

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Shelley S. Boone Middle School	District Name: Polk County
Principal: Eileen Killebrew	Superintendent: Dr. Sherrie Nickell, Ph.D.
SAC Chair: Jim Drake	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Eileen Killebrew	BA—Journalism, University of South Carolina; MA—Master of Arts in Teaching English, Rollins College; MA—Administration and Supervision, Rollins College; Ed. S—Specialist in Education,	0	27	Principal of Daniel Jenkins Academy in 2011-2012: Grade A, Reading Mastery: 61%, Math Mastery: 58%, Writing Mastery: 89%, Science Mastery: 50%. Principal of Daniel Jenkins Academy in 2010-2011: Grade A, Reading Mastery: 69%, Math Mastery: 72%, Writing Mastery: 81%, Science Mastery: 57%. White, Hispanic, Black and economically disadvantaged students did not make AYP in reading. White, Hispanic, and economically disadvantaged students did not make AYP in math.

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		Rollins College			Principal of Daniel Jenkins Academy in 2009-2010: Grade A, Reading Mastery: 72%, Math Mastery: 71%, Writing Mastery: 93%, Science Mastery: 51%. Black, Hispanic, and economically disadvantaged students did not make AYP. Principal of Daniel Jenkins Academy in 2008-2009: Grade A, Reading Mastery: 79%, Math Mastery: 72%, Writing Mastery: 98%, Science Mastery: 49%. Black, economically disadvantaged students did not make AYP in math. Principal of Daniel Jenkins Academy in 2007-2008: Grade A, Reading Mastery: 75%, Math Mastery: 76%, Writing Mastery: 100%, Science Mastery 54%. AYP 100%. Principal of Daniel Jenkins Academy in 2006-2007: Grade A, Reading Mastery: 70%, Math Mastery; 70%, Writing Mastery: 100%, Science Mastery: 51%. AYP: 100%. Principal of Daniel Jenkins Academy in 2005-2006: Grade A, Reading Mastery: 74%, Math Mastery: 71%, Writing Mastery 99%. AYP: 100%
Assistant Principal	Kathy Raub	BS—Elementary Education, University of Central Florida; MS-- Educational Leadership, Nova Southeastern University	0	3	Assistant Principal of Jewett School of the Arts 2011-2012: Grade A, Reading Mastery: 66%, Math Mastery: 58%, Writing Mastery: 93%, Science Mastery: 44%. Assistant Principal of Jewett School of the Arts 2010-2011: Grade C, Reading Mastery: 75%, Math Mastery: 67%, Science Mastery: 42%, Writing Mastery: 90%, AYP: 82%, Black and Economically Disadvantaged students did not make AYP in reading. White, Black and Economically Disadvantaged students did not make AYP in math. Assistant Principal of Jewett School of the Arts 2009-2010: Grade B, Reading Mastery: 77%, Math Mastery: 70%, Science Mastery: 51%, Writing Mastery: 85%, AYP: 87%, Black and Economically Disadvantaged students did not make AYP in math.
Assistant Principal	Enrique Gutierrez	BS – Elementary Education, University of South Florida; MS- Educational Leadership, University of South Florida	0	1	Assistant Principal of Dundee Ridge Middle School 2011-2012: Grade C, Reading Mastery: 45%, Math Mastery: 40%, Writing Mastery: 70%, Science Mastery: 29%.
Assistant Principal	Brad Tarver	BS--Psychology, Florida A&M University; MS- School Guidance, Webster University; EDs - Educational Leadership,	0	0	Guidance Counselor of Daniel Jenkins Academy in 2011-2012: Grade A, Reading Mastery: 61%, Math Mastery: 58%, Writing Mastery: 89%, Science Mastery: 50%.

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		Argosy University			
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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Cynthia Torres	BA- English Literature, Rutgers University; MS- Reading and ESOL, Stetson University	2	0	N/A
Math	Jana Ingram	AS –psychology, Florida Southern College	7	0	N/A
Science	Jacqueline Hackney	B.S. Chemistry and Science Education – Findlay University, Findlay, OH	4	0	N/A
School Psychologist	Monica Arocha	BA-Psychology, University of Central Florida; Ed.S- Education Specialist, University of Central Florida	2	0	N/A

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. To recruit and retain – All teachers will participate in: PEC, New Teacher training, AIF facilitators coaching, Learning Focused Professional Development, PBS/RtI training, PLC, PD	Administration, Reading AIF, Math AIF, Science Resource, Title I Program Facilitator	June 2013

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360 PD,T.A.R.G.E.T.		
2. Observe and model instruction for new teachers	Administration, Reading AIF, Math AIF, Science Resource, Title I Program Facilitator	June 2013
3. Provide opportunities for continuous professional development through PLCs	Administration, Reading AIF, Math AIF, Science Resource, Title I Program Facilitator	June 2013

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).
 *When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
12	<p>Teachers will participate in reading or ESOL endorsement classes this school year and will complete 120 hours every calendar year until endorsement is complete.</p> <p>Teachers who do not have professional certificates will complete the Professional Education Competence Program under the supervision of the assistant principal.</p>

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	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
64	20% (13)	25% (16)	31% (20)	23.% (15)	31% (20)	-	11% (7)	0% (0)	22% (14)

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Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Jana Ingram- Math AIF	All new math/ESE teachers	New to teaching and the school	Weekly meetings
Cynthia Torres- Reading AIF	All new reading/language arts teachers	New to teaching and the school	Weekly meeting
Jacqueline Hackney-Science AIF	All new science/social studies teachers	New to teaching and the school	Weekly meeting

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

<p>Title I, Part A Title I, Part A, funds school-wide services to Boone Middle School. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.</p>
<p>Title I, Part C- Migrant Title I, Part A, funds school-wide services to Boone Middle School. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.</p>
<p>Title I, Part D Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.</p>
<p>Title II Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, technology training, and licenses for software programs and web-based access via Title II-D funds. Funds available to Boone Middle provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds.</p>
<p>Title III Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.</p>
<p>Title X- Homeless The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.</p>
<p>Supplemental Academic Instruction (SAI) SAI funds will be coordinated with the Title I funds to provide after school math and reading support for all level 1 students who are able to participate. The summer Credit Retrieval program makes it possible for students to succeed and gain credit when it may not have been achieved in their regular classes during the school year. SES (Supplemental Educational Services) provides additional academic instruction for economically disadvantaged students for enhancement in Reading, Math, and Science.</p>
<p>Violence Prevention Programs Boone Middle provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness. Many speakers are scheduled throughout the year to support making the right choices in life for our students. School safety is a major concern.</p>
<p>Nutrition Programs Boone Middle is a location for a summer feeding program for the community.</p>
<p>Housing Programs N/A</p>

