FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

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

PART I: SCHOOL INFORMATION

School Name: Denn John Middle School	District Name: Osceola
Principal: Mrs. Anna Campbell	Superintendent: Melba Luciano
SAC Chair: Kavitha Singh and Jenifer Serra	Date of School Board Approval:

Student Achievement Data:

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

Highly Effective Administrators

List your school's highly effective 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.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record
Principal	Mrs. Anna Campbell	BS – SUNY Fredonia; M Ed. – Stetson University	6	4	Prior Performance Record – School Grades: 2012 – C, 2011 C, 2010 – B, 2009 – B
Assistant Principal	Mr. Hank Hoyle	BS- Delta State University M Ed. – Delta State University Specialist- Stetson University	1	1	Prior Performance Record – School Grades: 2012 – C

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<u>Highly Effective Instructional Coaches</u>

List your school's highly effective 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 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	Michelle Underhill	B.S. – University of Nebraska at Kearney; Certified in Language Arts 5-9, Reading Endorsement, and ESOL K-12	5	1	Prior Performance Record – School Grades: 2012 – C
Learning Resource Specialist	Amy Collin	BS – Florida Christian College; MA – Stetson University; State of Florida Certification – Elementary Education K-6, Middle Grades Integrated 6-9, Educational Leadership, ESOL Endorsement	3	3	Prior Performance Record – School Grades: 2012 – C
Math	Eugenia Rolando	B.A. in English as a Foreign Language, and a Master's in Leadership. Certified in ESOL k-12, Math 5-9, Integrated Curriculum, Reading Endorsement, and Leadership	10	1	Prior Performance Record – School Grades: 2012 – C

<u>Highly Effective Teachers</u>

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

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Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Regular meetings of new teachers with the principal/assistant principal	Principal Assistant Principal	On-going	
2. Partnering new teachers with veteran staff	Principal Assistant Principal	On-going	
3. Scheduled times for new teachers to visit the classrooms of high performing teachers	Principal Assistant Principal	On-going	
4. Recognition/awards for professional accomplishments	Principal Assistant Principal	On-going	

Non-Highly Effective Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly effective.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
Aaron Moul	Professional Certification Language Arts 6-12	6th and 7th grade Reading	Mr. Moul has been given an out-of-field waiver and is registered to take courses to complete his reading endorsement.

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
88	2%	43%	45%	9%	36%	99%	5%	12%	23%

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Teacher Mentoring Program

Please describe the school's teacher mentoring program 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
Amanda McCann	Brandon Higdon	Same field	Ms. McCann and Mr. Higdon will meet regularly to discuss classroom procedures, evidence based learning strategies, areas concern, and certification requirements.
Kavitha Singh	Charley Lyman	Same field	Ms. Singh and Mr. Lyman will me regularly to discuss classroom procedures, evidence based learning strategies, areas of concern, and certification requirements.
Heidi Ettrich	Jessica Markovich	Same field	Ms. Ettrich and Ms. Markovich wi meet regularly to discuss procedures, evidence based learning strategies, areas of concern, and certification requirements.
Michelle Underhill	Aaron Moul	Same field	Ms. Underhill and Mr. Moul will meet regularly to discuss classroom procedures, evidence based learning strategies, areas concern, and certification requirements.
Jane Mabra	Teresa Osborn	Same field	Ms. Mabra and Ms. Osborn will meet regularly to discuss classroom procedures, evidence based learning strategies, areas concern, and certification requirements.
David Bowers	Culhane Williams	Same field	Mr. Bowers and Mr. Williams will meet regularly to discuss classroom procedures, evidence based learning strategies, areas concern, and certification

			requirements.
Stephanie Holmes	Marti Wilson	Same field	Ms. Holmes and Ms. Wilson will meet regularly to discuss classroom procedures, evidence based learning strategies, areas concern, and certification requirements.
Sue Conlon	Mary Zak	Same field	Ms. Torres and Ms. Zak will meet regularly to discuss classroom procedures, evidence based learning strategies, areas of concern, and certification requirements.
Sue Bagley	Ashley Gollin		Ms. Bagley and Ms. Gollin will me regularly to discuss classroom procedures, evidence based learning strategies, areas of concern, and certification requirements.
Tracey Johnson	Chadia Jazmi	Same field	Ms. Johnson and Ms. Jazmi will meet regularly to discuss classroom procedures, evidence based learning strategies, areas concern, and certification requirements.

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 an 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 Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.
Title I, Part C- Migrant Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

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Title I, Part D District receives funds to support the Educational Alternative Outreach program. Services are coordinated with the district Drop-out prevention programs.
Title II District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.
Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.
Title X- Homeless District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers, in addition both during school and after school opportunities will be offered.
Violence Prevention Programs The school offers a non-violence and anti-drug program to students that incorporates field trips, community service, drug tests, and counseling.
Nutrition Programs Free breakfast is provided for all students under a District universal free breakfast program based on free/reduced lunch rates.
Housing Programs NA
Head Start NA
Adult Education NA
Career and Technical Education NA
Job Training NA
Other NA

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

School-Based MTSS/RtI Team

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Identify the school-based MTSS Leadership Team.

Administrator: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Instructional Coach(es) Reading/Math/Science:

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Reading Instructional Specialist: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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?

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem solving system to bring out the best in our schools, our teachers, and in our students?

The team meets once a week to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the

grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate
risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify
professional development and resources. The team will also collaborate regularly, problem solve, share
effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building
consensus, increasing infrastructure, and making decisions about implementation.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI
Problem-solving process is used in developing and implementing the SIP?

The RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP.
The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be
addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the
development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating
Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and
procedures.

