

# FLORIDA DEPARTMENT OF EDUCATION



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

Proposed for 2012-2013

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

### 2012-2013 SCHOOL IMPROVEMENT PLAN

## PART I: CURRENT SCHOOL STATUS

### School Information

School Name: 3931.00 Seminole Middle School	District Name: Pinellas County Schools
Principal: Thomas P. Lechner	Superintendent: John A. Stewart, Ed.D.
SAC Chair: Mark Schwartz	Date of School Board Approval: Pending: October 9, 2012

### Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

### Administrators

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

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Thomas P. Lechner	Ed. Specialist Leadership MA & BS Education	5	18	Earned an A in School Grades all 5 years. Did not make AYP the last 5 years due to ESE and low socio-economic students.
Assistant Principal	Norris Browne	MA Leadership BS Learning Disability	7	7	Earned an A in School Grades all 7 years. Did not make AYP the last 5 years due to ESE and low socio-economic students.
Assistant Principal	Corliess Davis	MA Leadership BS English	4	18	Earned an A in School Grades all 4 years. Did not make AYP the last 4 years due to ESE and low socio-economic students.
Assistant Principal	Ronald Keith Mercer	MA Leadership BS Social Studies	1	1	Earned an A in School Grades in his first year. Did not make AYP last year due to ESE and low socio-economic students.

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

**Instructional Coaches**

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Mary Musser	Bachelor of Arts; Master of Education, Instructional Systems; Elementary Education K-6; Reading Endorsement	0	Served prior two years as an embedded literacy coach at Calvin Hunsinger, a K-12 EBD center that does not receive a school grade	The majority of students scored below grade level on the 2012 FCAT 2.0 Reading test, consistent with all prior years, with a 7 point drop in learning gains. Priority School Improvement Plan goals for 2011-12 were to increase independent reading and provide literacy enrichment. Successes in these area include: --50% of elementary students participated in a take-home independent reading program, up from 0% previous year -- 100% of middle school reading classes instituted regular in-class independent reading, up from 50% previous year -- Students in the only high school, regular diploma reading class increased average independent reading time by 600%. --For the first time, both an elementary and a middle school Battle of the Books team competed at the county level --Three students submitted writing to the Cross Creek Chronicle, the Pinellas County annual elementary literary magazine. One was published.
Reading	Michelle Tibbs-Brown	Bachelor of Science & Masters/Reading Language Arts	0	3	No prior data due to working in a center.

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

**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. SMS teachers mentoring new teachers to SMS.	Assistant Principals	6/7/2013
2. District trained mentors for new teachers	Missy Lyons-Edge Trainer	6/7/2013
3. Administration will meet with new teachers on a regular basis.	Administrative Team	6/7/2013

**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
Two math teachers are teaching gifted math students out of field.	The two teachers will take two of the five gifted endorsement classes to work towards earning the gifted endorsement on their teaching certificate.

***Staff Demographics***

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
68	2.94	11.76	50	35.29	45.59	97%	19.12	1.47	13.24

***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
Carolyn Sniffen	Brittany Beard	Department Chair. Teaches same subject and teaches next door.	Observation of mentee’s

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

Sarah DeTurk	Laura Boswell	Department Chair, Teaches same subject and teaches in the same area.	instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons
Pat Hurley	Bryan McKee	Veteran teacher teaching in the same hall.	
James Cooper	Gregory Czinke	Department Chair, Teaches same subject and teaches in the same area.	
Dave Carver	Timothy Putnam	Teaches same subject and teaches in same area.	

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

### Additional Requirements

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

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

Title I, Part A <b>NA</b> Title I, Part A funds are utilized, in conjunction with district operating funds and other federal resources, to support teaching and learning, parental engagement, and professional development. Title I services are coordinated and integrated with other resources through the Division of Teaching and Learning, Student Assignment, and Research and Accountability.
Title I, Part C- Migrant NA in Pinellas
Title I, Part D The district receives Title I, Part D funds which provide transition services from alternative education programs to zoned schools. In addition, a portion of Title I, Part A funds is reserved for services to neglected and delinquent students. Funds are targeted to support continuous education services to students in neglected and delinquent facilities through tutoring, instructional materials and resources, and technology.
Title II The district receives funds to increase student achievement through professional development for teachers and administrators. Title II funds provide math and science coaches, as required by Differentiated Accountability, in some of the district's lowest performing schools. A portion of Title I, Part A funds is used to provide additional reading and math coaches in targeted schools based on FCAT results.
Title III Title III funds provide educational materials, bilingual translators, summer programs, and other support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools.
Title X- Homeless The district receives funds to provide resources for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).
Supplemental Academic Instruction (SAI) SAI funds are coordinated with Title I, Part A funds to provide extended learning opportunities for students before/during/after school and during the summer.
Violence Prevention Programs
Nutrition Programs Title I coordinates with district food services to provide breakfast and lunch to students in Title I summer extended learning camps.

June 2012

Rule 6A-1.099811

Revised April 29, 2011



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

Housing Programs
Head Start Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy.
Adult Education
Career and Technical Education
Job Training
Other

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

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Administration, LA teacher, Guidance Counselors, Behavior Specialist, School Psychologist, Social worker, and V.E. Liaison.
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? -Facilitator – generates agenda and leads team discussions -Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data -Technology Specialist – brokers technology necessary to manage and display data -Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access -Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda  Meeting time: Every other Tuesday from 10:30 – 11:15 a.m.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? The SBLT will review and make recommendations for the SIP. The SBLT will also be responsible for monitoring the implementation of the SIP. The SBLT will problem solve school wide RTI processes.
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. F.A.I.R. data will be analyzed for Reading. Progress monitoring will take place in reading, writing, math, and science. Behavior data will be pulled from Portal to analyze. Gaps in African American student performance and behavior will be analyzed to problem solve ways to close the achievement gap.
Describe the plan to train staff on MTSS. Training will take place during pre-school. Training during the school year will take place on Wednesday afternoon training sessions.
Describe the plan to support MTSS. Administrators will meet with teachers twice during each grading period. Assistant principals will attend SBIT meetings twice a month. The Foundations Committee supports school wide Tier 1 interventions. The SBLT meets every other Tuesday morning.