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Head Start N/A
Adult Education Students are provided with information related to adult education options upon request.
Career and Technical Education Ridge Technical Career Center holds tours and sends representatives from different vocations to Boone Middle to showcase the many careers available for our students who many not be college bound. On campus classes in Technology, Agri-Science, Family Consumer Science, Art, Band, Chorus, and Strings are offered to help students achieve personal goals.
Job Training N/A
Other

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

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS leadership team. Eileen Killebrew, Principal; Enrique. Gutierrez, APA.; Kathy Raub, APC; Brad Tarver, APA; Artesia Spencer, Guidance Counselor, Mrs. Boggs, ESE Facilitator, Monica Arocha, school psychologist; Cynthia Torres, Reading AIF; Jacque Hackney, Science AIF; Jana Ingram, Math AIF Principal: provides a common vision for the use of data-based decision-making, ensuring 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.</p>
<p>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 RtI Leadership Team will meet once a month to determine how to develop and maintain a problem-solving system to bring out the best in our school, our teachers, and our students. Once a month the team will 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 this information, the team will identify professional development and resources. The team will collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processed and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.</p>
<p>Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? The RtI Team met for several sessions and evaluated the needs of the school to make learning gains, meet AYP, and improve academic and social/emotional areas. The RtI Team members are key personnel and had a hands-on role in developing the SIP. The data provided on the Tier 1, 2, and 3 targets helped set clear expectations and facilitated the development of a systemic approach to teaching with rigor, relevance, and building relationships being the focus. Learning Focused Strategies in accordance with the Florida Continuous Improvement Model align process and procedures and will produce campus safety and learning gain results.</p>
MTSS Implementation
<p>Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Tier 1: Discovery, FCAT Tier 2: FastForward, <i>Extended Reading Passages</i> Tier 3: Weekly Progress Monitoring using the ERPs.</p>
<p>Describe the plan to train staff on MTSS. The MTSS Team will facilitate training, of our 6-8 staff, by utilizing our staffing specialist and school psychologist.</p>
<p>Describe the plan to support MTSS. MTSS members will meet on a monthly basis with each grade level, providing support as needed. Development of intervention plans, tracking progress monitoring, cumulative folder review, and making decisions for students' individualized needs are some of the items that are reviewed at the monthly meetings.</p>

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Kathy Raub, APC; Rebecca Painter, Media Specialist; Cynthia Torres, Reading AIF; Mrs. Robson, 6 th Grade Reading; Mrs. Fernandez, 8 th grade reading; Mrs. Livingston, 7 th grade reading
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The team meets weekly to discuss the implementation of effective high yielding strategies in all classrooms. The function of the team is to ensure that all teachers have the proper resources to implement all strategies with fidelity.
What will be the major initiatives of the LLT this year? The major initiatives of the LLT will be to ensure the implementation of extended reading passages across all content areas, implementation of distributive summarizing, HOT questions, and Marzano’s Six Step Vocabulary Process.

Public School Choice

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

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

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**Elementary Title I Schools Only: Pre-School Transition*

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

N/A

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

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

Every teacher is responsible for teaching reading and supporting literacy goals for the entire school. Each teacher must include a reading goal in his/her Individual Professional Growth Plan. Our Reading AIF, Cynthia Torres, provides teacher support and professional development for our new teachers to ensure the proper implementation of reading strategies across the content areas. All students are required to have 20 minutes of SSR daily. Implementation of extended reading passages will be required in all content areas. All teachers will participate in PLCs that will include a book study focusing on literacy strategies. All academic teachers other than the reading and math teachers will implement the use of Comprehensive Instructional Strategies Model (CISM) with content-specific text.

**High Schools Only*

Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

N/A

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#).

N/A

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. Low academic vocabulary and comprehension due to low socioeconomic status of student body (94% on Free or Reduced Lunch)	1A.1. Teach vocabulary in context using Marzano six step vocabulary strategies, Think- Alouds strategies Maximize student engagement by the use of purposeful literacy FCIM Mini lessons to assist in providing teachers Tier 1 intervention.	1A.1. Teachers, Administration and Reading AIF	1A.1. PLC ‘s and Data Chats to Review Discovery Learning data reports to ensure teachers are assessing students according to the created schedule. FCIM Mini-Assessments	1A.1. Discovery Learning assessment Classroom observations Rubrics Teacher made assessments FCAT
Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>By Spring 2013, students scoring AL3 will increase to 45% as evidenced by their performance on the Spring 2013 FCAT in Reading.</i>	22% (197)	45% (355)					
			1A.2. Lack of Fluency	1A.2. Collaborative pairs Six Minute Solution strategies Teachers model fluent reading Teachers focus on skills that increase fluency Readers Theater to practice scripted reading and increase fluency	1A.2. Teachers, Administration and Reading AIF	1A.2. PLC’s and Data Chats to Review Discovery Learning data reports to ensure teachers are assessing students according to the created schedule.	1A.2. PLC’s and Data Chats to Review Discovery Learning data reports to ensure teachers are assessing students according to the created schedule. FCAT
			1A.3. Resistance of students to work harder for higher expectations	1A.3. Polk County Curriculum Maps Maximize student engagement by asking HOT questions and seeking active and authentic participation Student rubrics to clarify expectations of all grade level assignments	1A.3. Teachers, Administration and Reading AIF	1A.3. Lesson plan review Classroom observations	1A.3. Administrative classroom observations focused the use of HOT questions and active/authentic student engagement FCAT
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1. Low academic vocabulary and	1B.1 Individualized Direct Instruction	1B.1. Teachers, Administration and Reading AIF	1B.1. PLC’s and Data Chats to Review Pre/Mid/Post Assessments	1B.1 Pre/Mid/Post Assessments:

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Reading Goal #1B: By Spring 2013, students scoring at Levels 4, 5, & 6 in reading will increase or remain at 93%.	2012 Current	2013 Expected	comprehension due to low socioeconomic status of student body (94% on Free or Reduced Lunch)	using Sonday and PCI Reading Programs, Think-Alouds strategies, Maximize student engagement by the use of purposeful literacy, Fast ForWord Computer Reading Program		(STAR testing, Brigance Diagnostic) to ensure teachers are assessing students according to the created schedule	STAR test, Brigance Diagnostic and Program Pre/Post Assessments, Classroom Observations, Progress Monitoring Mastery Charts and Rubrics
	Level of Performance:*	Level of Performance:*					
	92%	93%					
			1B.2. Lack of Fluency	1B.2. Teachers model fluent reading, Teachers focus on skills that increase fluency, Sonday and PCI Reading materials to practice scripted reading and increase fluency, Fast Forward Computer Reading Program	1B.2. Teachers, Administration and Reading AIF	1B.2 PLC's and Data Chats to Review Pre/Mid/Post Assessments (STAR testing, Brigance Diagnostic) to ensure teachers are assessing students according to the created schedule	1B.2. Pre/Mid/Post Assessments: STAR test, Brigance Diagnostic and Program Pre/Post Assessments, Classroom Observations, Progress Monitoring Mastery Charts and Rubrics, FL Alternate Assessment
			1B.3. Lack of Decoding Skills	1B.3. Individualized Direct Instruction using Sonday and PCI Reading Programs, Think-Alouds strategies, Fast ForWord Computer Reading Program	1B.3. Teachers, Administration and Reading AIF	1B.3. PLC's and Data Chats to Review Pre/Mid/Post Assessments (STAR testing, Brigance Diagnostic) to ensure teachers are assessing students according to the created schedule, Individualized Scripted Direct Instruction provided by Reading Programs utilized	1B.3. Pre/Mid/Post Assessments: STAR test, Brigance Diagnostic and Program Pre/Post Assessments, Classroom Observations, Progress Monitoring Mastery Charts and Rubrics, FL Alternate Assessment

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. Teacher resistance to accommodating and adopting new strategies into their teaching style	2A.1. Lesson plan structure Graphic organizers	2A.1. Teachers, Administration and Reading AIF	2A.1. Review Discovery Learning data reports to ensure teachers are assessing students according to the established schedule PLC's and Data chats bi-monthly	2A.1. Discovery Learning assessments Lesson plan review Self-evaluation using rubrics FCAT
Reading Goal #2A: <i>By Spring 2013, students scoring AL4 or above will increase to 20% as evidenced by their performance on the Spring 2013 FCAT in Reading.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	10% (89)	20% (158)					
			2A.2. Students resistant to achieving higher levels	2A.2. Include higher-order questions in lesson plans/ collaborative pairs/seek authentic engagement of all students Use of student rubrics to establish individual goals	2A.2. Teachers, Administration and Reading AIF	2A.2. Lesson plan review Classroom observation	2A.2. Administrative classroom observation Monitor the use of high yielding strategies FCAT
		2A.3. Implementation of comprehension and summarization skills with fidelity	2A.3. Document HOT questions in lesson plans Purposeful reading using LEQ and Stem questions Reading and writing across the curriculum Distributive summarizing	2A.3. Teachers, Administration and Reading AIF	2A.3. Lesson plan structure used by all teachers	2A.3. Discovery Learning assessments Lesson plan monitoring by administration Administrative Classroom Observations Reading AIF (reflection time w/teacher) FCAT	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1. Implementation of comprehension and summarization skills with fidelity	2B.1. Accelerated Reading Program, Reading and writing across the curriculum, Distributive summarizing, Purposeful reading using LEQ and Stem questions, Think-aloud strategies,	2B.1. Teachers, Administration, Media Specialist and Reading AIF	2B.1. Lesson Plan structure, Accelerated reading data, Reading logs	2B.1. Pre/Mid/Post Assessments: STAR test, Brigance Diagnostic and Program Pre/Post Assessments, Classroom Observations, Lesson plan monitoring by Administration and Reading AIF, FL Alternate Assessment
Reading Goal #2B: <i>By Spring 2013, students scoring at or above Level 7 in reading will increase or remain at 78%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	75%	78%					
			2B.2. Resistance of students to work harder for higher expectations	2B.2. Maximize student engagement by the use of purposeful literacy and seeking active and authentic participation, Grade level projects and assignments to be assigned, Use of Kagan strategies like Pair-Share, summarizing and extended	2B.2. Teachers, Administration, Media Specialist, and Reading AIF	2B.2. Lesson Plan structure, Accelerated reading data, PLC's and Data chats	2B.2. Classroom Observations, Lesson plan monitoring by Administration and Reading AIF,

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			thinking activities, Accelerated Reading Program			
		2B.3. Need for prior background knowledge	2B.3. All students in all subgroups will use the collaborative pairs and LFS extending thinking strategies, Use of vocabulary to build background knowledge, Use of Multi-media presentations and visuals to help build background information	2B.3. Teachers, Administration and Reading AIF	2B.3. Lesson Plan structure,	2B.3. Classroom Observations, Lesson plan monitoring by Administration and Reading AIF,

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. Resistance of students to work harder for higher expectations	3A.1. All teaching staff will develop lesson plans using the FCIM/LFS Model with fidelity. Polk County Curriculum Maps. Use Stem questions and seek active and authentic participation from each one. Use student rubrics for a clear understanding of expectations. Grade level projects and assignments to be assigned. Use of Kagan strategies like Pair-Share, summarizing and extended thinking activities.	3A.1. Teachers, Administration and Reading AIF	3A.1. Lesson plans will be reviewed during administrative classroom walkthroughs and will be submitted weekly to Assistant Principal.	3A.1. Administrative focused walkthroughs to determine use of the FCIM/LFS model. AIF visits FCAT
Reading Goal #3A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>By Spring 2013, 100% of the total students will make learning gains in reading as evidenced by their performance on the Spring 2013 FCAT in Reading.</i>	49% (440)	100%(790)					
		3A.2. Need for prior background knowledge	3A.2. Subgroups will use the collaborative pairs and LFS extending thinking strategies. Use of vocabulary to build background knowledge	3A.2. Teachers, Administration and Reading AIF	3A.2. Administrators will monitor lesson plans during walkthroughs and plans will be submitted weekly to Assistant Principal	3A.2. Classroom Walkthroughs AIF visits Discovery Education Data FCAT	
		3A.3. Need increased reading comprehension	3A.3. All students in all subgroups will participate in the Accelerated Reader program to improve reading comprehension and improve lexiles.	3A.3. Teachers, Administration, Reading AIF and Media Specialist	3A.3. Accelerated reading data, reading logs	3A.3. STAR testing Discovery Education Data FCAT	