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 behavi
Baseline data: Progress Monitoring and Reporting Network (PMRN), School-wide quarterly assessments,
FAIR/PMRN, Florida Comprehensive Assessment Test (FCAT)
Progress Monitoring: PMRN, Quarterly Assessments, FCAT Simulation
Midyear: Florida Assessments for Instruction in Reading (FAIR), Quarterly Assessments.
End of year: FAIR, Quarterly Assessments, FCAT
Frequency of Data Days: twice a month for data analysis

Describe the plan to train staff on MTSS.
Professional development will be provided after student hours on early release Wednesdays and small
sessions will occur throughout the year. Two PD sessions entitled: "RtI: Problem Solving Model: Building
Consensus Implementing and Sustaining Problem-Solving/RtI" and "RtI: Challenges to Implementation Data
-based Decision-making, and Supporting and Evaluating Interventions" will take place in mid-August and in
October. Additional trainings will be offered during weekly professional development days.
The RtI team will also evaluate additional staff PD needs during the weekly RtI Leadership Team meetings.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).
Anna Campbell, Principal

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Hank Hoyle, Assistant Principal
Michelle Underhill, Literacy Coach
Eugenia Rolando, Math/Science Coach
Jennifer Serra, Guidance Counselor
Heidi Ettrich, ESE Compliance Resource
John Swift, Science Teacher
Sue Conlon, Reading Teacher
Evelyn Fisher, ESE Co-Teach
Eugenia Rolando, Math Teacher
Stephanie Holmes, Reading Teacher

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
The function of the Literacy Leadership Team will be to determine specific literacy needs and events at Denn John. The team will also assist with providing literacy information to the entire school. The team will meet at 7:30 am once a month and will consist of staff from across Denn John. The specific roles and responsibilities will be determined at the first Literacy Leadership Team meeting in September. An additional resource for the team will be the use of Moodle for sharing information among each other and across the school.
What will be the major initiatives of the LLT this year?
To provide support with school-based literacy objectives and goals; To participate and assist with literacy activities and events at Denn John; and To assist in identifying professional development needs for teachers with respect to literacy

Grades 6-12 Only Sec. 1003.413 (b) F.S
For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Every student will be placed in a stand alone reading class. In addition, all teams will have a representative on the Literacy Leadership team. Accordingly, all teachers will be attending professional development specifically targeting best practice in reading in the content areas. The school implemented Drop Everything and Read (DEAR) 30 minutes, three times per week, for students not receiving Tier 2 interventions in Reading or Math.

PART II: EXPECTED IMPROVEMENTS
Reading Goals

Reading Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1a.1.	1a.1. Teachers will	1a.1. Reading	1a.1. Teachers meet	1a.1. PLC agenda,

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<table>
<tr>
<td colspan="3">1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</td>
<td rowspan="2">Teachers will have a difficult time planning lessons and common assessments due to lack of time and resources.</td>
<td>Teachers will participate Professional Learning Community monthly to examine data.</td>
<td>Reading Coach, Teachers and Dept. Chair</td>
<td>Teachers meet weekly in a collaborative effort to discuss strategies to improve student performance</td>
<td>PLC agenda, notes and attendance</td>
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<td>Reading Goal #1a:

The percentage of students scoring at or above a level 3 on the 2013 FCAT reading test will increase from 24% to 34%.</td>
<td>2012 Current Level of Performance:*
24% of students achieved proficiency on the 2012 Reading FCAT</td>
<td>2013 Expected Level of Performance:*
34% of students will achieve proficiency on the 2013 Reading FCAT</td>
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<td colspan="3">1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</td>
<td>1b.1.
Absence due to sickness
Behavioral concerns
Communication barrier
Physical barrier</td>
<td>1b.1
Creative individualized activities to accommodate the various learning and abilities and styles.</td>
<td>1b.1.
Principal
Assistant Principal
ESE Team</td>
<td>1b.1.
PCI Testing
SRA Testing</td>
<td>1b.1
Formative assessments within the P and SRA testing.</td>
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<td>Reading Goal #1b:

The percentage of students scoring at levels 4, 5, and 6 in Reading on the Florida Alternate Assessment will increase from 35% to 38%</td>
<td>2012 Current Level of Performance:*
35%</td>
<td>2013 Expected Level of Performance:*
38%</td>
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		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.		2a.1. Students would like additional time to read for pleasure and challenge themselves with adding more silent reading.	2a.1. All Level 4/5 students will be placed in a DEAR Reading class, where they are encouraged to read for pleasure and challenge themselves. Various texts, including plays and Reader's Theatre will be available to students.	2a.1. Principal, Assistant Principals	2a.1. Frequent formative reading assessments	2a.1. Formative test results, and Master Schedule.
Reading Goal #2a: The percentage of students achieving above proficiency (level 4 or higher) on the 2013 FCAT reading test will increase from 18% to 28%	2012 Current Level of Performance:* 18% of students achieved above proficiency on the 2012 Reading FCAT	2013 Expected Level of Performance:* 28% of students will achieve above proficiency on the 2013 Reading FCAT					
		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
		2a.3	2a.3	2a.3	2a.3	2a.3

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			2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2b.1. Absence due to sickness Behavioral concerns Communication barrier Physical barrier	2b.1. Creative individualized activities to accommodate the various learning and abilities and styles.	2b.1. . Principal Assistant Principal ESE Team	2b.1. PCI Testing SRA Testing	2b.1. Formative assessments within the P and SRA testing.
Reading Goal #2b: *Enter narrative for the goal in this box.* The percentage of students scoring at level 7 in Reading on the Florida Alternate Assessment will increase from 23% to 26%	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*23%	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box* 26%.					
			2b.2.	2b2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in reading.			3a.1. Although students will take assessments,	3a.1. In order to increase the response to students not	3a.1. Principal Assistant Principals	3a.1. Frequent common formative assessments in reading	3a.1. Formative assessment results and documentation of targeted students receiving
Reading Goal #3a:	2012 Current Level of	2013 Expected Level of					