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

### *Literacy Leadership Team (LLT)*

#### School-Based Literacy Leadership Team

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

Principal, Assistant Principal, Reading Coach, Media Specialist, Reading Department Chair, Reading Facilitator, Guidance Counselor, Science teacher, Social Studies teacher, Math teacher, AVID Elective teacher, and a Gifted teacher.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT will meet on a monthly basis on Wednesday afternoons. The team will have a facilitator and a recorder. The facilitator will develop the agenda and conduct the meetings. The recorder will take minutes for the meetings.

Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:

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

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

What will be the major initiatives of the LLT this year? The WICOR AVID strategies will be the main focus of the LLT this school year.

Support for text complexity

- Support for instructional skills to improve reading comprehension
- Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects

### *Public School Choice*

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

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

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

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

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

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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
<b>1a.FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b>			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
Reading Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Instruction does not provide students with sufficient opportunities to read and think through complex text.	Align School-Based Leadership Team (SBLT) efforts to problem solve and support the implementation of the SIP reading goals.	Reading Department Chair		Assessment Data—Formative Assessments (e.g., FAIR, FCIM lessons and classroom assessments) and Summative (e.g. FCAT, unit assessment)
Improve current level of performance	30% 365	Decrease level 1&2 from 37% To 27%	Appropriate level of cognitive/text complexity is needed.	Organize Literacy Team to engage in collaborative problem solving in implementing the Common Core Curriculum.	SMS Reading Facilitator		Ongoing Progress monitoring data (e.g. FAIR, FAIR Toolkit FCAT Explorer).
			The core reading program is not aligned to the rigor of FCAT 2.0.	Develop action plans to enable content area teachers to build and assess literacy skills.	Reading Teachers		
				Establish systems and processes to monitor, evaluate and make any necessary adjustments to improve instructional	Reading and Language Arts Coach		Previous Years' FCAT data
					Literacy Team		

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

			efforts. Develop learning objectives with relevant, student-friendly essential questions.			
		1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1a.2. Walkthrough
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results
<b>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>		1b.2. Insufficient standard based	1b.2. Implement High Yield Instructional	1b.2. AP who evaluates teacher	1b.2. Determine: *Lesson focuses on essential	1b.2. Walkthrough

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

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

Reading Goal #1b:	2012 Current	2013Expected	Instruction	Strategies	Administration	learning objectives and goals by	Assessment Data (e.g. FCAT, FAIR,
Improve current level of	Level of	Level of				specifically stating the purpose	FCIM activities)
performance	Performance:*	Performance:*				for learning, lesson agenda and	Formative Assessments—classroom
	0%	Decrease	level 1,2,3	Instruction does	Administration	expected outcomes aligned to	assessments, FCAT Explorer and
			not provide	Align School-based	Reading Department	access points when appropriate	FCAT practice tests
			sufficient	leadership Team	Chair	*Student readiness for learning	
			opportunities to	(SBLT) efforts to	SMS Reading Facilitator	occurs by connecting	
			read and think	support and	Reading Teachers	instructional objectives and	Summative Assessments—FCAT, unit
			through complex	implement SIP goals.	Reading Coach	goals to students' background	and chapter tests and quizzes
			text.	Organize Literacy		knowledge, interests, and	Previous years' FCAT data
			Appropriate level of	Team to collaborate,		personal goals, etc.	
			text complexity is	solve, and lead literacy		*Explicit Instruction; Modeled	
			needed.	improvement efforts.		Instruction; Guided Practice with	
			Reading strategies	Provide opportunities,		Teacher Support and Feedback;	
			aligned to tested	such as Socratic		Guided Practice with Peer	
			benchmarks at the	Inquiry, for students		Support and Feedback; and	
			appropriate level of	to read and		Independent Practice occur	
			complexity are	comprehend complex		Grade-level teams and PLCs	
			needed.	text.		review student data, engage in	
			Reading materials	Develop action plans		data-based discussions, and	
			used in content	to build assessment		make recommendations for	
			area classes are	literacy and provide		changes, if needed.	
			not aligned to the	professional		Analysis of student data to	
			demands of FCAT	development for		determine increase or decrease	
			2.0.	school-wide		in reading achievement.	
			Lower level	instructional routines			
			cognitive ability	and literacy strategies.			
			and decoding skills	Establish systems to			
				monitor and evaluate			
				progress to improve			
				students' literacy			
				skills.			
				Set real-life purposes			
				for students' reading.			
				Create learning			
				objectives around			
				relevant, student-			
				friendly essential			
				questions			
				Implement high yield			
				instructional strategies			
				Implement intensive			
				decoding skills lessons			

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

				Collect data to evaluate areas of weakness			
				Build on reading skills mastered to increase higher order thinking skills			
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2a.FCAT 2.0:Students scoring at or above AchievementLevels 4 and 5 in reading.</b>			2a.1. Lack of differentiation of instruction	2a.1. Provide formative assessments to inform differentiation in instruction	2a.1. AP who evaluates teacher	2a.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	2a.1. Walkthrough
<u>Reading Goal #2a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
Improve current level of performance	33% 404	Increase level 4 and 5 by 5%					
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3

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

<b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>			2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b1. Walkthrough
<b>Reading Goal #2b:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013Expected Level of Performance:*</b>					
Improve current level of performance	100%	Increase level 7 by 5%	Lower level cognitive ability and decoding skills	Implement intensive decoding skills lessons  Collect data to evaluate areas of weakness  Build on reading skills mastered to increase higher order thinking skills			
			2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3a. FCAT 2.0: Percentage of students making Learning Gains in reading.</b>			3a.1. Lack of student engagement	3a.1. Differentiate Instruction	3a.1. AP who evaluates teacher	3a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the	3a.1. School Summary of observation section of teacher appraisal results  IPI data when available  State instructional walkthrough when applicable
<b>Reading Goal #3a:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013Expected Level of Performance:*</b>					
Improve current level of performance	65% 747	100%	The core reading program is not aligned to FCAT 2.0				



