit Plan Template Overview, The Quality Assignment Routine and Effective Grading Practices	previously funded by Title II	0.00
GEMS Training	GEMS and clean Energy Kits	District Funded	
			Subtotal:0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Content Analysis	Riverside Program	District Funds	0.00
GEMS Program	Activity-Based Science and Mathematics Curriculum	District Funds	0.00
			Subtotal:0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Effective implementation of Instructional Focus Calendar	Development of focus calendars	District Funded	
GEMS Program	Activity-Based Science and Mathematics Education	District Funds	0.00
Conferences and Collaboration	Subs for teacher release	TEC	1000.00
			Subtotal:1000.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:0.00
			Total:1000.00

End of Science Goals

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

Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1. Writing to demonstrate learning	1A.1. Integrate writing into content presentation and outcome assessment. Provide teachers with professional development opportunities to learn instructional strategies (National Writing Project)	1A.1. Principal and Assistant Principal Department	1A.1. Lesson plans will be reviewed during classroom walkthroughs and will be submitted bi-weekly to department chairs and quarterly to assistant principal for curriculum	1A.1. Classroom walk-throughs logs/ observation checklists
Writing Goal #1A: *In grades 8, 90% (229 students) of students will score at or above a 3 on the 2013 FCAT Writing Assessment*	2012 Current Level of Performance:* _87% (220)_	2013 Expected Level of Performance:* _90% (229)_					
			1A.2. critical thinking skills	1A.2. Assign all students rigorous assignments and assessments addressing basic, proficient and advanced skills using SREB guidelines	1A.2. Principal and Assistant Principal Department	1A.2. Administration will conduct weekly walk-throughs focusing on delivery of instruction and instructional level of assignments and assessments.	1A.2. Effectiveness will be determined through teacher assessments, PM quarterly assessment data, FCAT results and 9-week grades
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			3.3. learning styles	3.3. Integrate writing into content curriculum, presentation, and outcome assessment. ESE and intervention meetings	3.3. Teachers Administration, ESE Team Leader	3..3. Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to department chairs and quarterly to assistant principal for curriculum. IEP and RtI reviews	3.3. , FAA results and 9-week Writes Upon Request results
Writing Goal #1B: *In grades 8, 59% (3) of students will score at or above a 3 on the 2013 Writing Assessment*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writes Upon Request Student Scoring	Grades 6th through 8th	Susan Harris	Teachers	Quarterly	Student quarterly writing assessments	Principal and Assistant Principal L.A. Team Leader
SREB Unit Plan Template Overview, The Quality Assignment Routine and Effective Grading Practices	Grades 6th through 8th	Department and Team Leaders	Teachers	On-going follow-up training will be provided throughout the year	SREB Unit Plan Template Overview, The Quality Assignment Routine and Effective Grading Practices	Principal and Assistant Principal L.A. Team Leader
Effective implementation of Instructional Focus Calendar	Grades 6th through 8th	Principal and Assistant Principal	Teachers	On-going follow-up training will be provided throughout the year	Effective implementation of Instructional Focus Calendar	Principal and Assistant Principal L.A. Team Leader
Visual Thinking Strategies & Vocabulary in the Classroom	Grades 6th through 8th	Principal and Assistant Principal	Teachers	Quarterly	Student quarterly writing assessments & Improved student writing samples/projects/ assessments	Principal and Assistant Principal L.A. Team Leader

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

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district-funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Writing Project – Students communicating with students using writing	Postage, printing, supplies and binding	School carry fprward	150.00
			Subtotal:150.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teacher Training on the Writing Rubric	Teacher release time for collaboration	Title II	1000.00
			Subtotal:1000.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:1150.00

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]).

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.			1.1.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

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 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 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 (e.g., 70% [35]).

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Parent Involvement	1.1. Contact parents when student Misses three to more unexcused days	1.1. Teachers and Administrators	1.1. Review Genesis attendance report	1.1. Student attendance report
Attendance Goal #1: _In grades 6-8, 97.43% 9797) of students will attend school regularly_	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*		Referral to school social worker when students receive ten or more unexcused days.			Report card grades
	_95.43%(731)_	_97.43%(797)_				Maintain attendance tracking form	Teacher report
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)		Meet with student's parents			
				Develop an attendance contract			
	_128_	_110_					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	_22_	_18_					
			1.2.Student Motivation	1.2.Positve Behavior Support	1.2. Teachers and Administrators	1.2. Review Genesis attendance report	1.2. Student attendance report
			1.3.	1.3.	1.3.	1.3.	1.3.

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

Attendance 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
Response to Intervention Collegial Conversations	Grades 6-8	Teachers Administrators	Teachers	On-Going throughout the school year	Review Genesis attendance report	Principal and Assistant Principals
District Trainings	Grades 6-8	District Intervention Services Office	Administrators	On-Going throughout the school year	Monitor and Review Genesis attendance reports and policy compliance, teacher trainings and discrimination of information	Principal and Assistant Principals

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
Response to Intervention Collegial Conversations	Subs for teachers	Title II	Accounted for else where
			Subtotal:0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:0.00

End of Attendance Goals

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

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension Suspension Goal #1: *Total Number of suspensions in each category will be reduced to by 3%*	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions	1.1. Limited alternative consequences	1.1. Continue to utilize RtI process Conduct individual student conference Conduct parent teacher conference	1.1. Teachers, Deans, Principal, and Assistant Principals	1.1. Review RtI data Compare Data from the previous years to ensure goals are met Conduct-follow-ups with student, teacher, and parent.	1.1. Review discipline data Teacher report Academic progress reports, end of nine-weeks grades
	3	*0*					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	3	*0*					
	2012 Total Number of Out-of- School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	125	*121*					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	268	*260*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CPI-Crisis Prevention Intervention	6-8	FDLRS	Assistant Principals		Collegial conversations	Principal - Fitzgerald