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3a. FCAT 2.0: Percentage of students making Learning Gains in reading.			3a.1. Although	3a.1. In order to	3a.1. Principal	3a.1. Frequent	3a.1. Formative assessment
Reading Goal #3a: The percentage of students achieving proficiency will increase from 61% to 71% on the 2013 FCAT Reading assessment.	2012 Current Level of Performance:* 61% of students achieved proficiency on the 2012 Reading FCAT.	2013 Expected Level of Performance:* 71% of students will achieve proficiency on the 2013 Reading FCAT					
			3a.2.	3a.2.	3a.2.	3a.2.	3a.2.
			3a.3.	3a.3.	3a.3.	3a.3.	3a.3.
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			3b.1. Absence due to sickness Behavioral concerns Communication barrier Physical barrier	3b.1. Creative individualized activities to accommodate the various learning and abilities and styles.	3b.1. Principal Assistant Principal ESE Team	3b.1. PCI Testing SRA Testing	3b.1. Formative assessments within the P and SRA testing.
Reading Goal #3b: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical	2013 Expected Level of Performance:* Enter numerical					

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Reading Goal #3b: *Enter narrative for the goal in*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*38%	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* 41%				
			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.	3b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.			4a.1. The lowest quartile may not be targeted correctly for Interventions.	4a.1. Students will be targeted for mentorship with a reading teacher based on meeting three or more AYP subgroups, including the lowest quartile. Students will also be properly placed into reading groups based on grade and past	4a.1. Principal Assistant Principal	4a.1. Frequent common formative assessments	4a.1. Common formative assessment data
Reading Goal #4a: The percentage of students in the Lowest 25% making learning gains in reading will increase from 67% to 77% on the 2013 FCAT in reading.	2012 Current Level of Performance:* 67% of students in the Lowest 25% made	2013 Expected Level of Performance:* 77% of students in the Lowest 25% will make learning					

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4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.			4b.1. Absence due to sickness Behavioral concerns Communication barrier Physical barrier	4b.1. Creative individualized activities to accommodate the various learning and abilities and styles.	4b.1. Principal Assistant Principal ESE Team	4b.1. PCI Testing SRA Testing	4b.1. Formative assessments within the P and SRA testing.
Reading Goal #4b: *Enter narrative for the goal in this box.* <u>The percentage of students in the lowest 25% making reading gains will increase from 62% to 65%</u>	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*<u>62%</u>	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*<u>65%</u>					
			4b.2.	4b.2.	4b.2.	4b.2.	4b.2.
			4b.3	4b.3.	4b.3.	4b.3.	4b.3.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-201
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years the school will reduce their achievement gap by 50%.	Baseline data 2011-2012	White: 62 % Black: 59% Hispanic: 58%	White: 67% Black: 64% Hispanic: 63%	White: 72% Black: 69% Hispanic: 68%	White: 77% Black: 74% Hispanic: 73%	White: 82% Black: 79% Hispanic: 78%	White: 87% Black: 84% Hispanic: 83%

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Reading Goal #5A: The following student subgroups will make AYP in reading: White - increase from _62_% to __72__%; Black - increase from _59__% to _69__%; Hispanic - _58__% to _68__%.							

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B: . Those students not making satisfactory learning gains in reading will decrease by 10%.			5B.1. Instruction does not address the interests and needs of different subgroups.	5B.1. Make a concerted effort to include activities that do address all subgroups' special interests and needs; discuss important contributions of authors from different ethnic groups.	5B.1. Principal Assistant Principal_____	5B.1. Frequent common formative assessments	5B.1. Formative assessment results
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White: 38% Black: 41% Hispanic: 42% Asian: 37% American Indian: 44%	White: 48% Black: 51% Hispanic: 52% Asian: 47% American Indian: 54%					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. In 2011-2012, ELLs were targeted late in the year for a receiving and using computers and reading programs at home, in order to continue student reading skills at home.	5C.1. For the 2012-2013 school year, there will be teachers who serve ELL students needing fundamental reading skills to increase student learning in reading. All students will be scheduled into a reading class.	5C.1. Principal Assistant Principal	5C.1. Frequent common formative assessments	5C.1. Formative assessment results
Reading Goal #5C: The percentage of English Language Learners making AYP in reading will increase from 55% to 65% on the 2013 FCAT in reading.	2012 Current Level of Performance:* 55% of ELLs made AYP on the 2012 Reading FCAT.	2013 Expected Level of Performance:* 65% of ELL students will make AYP on the 2013 Reading FCAT.					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. Co-teach and support facilitation was introduced to our school in language arts and reading	5D.1. The instructional staff increased their knowledge of how to effectively implement co-teach and support facilitation, which	5D.1. Principal Assistant Principal	5D.1. Frequent common formative assessments in reading	5D.1. Formative assessment results
Reading Goal #5D: The percentage of Students with	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

Students with Disabilities making AYP in reading will increase from 43% to 53% on the 2013 FCAT in reading.	2012 Current Level of Perform ance:*	2013 Expected Level of Performanc e:*	courses.	will support the achievement and learning of SWDs.			
	43% of SWDs made AYP on the 2012 Reading FCAT.	53% of SWDs will make AYP on the 2013 Reading FCAT.					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. In 2011-2012 students identified as Economically Disadvantaged were not specifically targeted for placement in reading courses.	5E.1. Students identified as Economically Disadvantaged will receiving additional interventions during the school year. All students will be scheduled into a reading class.	5E.1. Principal Assistant Principal	5E.1. Frequent common formative assessments	5E.1. Formative assessment results
Reading Goal #5E: The percentage of Economically Disadvantaged (ED) students making AYP in reading will increase from 42% to 52%% on the	2012 Current Level of Perform ance:*	2013 Expected Level of Performanc e:*					
	42% of ED student s made	52% of ED students will make AYP on the					