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			Purposeful reading and graphic organizers will be used.			
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.		3B.1. Need increased reading comprehension	3B.1. All students in all subgroups will participate in the Accelerated Reader program to improve reading comprehension and improve lexiles, Purposeful reading and graphic organizers will be used	3B.1. Teachers, Administration, Media Specialist, and Reading AIF	3B.1. Lesson Plan structure, Accelerated reading data, Reading logs	3B.1. Classroom Observations, Lesson plan monitoring by Administration and Reading AIF, FL Alternate Assessment
Reading Goal #3B: <i>By Spring 2013, 100% of the students will make learning gains in reading.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
	77%	100%				
			3B.2. Need for prior background knowledge	3B.2. All students in all subgroups will use the collaborative pairs and LFS extending thinking strategies. Use of vocabulary to build background knowledge, Use of Multi-media presentations and visuals to help build background information	3B.2. Teachers, Administration and Reading AIF	3B.2. Lesson Plan structure, Accelerated reading data, Reading logs
		3B.3. Resistance of students to work harder for higher expectations	3B.3. Maximize student engagement by the use of purposeful literacy and seeking active and authentic participation, Grade level projects and assignments to be assigned, Use of Kagan strategies like Pair-Share, summarizing and extended thinking activities	3B.3. Teachers, Administration and Reading AIF	3B.3. Lesson Plan structure, Accelerated reading data, PLC's and Data chats	3B.3. Classroom Observations, Lesson plan monitoring by Administration and Reading AIF,

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
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Low comprehension skills due to the language barrier.	4A.1. All students in lowest quartile will be offered Fast ForWord, Voyager, and/or SRA Corrective Reading SSR (Silent Sustained Reading) will be implemented throughout the school. Subject areas will share the responsibility on a daily basis. A schedule will be sent out to all staff members.	4A.1. Teachers, Administration and Reading AIF	4A.1. Administrators will monitor lesson plans during walkthroughs and plans will be submitted weekly to Assistant Principal. Thinking Maps to be used in all subjects' campus wide as an assessment and summarizing tool. Teacher/Administration data chats will be held once a quarter.	4A.1. Discovery Learning assessments/Pinnacle grades Observations, logs Lesson plan monitoring by administration Administrative classroom walkthrough logs. AIF visits. Baseline and midyear testing
Reading Goal #4: <i>By Spring 2013, 100% of students in Lowest 25% will make learning gains in reading as evidenced by their performance on the Spring 2013 FCAT in Reading.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	42% (377)	100% (790)					

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							results. FCAT
		4A.2. Lack of fluency	4A.2. LFS/FCIM strategies and Read and Think aloud taught by direct instruction. All students in the lowest quartile may attend Extended Learning Programs that will provide tutoring in Reading. Collaborative pairing and Kagan strategies will benefit the students who lack fluency.	4A.2. Teacher, Administration and Reading AIF	4A.2. Administration and Reading AIF will monitor attendance and student progress.		4A.2. Pre-Post testing Learning assessments/Pinnacle grades Observations, logs Lesson plan monitoring by administration Administrative classroom walkthrough logs AIF visits
		4A.3 Reading time for these students needs to be increased for learning gains.	4A.3. All level 1 and 2 students will have 90 minutes of reading daily. Collaborative pairs to be used and thinking maps. Summarizing and writing to show understanding. SSR (Silent Sustained Reading) time (20 minutes daily) to be scheduled in lesson plans for independent reading.	4A.3. Teacher, Administration and Reading AIF	4A.3. Administration, Guidance Counselors and Reading AIF will monitor scheduling to assure placement of lowest quartile students. Summarizing and writing to show understanding		4A.3. Administration to Monitor schedules Learning assessments/Pinnacle grades Observations, logs Lesson plan monitoring by administration Administrative classroom walkthrough AIF visits

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 34% of students scored satisfactory on the FCAT Reading Assessment	Students achieving level 3 or above will increase to at least 33% by Spring of 2012.	Students achieving level 3 or above will increase to at least 45% by Spring of 2013.	Students achieving level 3 or above will increase to at least 51% by Spring of 2014.	Students achieving level 3 or above will increase to at least 56% by Spring of 2015.	Students achieving level 3 or above will increase to at least 62% by Spring of 2016.	Students achieving level 3 or above will increase to at least 67% by Spring of 2017.
Reading Goal #5A: <i>By Spring of 2017 67% or greater will AL 3 or higher as evidenced by their performance on the Spring 2013 FCAT in Reading.</i>							

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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 subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B: <i>By Spring 2013, student in ethnic subgroups that did not make satisfactory progress in reading will make learning gains of 10% in reading.</i>	2012 Current Level of Performance:* White: 58% Black: 75% Hispanic: 69% Asian: NA American Indian: NA	2013 Expected Level of Performance:* White: 68% Black: 85% Hispanic: 79% Asian: NA American Indian: NA	5B.1. White: low comprehension skills Black: low comprehension skills Hispanic: low comprehension skills Asian: low comprehension skills American Indian: low comprehension skills	5B.1. Students will be placed in classes by ability grouping. LFS extended thinking and summarizing will be used. Graphic organizers will be used in all subject areas as a teaching, assessment, and summarizing tool.	5B.1. Teachers, administration, and Reading AIF	5B.1. Administrators will monitor lesson plans during walkthroughs and plans will be submitted weekly to administration. Thinking Maps to be used in all subjects campus wide as an assessment and summarizing tool Teacher/student data chats will be documented once every quarter unless the student's grade is below 70%. At that point, the teacher will have weekly data chats with the students and parents. Teacher/Administration data chats will be held once a quarter with monthly email updates. Comprehension tests will be given twice a week with data analyzed every two weeks in regular reading meetings facilitated by the Reading AIF.	5B.1. Lesson Plan Monitoring by administration. Observations Teacher Data Log Data Chat Logs Pinnacle Grades
			5B.2. Lack of Fluency	5B.2. District core K-12 Reading plan and SSS/New Generation Standards for daily reading. FCAT Stem questions and signal words used in lessons. Collaborative pairing and Kagan strategies will increase fluency by keeping the students engaged.	5B.2. Teacher, administration, and Reading AIF	5B.2. Administrators will monitor lesson plans during walkthroughs and plans will be submitted weekly to Assistant Principal. Thinking Maps to be used in all subjects campus wide as an assessment and summarizing tool	5B.2. Administrative walkthrough logs and lesson plans. AIF visits
			5B.3. Reading time for these students needs to be increased for learning gains	5B.3. SSR time to be scheduled in lesson plans for independent reading. AR Reading time Thinking Maps to be used in all	5B.3. Teacher, Administration and Reading AIF	5B.3. Administrators will monitor lesson plans during walkthroughs and plans will be submitted weekly to Assistant Principal.	5B.3. Administrative walkthrough logs and lesson plans. AIF visits Printout of Discovery Learning assessments/Pinnacle grades