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

						needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			3a.2.	3a.2.	3a.2.	3a.2.	3a.2.
			3a.3.	3a.3.	3a.3.	3a.3.	3a.3.
<b>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</b>			3b.1. Lack of student engagement	3b.1. Differentiate Instruction	3b.1. AP who evaluates teacher	3b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	3b.1. School Summary of observation section of teacher appraisal results  IPI data when available  State instructional walkthrough when applicable
<b>Reading Goal #3b:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013Expected Level of Performance:*</b>	Lower level cognitive ability and decoding skills	Align school-based literacy team to problem solve and support the implementation of the SIP reading goals.			
Improve current level of performance	20% 1	100%					
			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
<b>4a.FCAT 2.0:Percentage of students in Lowest 25% making learning gains in reading.</b> <b>Reading Goal #4a:</b> Improve current level of performance	2012 Current Level of Performance:* 62% 185	2013Expected Level of Performance:.* 100%	4a.1. Lack of differentiation of instruction	4a.1. Differentiate Instruction	4a.1. AP who evaluates teacher	4a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	4a.1. Lesson Plans & Walkthrough
			4a.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4a.2. Create intervention that support core instructional goals and objectives	4a.2. SBLT	4a.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	4a.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs

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

			4a.3	4a.3.	4a.3.	4a.3.	4a.3.
<p><b>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.</b></p>			4b.1. Lack of differentiation of instruction	4b.1. Differentiate Instruction  Implement intensive decoding skills lessons	4b.1. AP who evaluates teacher	4b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	4b.1. Lesson Plans & Walkthrough
Reading Goal #4b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Improve current level of performance	5 Students Grades 6 <sup>th</sup> 8 7 <sup>th</sup> 7,8,9 8 <sup>th</sup> 7  Scores 7 – 2 (40%) 8 – 2 (40%) 9 – 1 (20%)	100%	Lower level cognitive ability and decoding skills	Collect data to evaluate areas of weakness  Build on reading skills mastered to increase higher order thinking skills			
			4b.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4b.2. Create intervention that support core instructional goals and objectives	4ab.2. SBLT	4b.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and	4b.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs

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

					aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses		
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
<b>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>  71	76	81	86	90	95	100
<u>Reading Goal #5A:</u>  <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b>		5b.1. White: Black: Hispanic: Asian: American Indian:	5b.1. Differentiate Instruction	5b.1. AP who evaluates teacher	5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately	5b.1. Lesson Plans & Walkthrough	
<u>Reading Goal #5B:</u> Improve current level of	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

performance	White:82% 633	100% of all subgroups to make a learning gain	Lack of differentiation of instruction			scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
	Black: 5% 40.00	Increase proficiency of all subgroups by 10%					
	Hispanic: 7% 54.00						
	Asian: 3% 20.00						
	American Indian: 0% 1.00						
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>			5c.1. Lack of differentiation of instruction	5c.1. Differentiate Instruction	5c.1. AP who evaluates teacher	5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes	5c.1. Lesson Plans & Walkthrough
<u>Reading Goal #5C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
Improve current level of performance	57% 12	100% of ELL students to make a learning gain An increase in proficiency by 10%					

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

						varying degrees of difficulty.	
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5D. Students with Disabilities (SWD)not making satisfactory progress in reading.</b>			5d.1. Lack of differentiation of instruction	5d.1. Differentiate Instruction	5d.1. AP who evaluates teacher	5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5d.1. Lesson Plans & Walkthrough
Reading Goal #5D: Improve current level of performance	2012 Current Level of Performance:	2013 Expected Level of Performance:*					
	24% 27	100% of all SWD students to make a learning gain An increase in proficiency by 10%					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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

<b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>			5e.1. Lack of differentiation of instruction	5e.1. Differentiate Instruction	5e.1. AP who evaluates teacher	5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5e.1. Lesson Plans & Walkthrough
Reading Goal #5E:  Improve current level of performance	2012 Current Level of Performance: 50% 244	2013 Expected Level of Performance: 100% of economically disadvantaged students will learning gain An increase in proficiency by 10%					
			5E.2.	5E.2	5E.2.	5E.2.	5E.2.
			5E.3	5E.3	5E.3	5E.3	5E.3

**Reading Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b>						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Training	6 - 8	District	School Wide	Summer	Walk Through	Administration & LLT
AVID Training	6 - 8	District	School Wide	Summer & Pre-school	Walk Through	Administration & LLT
AVID & Common Core	6 - 8	LLT & Staff	School wide	PLC & Wednesday PM	Walk Through	Administration & LLT

**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
			<b>Subtotal: \$0.00</b>

Technology

Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>

Professional Development

Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>

Other

Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
			<b>Total: \$0.00</b>

*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
<b>1. Students scoring proficient in Listening/Speaking.</b>		1.1. Lack of differentiation of instruction	1.1. Provide formative assessments to inform differentiation in instruction	1.1. AP who evaluates teacher	1.1. Determine: * Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction * Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning * Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle * Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	1.1. Walkthrough
<b>CELLA Goal #1:</b>	<b>2012 Current Percent of Students Proficient in Listening/Speaking:</b>					
Improve current level of performance	78% 7					
		2.1. Lack of differentiation of instruction	2.1. Differentiate Instruction	2.1. AP who evaluates teacher	2.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the	2.1. Lesson Plans & Walkthrough

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

					needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring proficient in Reading.</b>		2.2.	2.2.	2.2.	2.2.	2.2.
<b>CELLA Goal #2:</b>  Improve current level of performance	<u>2012 Current Percent of Students Proficient in Reading :</u>  22% 2	Insufficient standard based instruction	Implement High Yield Instructional Strategies	AP who evaluates teacher	Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	Walkthrough
		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**

Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3. Students scoring proficient in Writing.</b>		3.1. Insufficient standard based instruction	3.1. Set and communicate a purpose for learning and learning goals in each lesson	3.1. AP who evaluates teacher	3.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	3.1. Walkthrough & Lesson Plans
<u>CELLA Goal #3:</u>	<u>2012 Current Percent of Students Proficient in Writing :</u>					
Improve current level of performance	33% 3					
		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**

**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
			<b>Subtotal: \$0.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
			<b>Total: \$0.00</b>

*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]).

<b>Middle School Mathematics Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrie	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1a.FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
<b>Mathematics Goal #1a:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013Expected Level of Performance:*</b>					
Improve current level of performance	28% 350	Decrease in level 1 and 2 from 44% to 34%	1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students’ background knowledge, interests, and personal goals, etc.	1a.2. Walkthrough

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

					*Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur		
			1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results
<b>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>			1b.2. Insufficient standard based instruction	1b.2. Implement High Yield Instructional Strategies	1b.2. AP who evaluates teacher	1b.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes aligned to access points when appropriate *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1b.2. Walkthrough
<b>Mathematics Goal #1b:</b> Improve current level of performance	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Lower level of cognitive ability and basic math skills. Need for repetition of basic mathematic skills	Repetition of basic math facts Relate math skills to real world experiences Use hands on manipulatives to address various learning styles			
	60%	Decrease in level 1,2 and 3 Maintain or increase level					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.