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5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. In 2011-2012	5E.1. Students identified	5E.1. Principal	5E.1. Frequent common	5E.1. Formative
Reading Goal #5E: The percentage of Economically Disadvantaged	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	42% of ED students made AYP on the 2013	52% of ED students will make AYP on the 2013					

Reading 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 Monito
Marzano's Evaluation System – Domains 1 – 4 Training	Grades 6-8	Anna Campbell	School-wide	August and throughout the school year, as needed	Classroom walkthroughs, lesson plans Principal	Principal Assistant Principal
Common formative assessments	Grades 6-8, all core content areas	Reading PLC leader	Reading PLC leader	September and throughout the school year	PLC minutes, common assessment development	Principal Assistant Principals
FAIR Progress Monitoring	Grades 6-8 Reading	Michelle Underhill	Reading PLC	September and throughout the school year as needed	Teacher/Coach Meetings	Literacy Coach
Read 180 Training for Reading Teachers	Grade 7 Intensive Reading Teachers	Michelle Underhill Scholastic On-line Training	Read 180 Teachers	Training as needed throughout the year	Classroom walkthroughs Read180 Usage Reports Teacher/Coach Data Chats	Principal Assistant Principal Literacy Coach
TeenBiz3000	School-wide	Michelle	School-wide	During	Lesson Plans	Literacy

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		Underhill		lunch/planning for teachers		Coach
Voyager Reading	Grade 6-8 Reading Teachers serving ESOL students	Michelle Underhill	Grade 6-8 Reading Teachers of ESOL students	TBA	Program usage reports Teacher/Coach meetings	Principal Assistant Principals Literacy Coach
Teen Biz Training	Grade 6-8 Reading Teachers	Michelle Underhill	Reading	throughout the year as needed	Program usage reports Teacher/Coach meetings	Principal Assistant Principals Literacy Coach
Kagan Cooperative Learning Strategies	Grade 6-8 Teachers	Amy Collin	School-wide	Training as needed throughout school year	Lesson Plans/Walkthroughs	Principal Assistant Principal LRS

Reading 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
Intensive Reading (block-2 Periods)	Utilize the Read180 Program Licenses	School Budget	$2,500.00
Kagan Structures Training – School-Wide Implementation	Training, Coaching, Table Mats, Kagan Structure Books	Title I Budget	$15,000
			Subtotal:$22,50
Technology			
Strategy	Description of Resources	Funding Source	Amount
On-line learning components	Headphones and microphones for reading classrooms	School Budget	$500.00
			Subtotal: $50
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
CRISS	Print Resources	Title Budget	$200.00
In-house Book Studies	Print/Material Resources	Title Budge	$500.00

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			Subtotal: $70
Other			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	No Data
			Subtota
			Total: $23,70

End of Reading Goals

<u>Comprehensive English Language Learning Assessment (CELLA) Goals</u>

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 To
1. Students scoring proficient in Listening/Speaking. <u>CELLA Goal #1:</u> *Enter narrative for the goal in this box.* <u>Students will increase the total proficiency level from 54% to 64%.</u>	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u> *Enter numerical data for current level of performance in this box.* <u>54% of the students scored at the proficiency level.</u>	<u>1.1.</u> Lack of repetition	<u>1.1.</u> Think aloud activity <u>Heritage dictionary</u> <u>Paraphrase Passport</u> <u>Realia in Content</u> <u>Jigsaw</u>	<u>1.1.</u> <u>Principal-</u> <u>ELL teachers</u> <u>EES</u>	<u>1.1.</u> <u>PLC meetings</u> <u>Limited English Proficient</u> <u>Meetings</u> <u>RTI</u>	<u>1.1.</u> <u>IPT test- Oral tes</u> <u>identification</u> <u>CELLA test</u>
		1.2.	1.2.	1.2.	1.2.	1.2.
		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 To
2. Students scoring proficient in Reading.		<u>2.1.</u>	<u>2.1.</u>	<u>2.1.</u>	<u>2.1.</u>	<u>2.1.</u>

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2. Students scoring proficient in Reading.		lack of time to complete the reading selection	Provide extra time Short test Using Heritage dictionary Diminish questions ESOL paraprofessional	Principal EES	PLC meetings Limited English Proficient Meetings RTI	California achieve test CELLA test FAIR testing FCAT test
CELLA Goal #2: *Enter narrative for the goal in this box.* Students will increase the total proficiency level from 15% to 25%.	2012 Current Percent of Students Proficient in Reading : *Enter numerical data for current level of performance in this box.* 15% of the students scored at the proficiency level.					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation To
3. Students scoring proficient in Writing.		2.1. Lack of content vocabulary	2.1. Use of diagrams Word walls Heritage Dictionary Personal Dictionary ESOL Paraprofessional	2.1. Principal- Mrs. Campbell ELL teachers EES	2.1. PLC meetings Limited English Proficient Meetings RTI	2.1. California achieve test CELLA test FCAT test
CELLA Goal #3: *Enter narrative for the goal in this box.* Students will increase the total proficiency level from 23% to 33%.	2012 Current Percent of Students Proficient in Writing : *Enter numerical data for current level of performance in this box.* 23% of the students scored at the proficiency level.					