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			content areas as an assessment and summarizing tool. AR testing by use of the STAR			Observations, logs Lesson plan monitoring by administration
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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. Language barriers for the large ELL population	5C.1. All English Language Learners will be provided strategies to master tested clusters of the FCAT. Marzano 6 step Vocabulary strategies taught plus LFS strategies with fidelity All teachers to supply ESOL teacher with vocabulary of their subject for extra help in the ESOL classes. Rourke Reading with ESOL students. Students will write about what they read to increase understanding and writing skills.	5C.1. Teacher, Administration and Reading AIF, ESOL teacher	5C.1. Administration will monitor lesson plans. and observe students. ESOL paras will work with all students to determine gains. E SOL teacher to meet with PLC's regularly share needs and to gain progress reports from all subject area teachers.	5C.1. Weekly progress checks of tested clusters. CELLA test results, Printout of Discovery Learning assessments/Pinnacle grades Observations, logs and Lesson plan monitoring by administration Administrative classroom walkthrough logs. AIF visits
<u>Reading Goal #5C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>By Spring 2013, 85% of our ELL students not making satisfactory progress in reading will make learning gains as evidenced by the Spring 2013 FCAT in Reading.</i>	77%	85% (204)					
			5C.2. Lack of parental involvement due to the language barriers	5C.2. All English Language Learners will use the district core K-12 Reading plan and SSS/New Generation Standards for daily reading. Family night activities to increase: Understanding FCAT, reading, math, and science nights	5C.2. Teacher, Administration and Reading AIF, Parent Involvement Teacher	5C.2. Administrators will monitor lesson plans during walkthroughs and plans will be submitted weekly to Assistant Principal. Gather data from school wide open house, meetings, SAC, etc.	5C.2. Administrative walkthrough logs Lesson plans AIF visits Report from Parent Involvement Teacher
			5C.3. Lack of vocabulary, comprehension	5C.3. All students in all subgroups will be provided strategies to master tested clusters of the FCAT. LFS extended thinking and summarizing used. Thinking Maps to be used in all subjects Use of more visuals to increase understanding and writing about what they learned.	5C.3. Teachers, Administration and Reading AIF and ESOL teacher	5C.3. Administrators will monitor lesson plans during walkthroughs and plans will be submitted weekly to Assistant Principal	5C.3. Weekly progress checks of tested clusters. Printout of Discovery Learning assessments/Pinnacle grades Observations, logs and Lesson plan monitoring by administration , Administrative classroom walkthrough logs. AIF visits FCAT

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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					
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D: <i>By Spring 2013, 85% of our Students with Disabilities that did not make satisfactory progress in reading will make learning gains as evidenced by their performance on the Spring 2013 FCAT in Reading.</i>		5D.1. Low comprehension	5D.1. Marzano's 6 step vocabulary and LFS extended learning strategies to master tested clusters of the FCAT. Collaborative Pairs for understanding. HOT and stem questions SSR(Silent Sustained Reading) for 10 or 15 minutes will be held in all classes.	5D.1. Teacher, Administration, Reading AIF, and ESE Facilitator	5D.1. Administration will monitor lesson plans and Testing scores.	5D.1. Weekly progress checks of tested clusters. Printout of Discovery Learning assessments/Pinnacle grades Observations, logs Lesson plan monitoring by administration Administrative classroom walkthrough logs AIF visits					
		<table border="1"> <tr> <td><u>2012 Current Level of Performance:*</u></td> <td><u>2013 Expected Level of Performance:*</u></td> </tr> <tr> <td>77%</td> <td>85%(66)</td> </tr> </table>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	77%	85%(66)	5D.2. Student lack of prior knowledge and relation to real world concepts	5D.2. K-12 Reading plan and SSS/Next Generation Standards for daily reading. LFS and Marzano 6 step vocabulary implemented with fidelity in all lesson plans.	5D.2 Teacher, Administration, Reading AIF, and ESE Facilitator	5D.2. Administrators will monitor lesson plans during walkthroughs and plans will be submitted weekly to Assistant Principal.	5D.2. Administrative walkthrough logs AIF visits Printout of Discovery Learning assessments/Pinnacle grades Observations, logs Lesson plan monitoring by administration. FCAT
		<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>								
77%	85%(66)										
5D.3. Student resistance to working harder to achieve learning gains	5D.3. K-12 Reading plan and SSS/Next Generation Standards for daily reading. Use of rubrics to establish expectations of teachers for students to understand. Increase active and authentic student engagement LFS and Marzano 6 step vocabulary implemented with fidelity in all lesson plans. Use of student rubrics to show students what they are trying to achieve.	5D.3. Teacher, Administration, Reading AIF, and ESE Facilitator	5D.3. Administrators will monitor lesson plans during walkthroughs and plans will be submitted weekly to Assistant Principal.	5D.3. Administrative walkthrough logs AIF visits Printout of Discovery Learning assessments/Pinnacle grades Observations, logs Lesson plan monitoring by administration Administrative classroom walkthrough logs FCAT							