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

			1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2a.FCAT 2.0:Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>		2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students’ readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students’ learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b1. Walkthrough
<b>Mathematics Goal #2a:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>				
Improve current level of performance	28% 339	Increase level 4 and 5 by 5%				
			2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3
<b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>		2b.1. Lack of differentiation of	2b.1. Provide formative assessments to inform	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess	2b1. Walkthrough

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

<b>Mathematics Goal #2b:</b> Improve current level of performance	2012 Current Level of Performance:* 40%	2013 Expected Level of Performance:* Increase level 7 by 5%	instruction	differentiation in instruction		students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	
			2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.</b>		3a.1. Lack of student engagement	3a.1. Differentiate Instruction	3a.1. AP who evaluates teacher	3a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning	3a.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable	
<b>Mathematics Goal #3a:</b> Improve current level of performance	2012 Current Level of Performance:* 61% 697	2013 Expected Level of Performance:* 100% of students will make learning gains					



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

						needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.							
			3a.2.	3a.2.	3a.2.	3a.2.	3a.2.						
			3a.3.	3a.3.	3a.3.	3a.3.	3a.3.						
<p><b>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</b></p> <table border="1"> <thead> <tr> <th>Mathematics Goal</th> <th>2012 Current Level of Performance:*</th> <th>2013Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>#3b: Improve current level of performance</td> <td>60% 3</td> <td>100% of students will make learning gains</td> </tr> </tbody> </table>			Mathematics Goal	2012 Current Level of Performance:*	2013Expected Level of Performance:*	#3b: Improve current level of performance	60% 3	100% of students will make learning gains	<p>3b.1. Lack of student engagement</p> <p>Need for repetition of basic mathematic skills</p> <p>Lower level of cognitive ability and basic mathematic skills</p>	<p>3b.1. Differentiate Instruction</p> <p>Repetition of basic math facts</p> <p>Relate math skills to real world experiences</p> <p>Use hands on manipulatives to address various learning styles</p>	<p>3b.1. AP who evaluates teacher</p>	<p>3b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level</p> <p>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)</p> <p>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.</p> <p>*These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>3b.1. School Summary of observation section of teacher appraisal results</p> <p>IPI data when available</p> <p>State instructional walkthrough when applicable</p>
Mathematics Goal	2012 Current Level of Performance:*	2013Expected Level of Performance:*											
#3b: Improve current level of performance	60% 3	100% of students will make learning gains											

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

		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4a.FCAT 2.0:Percentage of students in Lowest 25% making learning gains in mathematics.</b>		4a.1. Lack of student engagement	4a.1. Differentiate Instruction	4a.1. AP who evaluates teacher	4a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	4a.1. School Summary of observation section of teacher appraisal results  IPI data when available  State instructional walkthrough when applicable
<b>Mathematics Goal #4a:</b>  Improve current level of performance	<b>2012 Current Level of Performance:*</b>  55%  160	<b>2013Expected Level of Performance:*</b>  100% of students will make learning gains				
			4a.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4a.2. SBLT	4a.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is	4a.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs

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

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

					aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses								
			4a.3	4a.3.	4a.3.	4a.3.							
<p><b>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.</b></p> <table border="1"> <thead> <tr> <th>Mathematics Goal #4b:</th> <th>2012 Current Level of Performance:*</th> <th>2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>Improve current level of performance</td> <td>5 Students Grades 6<sup>th</sup> – 5 7<sup>th</sup> – 5, 7, 7 8<sup>th</sup> – 5  Scores 5 – 3 (60%) 7 – 2 (40%)</td> <td>100% of students will make learning gains</td> </tr> </tbody> </table>			Mathematics Goal #4b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Improve current level of performance	5 Students Grades 6 <sup>th</sup> – 5 7 <sup>th</sup> – 5, 7, 7 8 <sup>th</sup> – 5  Scores 5 – 3 (60%) 7 – 2 (40%)	100% of students will make learning gains	<p>4b.1. Lack of student engagement</p> <p>Lower level of cognitive ability and basic mathematical skills</p> <p>Need for repetition of basic mathematic skills</p>	<p>4b.1. Differentiate Instruction</p> <p>Repetition of basic math facts</p> <p>Relate math skills to real world experiences</p> <p>Use hands on manipulatives to address various learning styles</p>	<p>4b.1. AP who evaluates teacher</p>	<p>4b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level</p> <p>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)</p> <p>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.</p> <p>*These small groups are flexible and change with the content, project and assessments</p> <p>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>4b.1. School Summary of observation section of teacher appraisal results</p> <p>IPI data when available</p> <p>State instructional walkthrough when applicable</p>
Mathematics Goal #4b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*											
Improve current level of performance	5 Students Grades 6 <sup>th</sup> – 5 7 <sup>th</sup> – 5, 7, 7 8 <sup>th</sup> – 5  Scores 5 – 3 (60%) 7 – 2 (40%)	100% of students will make learning gains											

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

		4b.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4b.2. Create intervention that support core instructional goals and objectives	4b.2. SBLT	4b.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	4b.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs	
		4b.3.	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
<b>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>  67.00	70	73	75	78	81	83.5
<u>Mathematics Goal #5A:</u>  Improve current level of performance							

**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
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b> <b>Mathematics Goal</b> <b>#5B:</b> Improve current level of performance	2012 Current Level of Performance:* White: 85% 583 Black: 4% 29 Hispanic: 6% 42 Asian: 3% 20 American Indian: 0% 1	2013 Expected Level of Performance:* 100% of all subgroups to make a learning gain Increase proficiency of all subgroups by 10%	5b.1. White: Black: Hispanic: Asian: American Indian: Lack of differentiation of instruction	5b.1. Differentiate Instruction	5b.1. AP who evaluates teacher	5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5b.1. Lesson Plans & Walkthrough
	5B.3.		5B.3.	5B.3.	5B.3.	5B.3.	5B.2.
	5B.3.		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>			5c.1. Lack of differentiation	5c.1. Differentiate Instruction	5c.1. AP who evaluates	5c.1. Content materials are	5c.1. Lesson Plans &