3. Students scoring proficient in Writing.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #3: *Enter narrative for the*	2012 Current Percent of Students Proficient in Writing : ~~*Enter numerical data for*~~					

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
No Data	No Data	No Data	No Data
			Subt
Technology			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	No Data
			Subt
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	No Data
			Subt
Other			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	No Data
			Subt
			Total: $

End of CELLA Goals

Middle School Mathematics Goals

Middle School Mathematics Goals	Problem-Solving Process to Increase Student Achievement

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Too
1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1a.1. Students' lack of background knowledge/math facts; students' previous experiences with subject	1a.1 Provide/solidify foundation with engaging activities, including videos, manipulatives, and interactive games; use of collaborative groups to get students to discuss and enjoy math; help students experience success	1a.1. Math Coach, PLC Leaders, Teachers	1a.1. Teachers meet weekly in a collaborative effort to discuss strategies to improve student performance	1a.1. Common formative assessments
Mathematics Goal #1a: The percentage of students achieving proficiency will increase from 41% to 51% on the 2012 FCAT Math assessment.	2012 Current Level of Performance:* 24%	2013 Expected Level of Performance:* 34%					
			1a.2. Last year 49 students dropped from a 3, 4, or 5 to a 1 or 2 on the FCAT.	1a.2. The math coach will work with math teachers to target specific students based on AYP subgroups, and will provide targeted interventions/enrichment based on student needs.	1a.2. Assistant Principals Math Coach	1a.2. Frequent common formative assessments in math	1a.2. assessment results and documentation of targeted students receiving interventi
			1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1b.1. Previously, students starting an exam are having trouble finishing due to	1b.1. Test students with excessive absences first to ensure there is enough time to complete the exam.	1b.1. Principal Assistant Principal ESE Team	1b.1. Equals	1b.1. Formative assessm within the Equals e
Mathematics Goal #1b:	2012 Current Level of	2013 Expected Level of					

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Enter narrative for the goal in this box. The percentage of students scoring at level 4, 5, or 6 on the Florida Alternate Assessment mathematics test will increase from 35% to 38%	Performance:* Enter numerical data for current level of performance in this box.35%	Performance:* Enter numerical data for expected level of performance in this box.38%	health concerns. Excessive absences				
			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 Too
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2a.1.	2a.1.	2a.1.	2a.1.	2a.1.
Mathematics Goal #2a: To increase the percentage of students scoring at or above level	2012 Current Level of Performance:* 15%	2013 Expected Level of Performance:* 25%	DJMS has not provided enough enrichment opportunities for advanced students.	DJMS mathematics teachers will participate in professional development that targets the use of summarizing and extended thinking activities. "Mathletes" and other	Math Coach	Progress monitoring in classrooms, disaggregation of assessment data	2013 FCAT

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			enrich math knowledge.	2a.1.	2a.1.	2a.1.
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.					Math Coach	2013 FCAT
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			Progress monitoring in classrooms, disaggregation of assessment data	
	15%	25%				
			2a.2.	2a.2.	2a.2.	2a.2.
			2a.2.			
			2a.3	2a.3	2a.3	2a.3
			2a.3			
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2b.1. Previously, students starting	2b.1. Test students with excessive absences first	2b.1. Principal	2b.1. Equals	2b.1. Formative assessm within the Equals e
Mathematics Goal #2b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	an exam are having trouble finishing due to health concerns.	to ensure there is enough time to complete the exam.	Assistant Principal ESE Team		
Enter narrative for the goal in this box.	*Enter numerical data for current*	*Enter numerical data for expected*	Excessive absences				
The percentage of students scoring at							

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		2b.2.	2b2.	2b.2.	2b.2.	2b.2.
		2b.3	2b.3	2b.3	2b.3	2b.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Too[l]
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.		3a.1 Lack of homework completion; inability to apply mathematical concepts to real world situations	3a.1. Ensure students learn math application to the real world on a daily basis; use common formative assessments to identify the students who are not learning and provide interventions, including small group instruction and tutoring, to help them catch up.	3a.1. Math Coach, Math Teachers	3a.1. formative	3a.1. Common assessment data
Mathematics Goal #3a: The percentage of students making Learning Gains in mathematics will increase from 62% to 72% on the 2013 FCAT in Math.	2012 Current Level of Performance:* 62%	2013 Expected Level of Performance:* 72%					
			3a.2.	3a.2.	3a.2.	3a.2.	3a.2.
			3a.3.	3a.3.	3a.3.	3a.3.	3a.3.

3b.1.
Previously, students starting an exam are having trouble finishing due to

3b.1.
Test students with excessive absences first to ensure there is enough time to complete the exam

3b.1.
Principal
Assistant Principal
ESE Team

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3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			3b.1. Previously, students starting an exam are having trouble finishing due to health concerns. Excessive absences	3b.1. Test students with excessive absences first to ensure there is enough time to complete the exam	3b.1. Principal Assistant Principal ESE Team	3b.1. Equals	3b.1. Formative assessm within the Equals e
Mathematics Goal #3b: *Enter narrative for the goal in this box.* The percentage of students making learning gains in mathematics will increase from 42% to 45%	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*42%	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*45%					
			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 Too
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.			4a.1. Students do not receive enough support/time in Tier 1	4a.1. Place students in intensive math classes and small intervention groups (4 days a week, for 30 minutes**)**	4a.1. RtI Team	4a.1. common formative assessments	4a.1. Common Formative Assessments
Mathematics Goal #4a: The percentage of students in the Lowest 25%	2012 Current Level of Performance:* 66%	2013 Expected Level of Performance:* 76%					

Mathematics Goal #4a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	66%	76%					
			4a.2.	4a.2.	4a.2.	4a.2.	4a.2.
			4a.3	4a.3.	4a.3.	4a.3.	4a.3.
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.			4b.1. Previously, students starting an exam have trouble finishing due to health concerns.

Excessive absences | 4b.1. Test students with excessive absences first to ensure there is enough time to complete the exam | 4b.1. Principal Assistant Principal ESE Team | 4b.1. Equals | 4b.1. Formative assessm within the Equals e |
| Mathematics Goal #4b:

Enter narrative for the goal in this box.