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
Response to Intervention Collegial Conversations/Student Observations and working to develop behavior contracts	Subs for teachers	Title II	Previously accounted for
Positive Behavior Supports	Paying teachers for their time to review assess and support program.	Previously Funded	
SREB: Positive Enrichment and Remediation : Planning for Student Success	Fund substitutes, rewards, games, incentives, materials and supplies	School Funds	$1500.00
			Subtotal:1500.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
CPI-Crisis Prevention Intervention	FLDRS Facilitation	FLDRS	$0.00
			Subtotal:0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:1500.00

End of Suspension Goals

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

Parent Involvement Goal(s)

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

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

* 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: *Based on the 2012-2013 School Climate Survey 89 % of parents will agree with the statement that the school communicates regularly with parents or guardians about students', needs, and achievement*	2012 Current Level of Parent Involvement:* *86%.*	2013 Expected Level of Parent Involvement:* *89%*	1.1. Parents or guardian and school officials communication	1.1. All teachers and administrators will return emails and phone calls within two business/school days	1.1. Principal and Assistant Principal Department and Team Leaders	1.1. Decrease in parent complaints about poor communication with teachers	1.1.2012-2013 School Climate Survey
			1.2. regularly communications with parents or guardians about students' needs and school activities	1.2. Copies of emails distributed on the Listserv will also be available in the front office	1.2. Front office secretary will maintain book of listserv announcements	1.2. Number of people who request access to past listserv announcements	1.2.2012-2013 School Climate Survey
			1.3.Parent uninformed about student's achievement	1.3. All teachers will update their webpage and web grades every 10 school days	1.3. Principal and Assistant Principal Department and Team Leaders	1.3. Decrease in parent complaints about lack of grades and web pages being updated	1.3.2012-2013 School Climate Survey

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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Online PinPoint and Sharepoint Training	Grades 6-8	Susan Clark Ms. Gass, and Mr. Bowen	Teachers	Starting August 2012 trainings will be held each quarter	Monthly monitoring of Sharepoint sites and Pinpoint updates	Principal and Assistant Principal Department and Team Leaders

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

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
Web-base Grade System	PinPoint	District Funded	
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Effective communication with parents or guardians about students' needs and achievement	Pinpoint and SharePoint teacher site training weekly. School announcement Emails	District Funded	
			Subtotal:0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Conference with parents, teacher, and students (Parent night)	Parent communication	School carry forward funds	500.00
			Subtotal:500.00
			Total:500.00

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: *Increase student's participation and achievement in science, mathematics, technology, and engineering through an integrated program that focuses on robotics, hands on laboratory explorations of plants and animals, and use of technology to explore careers.*	1.1. Inquire-based projects	1.1. Facilitate hands-on projects that require students to use critical thinking skills.	2.1. Principal and Assistant Principal Department and Team Leaders	2.1. Administration will conduct weekly walk-throughs focusing on delivery of instruction and Informal/Formal Observation	2.1. Student projects
	1.2.	1.2.			
	1.3.	1.3.			

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
GEMS Program	Grades 6-8	Dept. Leaders	Teachers	On-Going	Activity-Based Science and Mathematics Education	Principal and Assistant Principal Department and Team Leaders

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

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
GEMS Program	Activity-Based Science and Mathematics Education	District Funded	
Conferences and Collaboration	Subs for teacher release		
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:0.00

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

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: ***Provide increase exposure of career and technical education to all students in grades 6-8***	1.1. Career Exploration Opportunities	1.1.Career exploration and education Fair, focus on specific subjects that relates to different types of careers,	2.1. Principal and Assistant Principal Department and Team Leaders	2.1.	2.1. Students and parent report observation
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

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

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
Career exploration and education Fair	Student career and technology education	Title II	250.00
			Subtotal:250.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:250.00

End of CTE Goal(s)

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

Additional Goal(s)

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

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

Additional 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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

Additional 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
Closing the Achievement Gap	Books for book study	School Carry Forward	1000.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Closing the Achievement Gap	School-wide book study		
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:1000.00

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:6681.63
CELLA Budget	
	Total:0.00
Mathematics Budget	
	Total:1000.00
Science Budget	
	Total:1000.00
Writing Budget	
	Total:1150.00
Civics Budget	
	Total:0.00
U.S. History Budget	
	Total:0.00
Attendance Budget	
	Total:0.00
Suspension Budget	
	Total:1500.00
Dropout Prevention Budget	
	Total:0.00
Parent Involvement Budget	
	Total:500.00
STEM Budget	
	Total:0.00
CTE Budget	
	Total:250.00
Additional Goals	
	Total:1000.00
	Grand Total:13081.63

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

☒ Yes   ☐ No

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

Describe the activities of the SAC for the upcoming school year.
Assist in the implementation of section 1001.42 (16) and section 1008.345 of the Florida Statutes. These sections direct the SAC to assist in the annual preparation of a school improvement plan that addresses funding, training, instructional materials, technology, staffing, student support services, and other matters as determined by the school board. The SAC also approves all school improvement fund expenditures.

Describe the projected use of SAC funds.	Amount