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

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

<b>Mathematics Goal #5C:</b>  Improve current level of performance	2012 Current Level of Performance:* 50% 11	2013 Expected Level of Performance:* 100% of ELL students to make a learning gain  Increase proficiency of ELL students by 10%	of instruction		teacher	differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	Walkthrough
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
				5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5D. Students with Disabilities (SWD)not making satisfactory progress in mathematics.</b>			5d.1. Lack of differentiation of instruction	5d.1. Differentiate Instruction  Increasing student accountability through AVID strategies	5d.1. AP who evaluates teacher	5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction	5d.1. Lesson Plans & Walkthrough
<b>Mathematics Goal #5D:</b>  Improve current level of performance	2012 Current Level of Performance:* 22% 25	2013 Expected Level of Performance:* 100% of SWD students to make a learning gain  Increase proficiency of SWD	of instruction				

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

		students by 10%				to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>			5e.1. Lack of differentiation of instruction	5e.1. Differentiate Instruction Increasing student accountability through AVID strategies	5e.1. AP who evaluates teacher	5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and	5e.1. Lesson Plans & Walkthrough
<u>Mathematics Goal</u> #5E:	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
Improve current level of performance	41% 203	100% of Economicaly Disadvantaged students to make a learning gain  Increase proficiency of Economicaly Disadvanta					

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

		ged students by 10%				understanding in different ways, which includes varying degrees of difficulty.	
			5E.2	5E.2	5E.2	5E.2	5E.2.
			5E.3	5E.3	5E.3		5E.3

*End of Middle School Mathematics Goals*



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

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

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

Algebra EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Algebra.</b>			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
<b>Algebra Goal #1:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of performance	53% 106	Decrease level 1 and 2					
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and	1a.2. Walkthrough

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

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

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

performance	29% 57	Increase level 4 and 5 by 5%		Provide alternate assessments to inform differentiation in instruction		during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points		
			2.2.	2.2.	2.2.	2.2.	2.2.	
			2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
<b>3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>  82%	82%	85%	89%	93%	96%	100%	
<u>Algebra Goal #3A:</u>  Improve current level of performance								
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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

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

<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.</b>			5b.1. Lack of differentiation of instruction	5b.1. Differentiate Instruction	5b.1. AP who evaluates teacher	5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5b.1. Lesson Plans & Walkthrough
<u>Algebra Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
Improve current level of performance	White: 32(16%) Black: 3(2%) Hispanic: 2(1%) Asian: 0(0%) American Indian: 0(0%) : 199 took EOC A – 4 B – 12 H – 10 I – 1 M – 3 W - 169	100% of all students subgroups by ethnicity to make a learning gain Increase proficiency of all student subgroups by ethnicity by 10%					
			5B.3.	5B.3.	5B.3.	5B.3.	3B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	3B.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3C. English Language Learners (ELL) not making satisfactory progress in Algebra.</b>			5c.1. Lack of differentiation of instruction	5c.1. Differentiate Instruction	5c.1. AP who evaluates teacher	5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and	5c.1. Lesson Plans & Walkthrough
<u>Algebra Goal #3C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
Improve current level of performance							

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

	No data available	100% of ELL students to make a learning gain  Increase proficiency of ELL students by 10%				skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			5C.2.	5C.2.	5C.2.	5C.2.	3C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	3C.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.</b>			5d.1. Lack of differentiation of instruction	5d.1. Differentiate Instruction	5d.1. AP who evaluates teacher	5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are	5d.1. Lesson Plans & Walkthrough
<b>Algebra Goal #3D:</b>	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
Improve current level of performance	1 student took EOC <1% scored a 3	100% of all SWD students to make a learning gain  Increase proficiency of					

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

		SWD students by 10%				appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			5D.2.	5D.2.	5D.2.	5D.2.	3D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	3D.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3E. Economically Disadvantaged students not making satisfactory progress in Algebra.</b>			5e.1. Lack of differentiation of instruction	5e.1. Differentiate Instruction	5e.1. AP who evaluates teacher	5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse	5e.1. Lesson Plans & Walkthrough
<u>Algebra Goal #3E:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
Improve current level of performance	16(43%)  16 of 37 students scoring 1 & 2	100% of Economically Disadvantaged students to make a learning gain  Increase proficiency of					

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

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

*End of Algebra EOC Goals*

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

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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Geometry.</b>			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
<b>Geometry Goal #1:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
Improve current level of performance	69 students took EOC  No data available	Decrease level 1 and 2 students					
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes	1a.2. Walkthrough



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

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

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

performance .	No data available	Increase level 4 and 5 by 5%				during instruction * Teachers facilitate effective classroom activities and tasks that elicit evidence of learning * Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle * Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points		
			2.2.	2.2.	2.2.	2.2.	2.2.	
			2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
<b>3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>  No data available	To be determined	To be determined	To be determined	To be determined	To be determined	To be determined	100%
<u>Geometry Goal #3A:</u>  Improve current level of performance								

**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
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</b>			5b.1. White: Black: Hispanic: Asian: American Indian: Lack of differentiation of instruction	5b.1. Differentiate Instruction	5b.1. AP who evaluates teacher	5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5b.1. Lesson Plans & Walkthrough
<b>Geometry Goal #3B:</b> Improve current level of performance	<b>2012 Current Level of Performance:*</b>  White: 17(89%) Black: 1(5.5%) Hispanic: 1(5.5%) Asian: 0(0%) American Indian 0(0%)  19 students scored a 1 & 2	<b>2013 Expected Level of Performance:*</b>  100% of all student subgroups to make a learning gain  Increase proficiency of all student subgroups by 10%					
			5B.3.	5B.3.	5B.3.	5B.3.	3B.2. 3B.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3C. English Language Learners (ELL) not making satisfactory progress in Geometry.</b>			5c.1. Lack of differentiation of	5c.1. Differentiate Instruction	5c.1. AP who evaluates teacher	5c.1. Content materials are differentiated by student	5c.1. Lesson Plans & Walkthrough