The percentage of students in the lowest 25% making learning gains will increase from 69% to 72% | 2012 Current Level of Performance:*

*Enter numerical data for current level of performance in this box.*69% | 2013 Expected Level of Performance:*

*Enter numerical data for expected level of performance in this box.*72% | | | | | |
| | | | 4b.2. | 4b.2. | 4b.2. | 4b.2. | 4b.2. |
| | | | 4b.3 | 4b.3. | 4b.3. | 4b.3. | 4b.3. |

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5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2011-2012	White - 65%; Black 61%; Hispanic -607%	White - 75%; Black 66%; Hispanic - 65%	White - 80%; Black 71%; Hispanic - 70%	White - 85%; Black 76%; Hispanic - 75%	White - 90%; Black 81%; Hispanic - 80%	White - 95%; Black 8 Hispani 85%
Mathematics Goal #5A: All ethnic subgroups will increase their performance by 10%.							

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.			5B.1. Instruction does not address the interests and needs of different subgroups.	5B.1. Make a concerted effort to include activities that do address all subgroups' special interests and needs; discuss important contributions of mathematicians from different ethnic groups.	5B.1. PLC Members	5B.1. Student engagement and participation; increased academic performance in common formative assessments	5B.1. PLC reflection, discussion, student survey
Mathematics Goal #5B: All ethnic subgroups will increase their performance by 10%.	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White: 35% Black:	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* White:45% Black: 39% Hispanic: 40%					

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Rule 6A-1.099811
Revised April 29, 2011

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	Enter numerical data for current level of performance in this box. White: 35% Black: 39% Hispanic: 40% Asian: 26% American Indian: 11%	*Enter numerical data for expected level of performance in this box.* White:45% Black: 39% Hispanic: 40% Asian: 36% American Indian: 21%			
		5B.2.	5B.2.	5B.2.	5B.2.
		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
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.		5C.1. Last year was the second time co-teach school, and it was also the first time many SWDs were	5C.1.	5C.1. Principal Assistant Principal	5C.1. Frequent common formative assessments in mathematics
Mathematics Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
The percentage of Students with Disabilities making AYP in mathematics will	49%	59%			

Note: The rightmost column header "Evaluation Tool" and data "5C.1. assessment results" / "5B.2." / "5B.3." continues off the table edge.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Too
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. In 20011-2012 students identified as SWD were not specifically targeted for interventions in mathematics.	5D.1. Students identified as SWD will receiving additional interventions during the 2012-2013 school year.	5D.1. PLC Members	5D.1. Frequent common formative assessments	5D.1. Frequent common formative
Mathematics Goal #5D: The percentage of Economically Disadvantaged students making AYP in mathematics will increase from 60% to 70% on the 2013 FCAT in Math.	2012 Current Level of Performanc e:* 60%	2013 Expected Level of Performanc e:* 70%					
			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 Too
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5D.1.In 20011-2012 students identified as Economically Disadvantaged were not specifically targeted for interventions in mathematics.	5D.1. Students identified as Economically Disadvantaged will receiving additional interventions during the 2012-2013 school year.	5D.1. PLC Members	5D.1. Frequent common formative assessments	5D.1. Frequent common formative
Mathematics Goal #5E: *Enter narrative for the goal in this box.* The percent of students not making satisfactory	2012 Current Level of Performanc e:* *Enter numerical data for current*	2013 Expected Level of Performan ce:* *Enter numerical data for expected*					

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Mathematics Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.	*Enter numerical data for current level of*	*Enter numerical data for expected level of*					

End of Middle School Mathematics Goals
Algebra End-of-Course (EOC) Goals

* 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 To
1. Students scoring at Achievement Level 3 in Algebra.			1.1. Students' confidence and perseverance to maintain requirements for continuation in Algebra I Honors.	1.1. Teachers will participate in math PLC and meet weekly to discuss students' learning needs and effective strategies.	1.1. Math Coach	1.1.Student participation and progress monitoring.	1.1.Algebra EOC common formati assessments.
Algebra Goal #1: *To improve students achievement in mathematics by exceeding the state average as measured by the Algebra EOC.*	2012 Current Level of Performance:* *42% of 131 students scored a Level 3 in Algebra.*	2013 Expected Level of Performance:* *50% of 165 students will score a Level 3 in Algebra.*					
			1.2.	1.2.	1.2.	1.2.	1.2.

			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation To
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2: *To improve students achievement in mathematics by exceeding the district's middle schoolaverage as measured by the Algebra EOC.*	2012 Current Level of Performance:* *50% of 131 student scored a Level 4 or 5 in Algebra.*	2013 Expected Level of Performance:* *50% of 165 students will score a Level 4 or 5 in Algebra.*	2.1 Students' confidence and perseverance to maintain requirements for continuation in Algebra I Honors.	2.1. Teachers will participate in math PLC and meet weekly to discuss students' learning needs and effective strategies.	2.1. Math Coach	2.1.Student participation and progress monitoring.	2.1.Algebra EOC common formati assessments.
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 20 20
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their	Baseline data 2010-2011						

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Algebra Goal #3A: Enter narrative for the goal in this box.							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation To
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.			3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.
Algebra Goal #3B: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	Enter numerical data for expected level of performance in this box. White: Black: Hispanic: Asian: American Indian:					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation To
3C. English Language Learners (ELL) not making satisfactory progress in Algebra.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Algebra Goal #3C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation To
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Algebra Goal #3D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level*	2013 Expected Level of Performance:* *Enter numerical data for expected*					

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3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Algebra Goal #3D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.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 To
3E. Economically Disadvantaged students not making satisfactory progress in Algebra.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Algebra Goal #3E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance	2013 Expected Level of Performance					

End of Algebra EOC Goals

Mathematics Professional Development

	Enter numerical data for current level	*Enter numerical data for expected*					
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 *of performance in this box.*	PD Facilitator and/or *performance in this box.* 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 Respon for Monitoring	
Common Formative	Grades 6-8;	Math PLC	Math PLC	September	PLC minutes,		