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Low comprehension by the students	<p>5E.1. Students will be provided strategies to master tested clusters of the FCAT.</p> <p>Teachers with higher expectations will help student learning to increase.</p> <p>K-12 Reading plan and SSS/Next Generation Standards for daily reading.</p> <p>LFS and Marzano 6 step vocabulary implemented with fidelity in all lesson plans.</p> <p>More family nights are planned to assist and support the parents in their efforts to help their child succeed.</p> <p>Mentors are being recruited to offer support for the struggling students.</p>	5E.1. Teacher, Administration and Reading AIF	<p>5E.1. Administrators will observe classes and monitor lesson plans during walkthroughs</p> <p>Plans will be submitted weekly to Assistant Principal.</p>	<p>5E.1. Weekly progress checks of tested clusters.</p> <p>Printout of Discovery Learning assessments/Pinnacle grades</p> <p>Observations, logs</p> <p>Lesson plan monitoring by administration</p> <p>Administrative classroom walkthrough logs.</p> <p>AIF visits.</p> <p>Rubrics for teachers to assess their levels of understanding and knowledge of content.</p> <p>FCAT</p>
Reading Goal #5E:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>By Spring 2013, 75% or our Economically Disadvantaged Students that did not make satisfactory progress in reading will make learning gains as evidenced by their performance on the Spring 2013 FCAT in Reading.</i>	68%	75%					
			5E.2. Student lack of prior knowledge and real world applications	5E.2. K-12 Reading plan and SSS/Next Generation Standards for daily reading. These students need to be assigned work that is on grade level to make connections to new material that is introduced.	5E.2. Teacher, Administration and Reading AIF	5E.2. Administrators will observe classes and monitor lesson plans during walkthroughs and plans will be submitted weekly to Assistant Principal.	<p>5E.2. Administrative walkthrough logs</p> <p>AIF visits</p> <p>Printout of Discovery Learning assessments/Pinnacle grades</p> <p>Observations, logs</p> <p>Lesson plan monitoring by administration</p>
			5E.3. Student resistance to working harder to achieve learning gains and may not be motivated to read	<p>5E.3. Teachers provide time each period for SSR from books of the students' choice from the AR selections.</p> <p>Regularly scheduled check out times for books. Increase students' reading experience and reinforce the reading flow (become engrossed in the book and not want to stop reading).</p>	5E.3. Teacher, Administration and Reading AIF	<p>5E.3. Administrators will observe classes and monitor lesson plans during walkthroughs</p> <p>Plans will be submitted weekly to Assistant Principal.</p> <p>FCIM mini-assessments</p>	<p>5E.3. Printout of Discovery Learning assessments/Pinnacle grades</p> <p>Observations, logs</p> <p>Lesson plan monitoring by administration</p> <p>Administrative classroom walkthrough</p>

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			<p>LFS and Marzano 6 step vocabulary implemented with fidelity in all lesson plans.</p> <p>Higher order stem questions asked during all lessons</p> <p>Summarize throughout lesson.</p>			<p>AIF visits.</p> <p>FCAT</p>
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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
LFS Strategies	All staff	AIFs	All Teachers	Monthly 2012- 2013	Printout of Discovery Learning assessments/Pinnacle grades Observations, logs and Lesson plan monitoring by administration Administrative classroom walkthrough logs. AIF visits and follow up for PD points	Administration and Reading AIF
Reading PLCs	Reading 6-8	Reading AIF Administration, Lead Teachers	All Teachers	Bi-weekly	Printout of Discovery Learning assessments/Pinnacle grades Observations, logs and Lesson plan monitoring by administration Administrative classroom walkthrough logs. AIF visits and follow up for PD points	Administration and Reading AIF
Data Day	6 th /7 th /8 th All subjects	Kathy Raub APC	All teachers	September 17, 2012	Classroom walkthrough logs AIF visits Data Talks throughout the year	Administration and Reading AIF
PLC-Reading Data Chats	Reading 6-8	Reading AIF and Administration	All instructional reading staff	During Planning, 3 times a year (after baseline assessments)	Review Progress Monitoring Reports	Administration and Reading AIF

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Reading Comprehension through recreational reading	Reading books, magazines, classroom sets	Title 1	\$10,000
			Subtotal: \$10,000
Technology			
Strategy	Description of Resources	Funding Source	Amount
Utilize Kindle Fires in the classroom	Kindle Fires	District	Unknown
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
LFS Grouping PD	LFS Training	Title 1	\$10,000
LFS Language Acquisition LFS Vocabulary	Materials for all LFS PD	Title 1	\$5,000
			Subtotal: \$15,000
Other			
Strategy	Description of Resources	Funding Source	Amount
PLC Planning	Substitute Teachers	Title 1	\$15,000
Extended Reading Passages	Materials	Title 1	\$5,000
			Subtotal: \$20,000
			Total: \$45,000

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		1.1. 1. Students are satisfied with just passing (being C student).	1.1. Create additional speaking opportunities through public performance and promotional performances for the schools' ESOL Department.	1.1. Teachers, paraprofessional, technology, guidance	1.1. Increased speaking opportunities measured by number of students and time/dates	1.1. Spring CELLA assessment
CELLA Goal #1: <i>By spring of 2013, 68% (256 student)s will score proficient on the Listening/Speaking section of the CELLA assessment.</i>	2012 Current Percent of Students Proficient in Listening/Speaking: <i>65% (244 students) were proficient on the 2011-12 listening/speaking portion of the CELLA assessment.</i>					
		1.2. Limited opportunities to hear or speak the English language outside of the school day.	1.2. Provide strategies, at the beginning of the year ESOL backpack meeting for ELL parents, to increase communication in English at home.	1.2. Classroom teachers, administration, ESOL paraeducator.	1.2. Pre and Post assessments for the backpack program	1.2. Spring CELLA assessment
		1.3. Parents are not equipped to help students at home.	1.3. Parent Informational Meetings in parent's home language in the school or area.	1.3. Title One, Teachers, paraprofessionals.	1.3. Parent involvement and attendance.	1.3. Spring CELLA Assessment
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1. Limited proficiency in the English language	2.1. Build background in all content areas, provide visuals and graphic organizers	2.1. Administration, classroom teachers and ESOL teacher and paraeducator	2.1. Ongoing progress monitoring through benchmark assessments and progress monitoring probes.	2.1. Benchmark progress monitoring reports and formative assessments Spring CELLA Assessment
CELLA Goal #2: <i>By spring of 2013, 20% (76) students will score proficient on the reading section of the CELLA assessment.</i>	2012 Current Percent of Students Proficient in Reading: <i>17% (65 students) were proficient on the 2011-12 reading portion of the CELLA assessment.</i>					
		2.2. Limited vocabulary	2.2. Pre-teach vocabulary in all content areas	2.2. Administration, classroom teachers and ESOL teacher and paraeducator	2.2. Ongoing progress monitoring through benchmark assessments and progress monitoring probes.	2.2. Benchmark progress monitoring reports and formative assessments Spring CELLA Assessment