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

<p><u>Geometry Goal #3C:</u> Improve current level of performance</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>	<p>instruction</p>			<p>interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	
	<p>No data available</p>	<p>100% of ELL students to make a learning gain</p>					
		<p>Increase proficiency of of ELL students by 10%</p>					
			5C.2.	5C.2.	5C.2.	5C.2.	3C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	3C.3.
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>			<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>
<p><b>3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.</b></p>			<p>5d.1. Lack of differentiation of instruction</p>	<p>5d.1. Differentiate Instruction</p>	<p>5d.1. AP who evaluates teacher</p>	<p>5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific</p>	<p>5d.1. Lesson Plans &amp; Walkthrough</p>
<p><u>Geometry Goal #3D:</u> Improve current level of performance</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>	<p>instruction</p>			<p>interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific</p>	
	<p>No ESE students took the EOC</p>	<p>100% of SWD students to make a learning gain</p>					

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

		Increase proficiency of SWD students by 10%				learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. * These small groups are flexible and change with the content, project and assessments * Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			5D.2.	5D.2.	5D.2.	5D.2.	3D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	3D.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3E. Economically Disadvantaged students not making satisfactory progress in Geometry.</b>			5e.1. Lack of differentiation of instruction	5e.1. Differentiate Instruction	5e.1. AP who evaluates teacher	5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are	5e.1. Lesson Plans & Walkthrough
<b>Geometry Goal #3E:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
Improve current level of performance	4(21%) scored below a level 3	100% of Economically Disadvantaged students to make a learning gain					

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

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

*End of Geometry EOC Goals*

**Mathematics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b>						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Grade Level Dept Meetings	6-8	Various	Subject, grade level	1 per term	Dept PLC	Assistant Principal
AVID	6-8	PLC/PD	Dept PLC	Early release	Dept PLC	Assistant Principal
Differentiated Instructional Strategies	6-8	PLC/PD	Dept PLC	Early release	Dept PLC	Assistant Principal

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Lesson Presentation	Projector Bulbs	School Improvement	\$578..54
Lesson Presentation	Projector Bulbs	School Improvement	\$618.44
			<b>Subtotal: \$1,196.98</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$1,196.98</b>
			<b>Total: \$1,196.98</b>

*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
<b>1a.FCAT 2.0:Students scoring at Achievement Level 3 in science.</b>			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans  5E Science Workshops Gradual Release Model
Science Goal #1a: Improve current level of performance	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>	Not tested every year. Curriculum changed. New Pacing Guides. Student attendance. Increased Low SES population. 2 – 80 minute Science FCAT tests on the same day. Increased question level. Decreased Gifted population. Test given on a Monday after other FCAT tests.	6 <sup>th</sup> grade implementation of common core.  Unit organizers  Use of Technology in the world wide web.  Formative assessments/Science Probes			
	38.0% 161	Decrease the number of level 1 and 2 from To					
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies AVID- WICOR 5E Science Workshops Gradual Release Model	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes	1a.2. Walkthrough



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

					*Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor  Costa's Levels of Questioning.  DOK – Depth of Knowledge in 5E science workshops.  Use of Technology and complex text.  Collaborative Instruction and Learning.	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results
<b>1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.</b>		1b.1. Limited exposure to hands on science labs.	1b.1. Set and communicate a purpose for learning and learning goals in each lesson  AVID/WICOR  COSTA'S Levels of Questing	1b.1. AP who evaluates teacher	1b.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the	1b.1. Walkthrough & Lesson Plans
Science Goal #1b: Improve current level of performance	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Lower cognitive ability of students.			
	100%	Decrease the number of level 1,2, and 3 from to				

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

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

						learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b>			2b.1. Not tested every year. Curriculum changed. New Pacing Guides. Student attendance. Increased SES population.	2b.1. Provide formative assessments to inform differentiation in instruction  Baseline, Mid-year Science Assessments  Use of Technology  Collaboration, Group Projects.	2b.1. AP who evaluates teacher	2b.1. Determine: * Teachers regularly assess students’ readiness for learning and achievement of knowledge and skills during instruction * Teachers facilitate effective classroom activities and tasks that elicit evidence of learning * Teachers collect both formal and informal data regarding students’ learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle * Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b1. Walkthrough
<b>Science Goal #2a:</b> Improve current level of performance	<u>2012 Current Level of Performance:</u> 12.7% 54	<u>2013 Expected Level of Performance:</u> Increase the level 4 and 5 students 5%	Increased SES population. 2 – 80 minute Science FCAT tests on the same day. Increased question level. Decreased Gifted population. Test given on a Monday after other FCAT tests.	Hands on Inquiry Based Projects.			

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

			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3
<b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>			2b.1.	2b.1.	2b.1.	2b.1.	2b1.
<b>Science Goal #2b:</b>			Limited exposure to hands on science labs.	Provide formative assessments to inform differentiation in instruction	AP who evaluates teacher	Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	Walkthrough
Improve current level of performance	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Lower cognitive ability of student.				
	0%	Increase the level 7 by 5%					
		Current enrollment = 1- 7 <sup>th</sup> grader 2- 8 <sup>th</sup> graders					
			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*

**Science Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
AVID Training	6,7,8	Love,	Instructional Staff	July, Aug 8 & 9	Walk Through	Administration

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

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

		Christine M.				
DWT	6,7,8	Andrew Oyer	Instructional Staff	August 16	Walk Through	Administration

**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
			<b>Subtotal: \$0.00</b>

Technology

Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>

Professional Development

Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>

Other

Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
			<b>Total: \$0.00</b>

*End of Science Goals*  
85%

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

**Writing Goals**

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans Glencoe Online Assessments Use of technology Writing portfolios FCAT Writing Mock Test
<b>Writing Goal #1a:</b> Improve current level of performance	<u>2012 Current Level of Performance:*</u> 85% 357  Level 4 and above 34% 142	<u>2013 Expected Level of Performance:*</u> Decrease level 1,2 and 3					
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by	1a.2. Walkthrough

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

					connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results
<b>1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>		1b.1. Insufficient standard based instruction	1b.1. Set and communicate a purpose for learning and learning goals in each lesson	1b.1. AP who evaluates teacher	1b.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential	1b.1. Walkthrough & Lesson Plans
<b>Writing Goal #1b:</b> Improve current level of performance	<u>2012 Current Level of Performance:*</u> Level 4,5, and 6 0% Level 7, 8, 9 100%	<u>2013 Expected Level of Performance:*</u> Decrease level 1,2 and 3				

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

						question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

*End of Writing Goals*

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

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

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

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

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



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

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

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

performance	Not available	Improved from baseline				of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	
			2.2.	2.2.	2.2.	2.2.	2.2.
				2.3	2.3	2.3	2.3