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Assessments	All core content areas.	leader		and throughout the school year	assessment development	Principals

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $5,00
Technology			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	No Data
			Subtotal:$
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	No Data
			Subtotal:$
Other			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	No Data
			Subtotal: $
			Total:$10,00

End of Mathematics Goals

Elementary and Middle School Science Goals

Elementary and Middle Science Goa	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 To

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1a. FCAT 2.0: Students scoring at Achievement Levels 3, 4, 5 in science.			1a.1. Teachers will have a difficult time planning lessons and common assessments due to lack of time and resources.	1a.1. Teachers will participate Professional Learning Community monthly to examine data.	1a.1.	1a.1. performance	1a.1.
Science Goal #1a: The percentage of students achieving proficiency in science will increase from 35 % to 45%.	2012 Current Level of Performance:* 35%	2013 Expected Level of Performance:* 45%					
			1a.2. For the past several years, the science curriculum has not been comprehensive for all. This discrepancy in student learning resulted in gaps in learning of key concepts assessed on the 2011 FCAT in Science.	1a.2.All students in grades 6-8 will receive comprehensive science instruction, in order to prepare for the eighth grade.	1a.2., Principal, Assistant Principal	1a.2. Common formative assessments	1a.2.
			1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.			1b.1. Previously, students starting an exam are having trouble finishing due to health concerns.	1b.1 Test students with excessive absences first to ensure there is enough time to complete the exam	1b.1. Principal Assistant Principal ESE Team	1b.1. Teaching to Standards of Science Interactive Science 123	1b.1. Formative assessments with the Teaching to Standards of Scie and Interactive Science 123 exam
Science Goal #1b: The percentage of	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

The percentage of students scoring at level 4, 5, or 6 will increase from 38% to 41%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Excessive absences				
	%38%	Enter numerical data for expected level of performance in this box. 41%					
			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 To
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			1b.1. Previously, students starting an exam are having trouble finishing due to health concerns. Excessive absences	1b.1 Test students with excessive absences first to ensure there is enough time to complete the exam	1b.1. Principal Assistant Principal ESE Team	1b.1. Teaching to Standards of Science Interactive Science 123	1b.1. Formative assessments with the Teaching to Standards of Scie and Interactive Science 123 exan
Science Goal #2b: Enter narrative for the goal in this box. The percentage of students scoring at level 4, 5, or 6 will increase from 8% to 11%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box. 8%	Enter numerical data for expected level of performance in this box. 11%					
			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

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 Monito
Interactive Notebook	Grades 6-8	Amy Collin Anna Campbell, Science PLC Leader	Grades 6-8 Science	Throughout the school year.	Classroom walkthroughs	LRS Science PLC Lead

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
No Data	No Data	No Data	No Data
			Subt
Technology			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	No Data
			Subt
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	No Data

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			Subt
Other			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	No Data
			Subt
			Total: $

End of Science Goals
Writing Goals

* When using percentages, include the number of students the percentage represents next to the percentage (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 Too
1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a: 81% of our students scored a 3.5 or higher on the Writing FCAT.	**2012 Current Level of Performance:*** 81% **2013 Expected Level of Performance:*** 95% will score on-grade level on the Writing FCAT.	1a.1. This level of performance is difficult to maintain.	1a.1. Implement lesson study at the eighth grade level, in addition to maintaining the PDA.	1a.1. assistant	1a.1. on-going data, PLC, Lesson study	1a.1. and embedded assessments
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.		1b.1. Previously, students	1b.1 Test students with	1b.1. Principal	1b.1. FCAT related assessment	1b.1. Various Assessments

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1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1b.1. Previously, students starting an exam are having trouble finishing due to health concerns. Excessive absences	1b.1 Test students with excessive absences first to ensure there is enough time to complete the exam	1b.1. Principal Assistant Principal ESE Team	1b.1. FCAT related assessment	1b.1. Various Assessments
Writing Goal #1b: The percentage of students making a 4 or higher will increase from 53% to 63%	2012 Current Level of Performance:*	2013 Expected Level of Performance: *					
	53%	63%					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monito
PDA	7th and 8th Grade	Amy Collin	7th and 8th grade Language Arts	Continuously throughout the school year.	Classroom Walkthroughs PLC Discussion Half-day workshops	Amy Collin Anna Campbell Hank Hoyle

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	No Data
			Subt
Technology			

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Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	No Data

			Subt
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	No Data

			Subt
Other			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	No Data
			Subt
			Total: $

End of Writing Goals
Civics End-of-Course (EOC) Goals

* 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 To
1. Students scoring at Achievement Level 3 in Civics.			1.1.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	*Enter numerical data for expected level of performance in this box.*					

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

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1. Students scoring at Achievement Level 3 in Civics.			1.1.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	*Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation To
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter	*Enter*					

Civics Professional Development

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

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

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Civics Budget (Insert rows as needed)

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

End of Civics Goals
U.S. History End-of-Course (EOC) Goals

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

U.S. History EOC Goals	Problem-Solving Process to Increase Student Achievement

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation To
1. Students scoring at Achievement Level 3 in U.S. History.			1.1.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation To
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
U.S. History Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					

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

U.S. History 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 Respon for Monitoring

U.S. History 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
			Subt
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subt
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subt
Other			

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Strategy	Description of Resources	Funding Source	Amount
			Subt
			T