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		2.3. Limited background	2.3. Develop background knowledge for literature and content area reading activities.	2.3. Administration, classroom teachers and ESOL teacher and paraeducator	2.3. Ongoing progress monitoring through benchmark assessments and progress monitoring probes.	2.3. Benchmark progress monitoring reports and formative assessments Spring CELLA Assessment
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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		2.1. Limited integration of technology to enhance content delivery.	2.1 Provide professional development regarding the implementation of technology such as SMART boards, document cameras, and student response systems.	2.1. Technology Coaches Administration	2.1. Increased writing proficiencies.	2.1. On-going progress monitoring with writing rubrics used for scoring.
<u>CELLA Goal #3:</u> <i>By spring of 2013, 32% (121 student)s will score proficient on the reading section of the CELLA assessment.</i>	2012 Current Percent of Students Proficient in Writing : 29% (110 students) were proficient on the 2011-12 reading portion of the CELLA assessment.					
		2.2. Limited student background knowledge for writing topics.	2.2. Provide opportunities for writing across the curriculum using Learning focus strategies to include summarizing, graphic organizers, and extended thinking activities.	2.2. Classroom teachers, Administration	2.2. Ongoing writing assessment prompts; writing portfolios	2.2. FCAT writing assessment and writing portfolio review.
		2.3. Lack of ability to brainstorm writing topics.	2.3. Implement mental modeling of the writing process.	2.3. Classroom teachers, Administration	2.3. Ongoing writing assessment prompts; writing portfolios	2.3. FCAT writing assessment and writing portfolio review.

CELLA Budget (Insert rows as needed)

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

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

End of CELLA Goals

Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1. Need for increased content knowledge and parental support in acquiring this knowledge	1A.1. All teachers will know the needs of each student according to data and life situations. They will attend weekly departmental meetings to address specific needs for teaching, re-teaching and enriching the learning experience for all students during the school day. Teachers will make extra effort to be in contact with all parents to communicate progress and needs of the students. Use of email will be implemented and the Parents Portal.	1A.1. Principal, Administration, and Math AIF	1A.1. Departmental teams will review results of common assessment data every 4 weeks to determine progress. Each student's progress will be tracked to determine additional needs for remediation.	1A.1. Content area generated progress checks. FCAT and Discovery Individual Student Progress Tracking Charts FCAT/Discovery
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
#1A: <i>By Spring 2013, students scoring AL3 will increase to 30% as evidenced by their performance on the Spring 2013 FCAT in Math.</i>	20% (180)	37% (292)					
				Individual Student Progress Charts			

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		1A.2. Need increased math vocabulary for use in understanding context	1A.2. All students will use the district curriculum K-12 Math plan and SSS/New Generation Math Standards. Use of interactive word walls that are concurrent with LEQ's with examples. Practice the real life problems using FCAT examples, vocabulary, and stem questions through the Countdown to FCAT. Reading and writing will impact math by having students write one sentence describing the differences between different concepts (example compare slope and run) All teaching staff will develop lesson plans using the FCIM/LFS Model with fidelity. Writing will be used in all math classes to describe in words how problems are solved.	1A.2.. Principal, Administration, and Math AIF	1A.2. Lesson plans will be reviewed during administrative classroom walkthroughs and AIF visits. Students' progress through the Countdown to FCAT will show improvement over time. Lesson plans will be reviewed during administrative classroom walkthroughs and AIF visits	1A.2. Administrative classroom walkthrough log and focused AIF visits. Countdown to FCAT scores. Administrative classroom walkthrough log and focused AIF visits. Discovery Testing FCAT
		1A.3. Students lack of interest and engagement in understanding mathematical computational skills and the importance of math for a lifetime	1A.3. Use of Extended Thinking (HOT) and Stem questions. Increase use of real-word application problems. Kagan Strategies and collaborative pairs in all classes. Multiplication Facts Initiative/contests campus wide to foster strength in the multiplication skills Springboard activities and strategies	1A.3. Teacher, Administration, and Math AIF	1A.3. Students' scores will increase over time, as evidenced by the Baseline tests given three times during the year. Number of students who achieve the math facts goals will increase each week.	1A.3. Baseline tests by Discovery. Multiplication Facts Test FCAT
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1. Need increased math vocabulary for use in understanding context		1B.1. Practice the real life problems using Alt. Assessment examples, vocabulary, and stem questions. Use of Kagan strategies like Pair-Share, and other strategies to engage student discussion using math vocabulary; Use of interactive word walls that are concurrent with LEQ's with examples	1B.1. Teacher, Administration, and Math AIF	1B.1. PLC's and Data Chats to Review Pre/Mid/Post Assessments (Brigance Diagnostic) to ensure teachers are assessing students according to the created schedule; Each student's progress will be tracked to determine additional needs for remediation. Lesson plans will be reviewed during classroom walkthroughs and AIF visits; Students' progress monitored	1B.1 Pre/Mid/Post Assessments: Brigance Diagnostic and Program Pre/Post Assessments, Classroom Observations, Progress Monitoring Mastery Charts and Rubrics
<u>Mathematics Goal</u> #1B: <i>By Spring 2013, students scoring at Levels 4,5,&6 in math will increase or remain at 93%.</i>	<u>2012 Current Level of Performance:*</u> 92%	<u>2013 Expected Level of Performance:*</u> 93%				

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		1B.2. Students not making progress or achieving goals. Basic skills in math are lacking and previous math concepts have not been mastered.	1B.2. All students will be assessed regularly with program generated progress checks. Individual Student Progress Charts used to chart each student's mastery of the lessons given. Teachers use these to determine interventions. Use of Kagan strategies to increase student engagement and increase learning gains. Use of Compass Odyssey Program	1B.2. Teacher, Administration, and Math AIF	1B.2. Interventions will be applied to assure mastery of specific student needs. Students will increase scores on tests given throughout the year: Pre/Mid/Post Brigance, and individual teacher tests given in class. Student Progress Charts will help to determine student needs.	1B.2. Compass Odyssey Scores; Pre/mid/post Brigance Assessments; Student Progress Charts; FL Alternate Assessment
		1B.3. Students lack of interest and engagement in understanding mathematical computational skills and the importance of math for a lifetime	1B.3. Use of Kagan strategies like Pair-Share, and other strategies to engage student discussion using math vocabulary, Utilize Compass Odyssey Comperter program within the classroom	1B.3. Teacher, Administration, and Math AIF	1B.3. Students' scores will increase over time, as evidenced by the Pre/Mid/Post Assessments given three times during the year	1B.3. Classroom Observations, Lesson plan monitoring by Administration and Math AIF,