**Civics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Civics Training	7	DWT	7 <sup>th</sup> Grade Social Studies Teachers	Pre-school	Walk Throughs	Administration

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

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

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

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
			<b>Total: \$0.00</b>

*End of Civics Goals*

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

**Attendance Goal(s)**

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

<b>Attendance Goal(s)</b>			<b>Problem-solving Process to Increase Attendance</b>				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Attendance</b>			1.1. Lack of student engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule
<b>Attendance Goal #1:</b>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
Improve current level of performance	93%	Greater than prior year					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	598	10% decrease from prior year					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
0	10% decrease from prior year						
			1.2. Middle school students are extremely social	1.2. Start on Time program 1.2a Positive Behavior Support incentives for students arriving to class on time	1.2. Classroom Teachers And Foundations Team	1.2. Data concerning tardies will be monitored and analyzed	1.2. Portal attendance/tardies
			1.3. Lack of parental verification of excusable absences	1.3. Parent and/or student contact	1.3. Grade level clerks , guidance counselors, and attendance specialist	1.3. Advanced student reports from Portal	1.3. Attendance data

**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.

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Start on Time Program	6 - 8	Foundations Team	Teachers	Preschool	Dailey monitoring	Foundations Team
Foundations and PBS	6 - 8	Foundations Team	Teachers	Preschool and early release days	Number of students attending 6 weeks incentives	Foundations Team

**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
			<b>Subtotal: \$0.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
			<b>Total: \$0.00</b>

*End of Attendance Goals*

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

**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
<b>1. Suspension</b>			1.1. Lack of Student Engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT  Foundations Committee	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule
Suspension Goal #1: Improve current level of performance	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions	An additional 132 students from Azalea Middle School on Opportunity Scholarships				
	1088	10% decrease from prior year					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	242	10% decrease from prior year					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	844	10% decrease from prior year					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	169	10% decrease from prior year					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

**Suspension Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
RTI:Behavior SBLT	6 - 8	Foundations Team	Staff	Preschool, early release days & PLC meetings	Discipline Data	SBLT & Foundations

**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
			<b>Subtotal: \$0.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
			<b>Total:</b>

*End of Suspension Goals*

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Dropout Prevention</b> Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>			1.1. Students lack skills to plan for future aspirations and create educational goals	1.1. Implement High Yield Instructional Strategies	1.1. Principal	1.1.	1.1. Walkthrough and teacher appraisal
Improve current level of performance	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	NA	10% decrease from prior year					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	NA	Improve rate from prior year					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

**Dropout Prevention Professional Development**

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



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

**Dropout Prevention Budget**(Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
			<b>Total: \$0.00</b>

*End of Dropout Prevention Goal(s)*

## 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
<b>1. Parent Involvement</b> <b>Parent Involvement Goal #1:</b> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>			1.1. Lack of frequent home-school communication in a variety of formats, and allows for families to support and supervise their child's educational progress	1.1. Provide frequent home-school communication in a variety of formats, and allows for families to support and supervise their child's educational progress	1.1. SBLT SAC PTA Foundations Team	1.1. Number of parents accessing portal/focus	1.1. Increase number of parents accessing portal/focus
Improve current level of performance	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
Portal logins by parents	819 (67%) 1225 students	1015(75%) 1354 students					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

### Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PTA	6 - 8	Principal	PTA	August Meeting	Number of parents accessing portal	SIP Team
SAC	6 - 8	Principal	SAC	August Meeting	Number of parents accessing portal	SIP Team

**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

**Subtotal: \$0.00**

**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: \$0.00**

**Total: \$0.00**

*End of Parent Involvement Goal(s)*

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

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

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

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

**STEM Professional Development**

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

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

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

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

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

Strategy	Description of Resources	Funding Source	Amount

**Subtotal: \$0.00**

**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: \$0.00**

**Total: \$0.00**

*End of STEM Goal(s)*

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

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

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

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

**CTE Professional Development**

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

**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
----------	--------------------------	----------------	--------

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

			<b>Subtotal: \$0.00</b>
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
			<b>Total: \$0.00</b>

*End of CTE Goal(s)*

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

**Additional Goal I Wellness (s)**

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Additional Goal: Wellness</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Additional Goal #1:</b>	<b>2012 Current Level :*</b>	<b>2013 Expected Level :*</b>					
Improve current level of performance	A Data Not yet meeting Bronze Level on Healthy Schools Inventory  B Data: Being Fit Matters/Fitnessgram Data by school will be inserted here.	Options Set A: Achieve Silver in all possible levels and begin working towards improving other areas towards Silver (cafeteria)  B Data: Being Fit Matters/Fitnessgram  80% of students are in 'Healthy Fitness Zone' for at least 3 of 5 exercises	A: Failure to form a Healthy School Team.  Gaining parent/student involvement on a regular basis  Collecting all data and information required	A: Complete Healthy Schools Program 6 Step Process online <a href="https://schools.healthiergeneration.org/">https://schools.healthiergeneration.org/</a>  1) [Step 1 – Convene a school wellness council] Personally invite supportive staff members (including administrators) to get involved through emails or in person.  2) [Step 2 – Use healthy schools program inventory to assess your school’s current efforts] Complete checklist by contacting appropriate personnel to find current efforts and ranking level.  3) [Step 3 – Develop active plan based on what’s important and achievable in your school community] Meet with Healthy School Team Members to set realistic goals of achievement for this	A: Healthy School Team (school administrator, physical education teacher, cafeteria manager, health teacher/elementary classroom teachers (optional members – students, parents, school nurse)  1) Stephen Bain (Health) 2) Tiffany Rayel (PE) 3) Scott Murphy (Health) 4) Thomas Lechner (Principal) 5) Cafeteria Manager/Rep  Parents, students, staff members and any community members are welcome to contribute	A: Completion of 6 <sup>th</sup> Step of the Healthy School Program online (Celebrate Successes)  End of year evaluation on wellness program and application for national recognition results.  Fitnessgram Post-Test data analysis  District-wide Health survey accomplished in all Health classes.  B: Compare Pre and Post Being Fit Matters/Fitnessgram student assessments results	A: Healthy School Inventory (Evaluate Your School) online  Healthy School Inventory and recognition program.  Fitnessgram pre and post test comparisons.  Health pre and post test knowledge  B: Being Fit Matters Statistical Report (Portal)