End of U.S. History Goals
Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Too
1. Attendance			1.1.	1.1.	1.1.	1.1.	1.1.
Attendance Goal #1: Overall absence and tardies by period will decrease by 25%, or 2831 absences, during the 2012-2013 .	2012 Current Attendance Rate:* The total number of absences recorded (both excused and unexcused) were 11324. This is by period, not by full day.	2013 Expected Attendance Rate:* The total number of absences will decrease by 5%, or 566.	Motivating chronic absentees to attend school.	Initiate a mentor and incentive program to encourage students to attend school.	Guidance and Dean departments	Student survey completed at the end of the school year to rate the incentive and mentor program.	Attendance rates for the chronic absentee students.
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	There were 621 students with 10 or more	The total *number of* students with excessive					

	There were 621 students with 10 or more *absences* recorded (by period).	The total *number of* students with excessive *absences* will decrease by 10%, or 62 students					
	<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>					
	There were 422 *students* with 10 or more tardies (by period).	The total *number of students* with excessive tardies will decrease by 10%, or 42 students.					
			1.2. Decreasing student tardies to class.	1.2. Professional development on PBS strategies for	1.2.	1.2. Number of students eligible to earn	1.2. Tardy rate of students.

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 Monito
Mentoring program	All grades	Ms. Bagley	Staff mentors	Monthly training meetings	Staff meet with students weekly and complete a log sheet to document the meeting.	PBS Committee

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PBS training		PBS committee	School-wide	Monthly (Wednesday Prof Devt days)	Completion of feedback survey regarding effectiveness of the Prof Devt.	PBS committee.

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
			Subt
Technology			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	No Data
			Subt
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	No Data
			Subt
Other			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	No Data
			Subt
			Total: $

End of Attendance Goals

Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension

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Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Too
1. Suspension			1.1. Teaching the DJMS expectations throughout the school year.	1.1. Using the LFS lesson style, creating schoolwide lessons at the beginning of the year, as well as throughout the school year.	1.1. PBS Committee	1.1. Percentage of students understanding the expectations and being eligible for positive activities and rewards.	1.1. LFS rubric based upon the RTI model.
Suspension Goal #1: Suspensions will decrease by 25% (62 ISS, 130 OSS)	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	There were 250 *in-school suspensions* during the 2011-12 school year.	In-school suspensions will decrease a minimum *of* 25% to 188 *in-school suspensions*.					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	There were 250 *students suspended in school*.	The *number of students* will decrease by a minimum of 25% to 188.					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	There were 518 *out-of-school* suspensions.	Out-of-school suspensions will decrease a minimum of 25% to 388 out-of-school suspensions.					
	2012 Total Number of Students	2013 Expected Number of Students					

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	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	There were 518 *students suspended out of school*.	The *number of students out-of-school* suspension will decrease by a minimum of 25% to 388.					
			1.2. Focus on interventions rather than consequences.	1.2. Professional development with all staff members.	1.2. PBS committee	1.2. The PBS committee will analyze trends in discipline, such as time of day, location, and staff	1.2. Comparison in the number of referrals from 2009-10 and 2010-11

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monito
Interventions	All Staff	Dean of Discipline	School-wide	August 31	Deans and will meet with teachers when seeing particular discipline trends.	PBS Coach

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
No Data	No Data	No Data	No Data

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				Subt
Technology				
Strategy	Description of Resources	Funding Source	Amount	
No Data	No Data	No Data	No Data	
				Subt
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
No Data	No Data	No Data	No Data	
				Subt
Other				
Strategy	Description of Resources	Funding Source	Amount	
No Data	No Data	No Data	No Data	
				Subt
				T

End of Suspension Goals

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 Too
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	1.1. In 2011-2012, parents did not respond to requests for participation at school activities.	1.1.For the 2012-2013 school , parents will be contacted and notified of school activities and large scale recruitment of	1.1.Parental Involvement Committee SAC	1.1.Sign-in sheets from all activites at Denn John	1.1.Parent Surveys

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1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*			1.1. In 2011-2012, parents did not respond to requests for participation at school activities.	1.1.For the 2012-2013 school , parents will be contacted and notified of school activities and large scale recruitment of	1.1.Parental Involvement Committee SAC	1.1.Sign-in sheets from all activites at Denn John	1.1.Parent Surveys
The percentage of parents who participate in school activities at Denn John Middle School will increase by 15%.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
	9% of parents participated in school activites at Denn John during the	25% of parents will participate in school activities at Denn John during the					

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 Monito
How to recruit parent support and volunteers	School wide	Parental Involvement Committee		September, January	review at SAC	Assistant Principals SAC Chair Parent Involvement Committee

Parent Involvement Budget

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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
Parental training	Outreach materials, books, food,	Title I	$2,000.00
Parental Assistance Services	Childcare and Translation	Title I	$500.00
			Subtotal:$2,50
Technology			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	No Data
			Subt
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Parent Trainings	Trainers and Print Resources and Materials	Title Budget	$1,500.00
			Subtotal:$1,50
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subt
			Total:$4,00

End of Parent Involvement Goal(s)

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

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

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

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

STEM Goal #1: *Enter narrative for the goal in this box.*	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

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

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

				Subt
Technology				
Strategy	Description of Resources	Funding Source	Amount	
				Subt
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
				Subt
Other				
Strategy	Description of Resources	Funding Source	Amount	
				Subt
				T

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

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

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

CTE Goal #1: *Enter narrative for the goal in this box.*	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or 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 Monito

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
			Subt
Technology			

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

Strategy	Description of Resources	Funding Source	Amount
			Subt
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subt
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subt
			T

End of CTE Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total: $22,50
Mathematics Budget
Total: $10
Science Budget
T
Writing Budget
T
Attendance Budget
T
Suspension Budget
T
Dropout Prevention Budget

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

	Total: $4
Parent Involvement Budget	
	T
Additional Goals	
	T
	Grand Total: $36

Differentiated Accountability

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

School Differentiated Accountability Status		
☐ Priority	☐ Focus	☐ Prevent

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

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

☒ Yes   ☐ No

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

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

Describe the projected use of SAC funds.	Amount