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

				<p>4) school year. [Step 4 – Identify resources that can facilitate implementation of your action plan]. Talk with team members about what resources will be needed to achieve set goals.</p> <p>5) [Step 5 – Take Action] Check up on follow through at monthly meetings. Also continuously check up via email discussions.</p> <p>6) [Step 6 – Celebrate Success] – Apply for national recognition. Recognize students who have improved Fitnessgram scores from Pre-Test.</p>	B: physical education teachers		
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

**Additional Wellness Goals Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Wellness Champion	6 - 8	District	Wellness Champion	Staff Development	Wellness Plan	Administration
Wellness	6 - 8	Wellness Champion	Staff	PLC Meetings	Agenda	Administration

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
			<b>Total: \$0.00</b>

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

**Additional Goal II Bradley MOU (s)**

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

<b>Additional Goal(s)</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Additional Goal: Black Academic Achievement</b>			1.1. Lack of differentiation of instruction	1.1. Differentiate Instruction	1.1. AP who evaluates teacher	1.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	1.1. Lesson Plans & Walkthrough
<b>Additional Goal #1:</b>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
There will be an increase in black student achievement	Reading Level 1 55 (39%) Level 2 44 (31%) Level 3 28 (20%) Level 4 9 (7%) Level 5 4 (3%)  Math Level 1 68 (47.9%) Level 2 45 (31.7%) Level 3 20 (14.1%) Level 4 8 (5.6%) Level 5 1 (.7%)	All black students to make learning gains in reading and math					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

**Additional MOU Goals Professional Development**

**Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity**

Please note that each Strategy does not require a professional development or PLC activity.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Gang Awareness	6 - 8	Officer Tinsley	Staff	Preschool	Academic and discipline data	Administration & Guidance
5000 Role Models	6 - 8	SRO	AP, SRO & Behavior Specialist	Preschool	Academic and discipline data	AP, SRO & Behavior Specialist

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
			<b>Total: \$0.00</b>

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

**Additional Goal III Bradley MOU (s)**

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

<b>Additional Goal(s)</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Additional Goal: Student Engagement for Black Students</b>			1.1. Lack of Student Engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule
Additional Goal #1: There will be an increase in black student engagement	2012 Current Level :*	2013 Expected Level :*					
	Total Students 1222 Black 159 # Black w/Referrals 86 % Blacks w/Referrals 54%	Decrease the percent of Black students receiving referrals, and Receiving in school and out of school suspensions					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

**Additional MOU II Goals Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Sharing Data	6 - 8	Foundations	Staff	PLC Meetings and Early Release Days	Data	Foundations and Administration

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
			<b>Total: \$0.00</b>

**Additional Goal IV Bradley MOU (s)**

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
<b>1. Additional Goal: Black graduation rate</b>	1.1.	1.1.	1.1.	1.1.	1.1.

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

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

<b>Additional Goal #1:</b> There will be an increase in black student graduation rate	2012 Current Level :* <b>NA</b>	2013 Expected Level :*	Lack of Student Engagement	Positive behavior supports are in place in the form of an effective school wide behavior plan	SBLT	Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	Increase in black graduation rate
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

**Additional MOU Goals Professional Development**

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

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
			<b>Total: \$0.00</b>

**Additional Goal V Bradley MOU (s)**

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

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



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

<b>1. Additional Goal: Black advanced Coursework</b>			1.1. Lack of differentiation of instruction	1.1. Differentiate Instruction	1.1. AP who evaluates teacher	1.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	1.1. Lesson Plans & Walkthrough includes equity and cultural responsiveness
<b>Additional Goal #1:</b>	<b>2012 Current Level :*</b>	<b>2013 Expected Level :*</b>					
<i>There will be an increase percent of black students enrolled in rigorous advanced coursework</i>  <i>There will be an increase in performance of black students in rigorous advanced coursework</i>	Grade 6 21 of 65 (32%) Advanced courses	Increase from prior year					
	Grade 7 23 of 65 (35%) Advanced courses						
	Grade 8 23 of 57 (40%) Advanced courses						
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

**Additional MOU Goals Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
AVID Training	6 - 8	District	Staff	Summer 2012	Number of black students in advanced courses	Guidance Counselors & Administration
AVID Training	6 - 8	Staff trained in AVID	Staff	PLC Meetings & Early Release Days	Number of black students in advanced courses	Guidance Counselors & Administration

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
			<b>Total: \$0.00</b>

*End of Additional Goal(s)*

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

Please provide the total budget from each section.

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

<b>Reading Budget</b>	<b>Total: \$0.00</b>
<b>Mathematics Budget</b>	<b>Total: \$1,196.98</b>
<b>Science Budget</b>	<b>Total: \$0.00</b>
<b>Writing Budget</b>	<b>Total: \$0.00</b>
<b>Attendance Budget</b>	<b>Total: \$0.00</b>
<b>Suspension Budget</b>	<b>Total: \$0.00</b>
<b>Dropout Prevention Budget</b>	<b>Total: \$0.00</b>
<b>Parent Involvement Budget</b>	<b>Total: \$0.00</b>
<b>Additional Goals</b>	<b>Total: \$0.00</b>
	<b>Grand Total: \$1,196.98</b>

*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.	
<b>Reading Budget</b>	<b>Total: \$0.00</b>
<b>CELLA Budget</b>	<b>Total: \$0.00</b>
<b>Mathematics Budget</b>	<b>Total: \$1,196.98</b>
<b>Science Budget</b>	<b>Total: \$0.00</b>
<b>Writing Budget</b>	<b>Total: \$0.00</b>
<b>Civics Budget</b>	<b>Total: \$0.00</b>
<b>U.S. History Budget</b>	<b>Total: \$0.00</b>
<b>Attendance Budget</b>	<b>Total: \$0.00</b>
<b>Suspension Budget</b>	<b>Total: \$0.00</b>
<b>Dropout Prevention Budget</b>	<b>Total: \$0.00</b>
<b>Parent Involvement Budget</b>	<b>Total: \$0.00</b>
<b>STEM Budget</b>	<b>Total: \$0.00</b>
<b>CTE Budget</b>	<b>Total: \$0.00</b>
<b>Additional Goals</b>	<b>Total: \$1,196.98</b>



**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		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent

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

**School Advisory Council (SAC)**

*SAC Membership Compliance*

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

X 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.
See SIP.

Describe the projected use of SAC funds.	Amount
See budget	\$1,196.98

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

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