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. Lack of increased advanced content knowledge	2A.1. All teachers will attend weekly departmental meetings to address specific needs for teaching, re-teaching and enriching the learning experience for all students including advanced students Each students' progress will be tracked to determine additional needs for remediation and advancement	2A.1. Principal, Administration, and Math AIF	2A.1. Departmental teams will review results of common assessment data every 4 weeks to determine progress. Each child's progress will be tracked to determine additional needs for remediation.	2A.1. Content area generated progress checks. Discovery and FCAT Individual Student Progress Tracking Charts
<u>Mathematics Goal</u> #2A: <i>By Spring 2013, students scoring AL4 or AL5 will increase to 15% as evidenced by their performance on the Spring 2013 FCAT in Math.</i>	<u>2012 Current Level of Performance:*</u> 4.9% (44)	<u>2013 Expected Level of Performance:*</u> 15%(119)	2A.2. Gifted or advanced teaching strategies need to be developed	2A.2. PD for math teachers of advanced or gifted to develop new strategies for these students in common planning times. All students will use the district curriculum K-12 Math plan and SSS/New Generation Math Standards. Students will practice the real life problems using FCAT examples, vocabulary, and stem and HOT questions through the Countdown	2A.2 Administration and Math AIF	2A.2. Lesson plans will be reviewed during administrative classroom walkthroughs and AIF visits. Students' progress through the Countdown to FCAT will show improvement over time. Lesson plans will be reviewed during administrative classroom walkthroughs and AIF visits	2A.2. Administrative classroom walkthrough log and focused AIF visits. Countdown to FCAT scores. Administrative classroom walkthrough log and focused AIF visits.

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			to FCAT. Writing in Math to describe processes and procedures to perform math functions. Professional development through PLC's to increase knowledge of strategies needed to help the gifted or advanced students in making gains. All teaching staff will develop lesson plans using the FCIM/LFS Model with fidelity..			Discovery and FCAT
		2A.3. Students lack college-readiness skills.	2A.3. Increase student engagement with student-centered learning/discovery. Greater exposure to advanced problem solving technology. Writing across the curriculum in the math content area at higher level expectations and use rubrics for all work. Use of Extended Thinking (HOT) and Stem questions. Increase use of real-word application problems. Springboard Strategies and collaborative pairs in all classes. Multiplication Facts Initiative/contests campus wide to foster strength in the multiplication skills	2A.3. Principal, Administration, and Math AIF	2A.3. Students' scores will increase over time, as evidenced by the Baseline tests given three times during the year. Number of students who achieve the math facts goals will increase each week. Higher level competitions will be used including debates and brain teasers	2A.3. Baseline Discovery Tests Multiplication Facts Test FCAT
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.		2B.1. Students not making progress or achieving goals. Basic skills in math are lacking and previous math concepts have not been mastered.	2B.1. All students will be assessed regularly with program generated progress checks. Individual Student Progress Charts used to chart each student's mastery of the lessons given. Teachers use these to determine interventions. Use of Kagan strategies to increase student engagement and increase learning gains. Use of Compass Odyssey	2B.1. Teacher, Administration, and Math AIF	2B.1. Interventions will be applied to assure mastery of specific student needs. Students will increase scores on tests given throughout the year: Pre/Mid/Post Brigance, and individual teacher tests given in class. Student Progress Charts will help to determine student needs.	2B.1. Compass Odyssey Scores; Pre/mid/post Brigance Assessments; Student Progress Charts; FL Alternate Assessment
<u>Mathematics Goal</u> #2B: <i>By Spring 2013, students scoring at or above Level 7 in math will increase or remain at 28%.</i>	<u>2012 Current Level of Performance:*</u> 25%	<u>2013 Expected Level of Performance:*</u> 28%				

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				Program			
			2B.2. Need for increased content knowledge and parental support in acquiring this knowledge	2B.2. All teachers will know the needs of each student according to data and live situations. They will attend weekly departmental meetings to address specific needs for teaching, re-teaching and enriching the learning experience for all students during the school day. Teachers will make extra effort to be in contact with all parents to communicate progress and needs of the students. Use of email will be implemented and the Parents Portal. Individual Student Progress Charts. Utilize Compass Odyssey Computer program within the classroom and at home	2B.2. Teacher, Administration, and Math AIF	2B.2. PLC's and Data Chats to Review Pre/Mid/Post Assessments (Brigance Diagnostic) to ensure teachers are assessing students according to the created schedule; Each student's progress will be tracked to determine additional needs for remediation. Student Data and progress from Compass Odyssey reports	2B.2. Brigance Diagnostic; FL Alternate Assessment; Content area generated progress checks; Compass Odyssey progress Reports
			2B.3. Students' scores will increase over time, as evidenced by the Pre/Mid/Post Assessments given three times during the year	2B.3. Students' scores will increase over time, as evidenced by the Pre/Mid/Post Assessments given three times during the year	2B.3. Students' scores will increase over time, as evidenced by the Pre/Mid/Post Assessments given three times during the year	2B.3. Students' scores will increase over time, as evidenced by the Pre/Mid/Post Assessments given three times during the year	2B.3. Students' scores will increase over time, as evidenced by the Pre/Mid/Post Assessments given three times during the year

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A 1. Students not making progress or achieving goals. Basic skills in math are lacking and previous math concepts have not been mastered.	3A 1. All students will be assessed weekly with team generated progress checks. Individual Student Progress Charts used to chart each student's mastery of the lessons given. Teachers to use these to determine interventions. Use of Kagan strategies to increase student engagement and increase learning gains. Grouping of students for individual needs during Compass Odyssey Program. Remediation through instruction	3A 1. Principal , Administration, and Math AIF	3A 1. Interventions will be applied to assure mastery of specific student needs. Students will increase scores on tests given throughout the year: Discovery tests three times a year, plus the individual teacher tests given in class. Baseline and midyear test results will be used. Student Progress Charts will help to determine student needs.	3A 1. Compass Odyssey scores Discovery Tests FCAT Students' Progress Charts
<u>Mathematics Goal #3A:</u> <i>By Spring 2013, 100% of total students will make Learning Gains as evidenced by their performance on the Spring 2013 FCAT in Math.</i>	<u>2012 Current Level of Performance:*</u> <i>50% (449)</i>	<u>2013 Expected Level of Performance:*</u> <i>100% (790)</i>					

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			3A 2. Lack of test-taking strategies and lack of FCAT vocabulary knowledge. Students are unable to make connections to new math material.	3A 2. All students will be provided strategies to master content strands of the FCAT test. In particular, FCAT stem and HOT questions and vocabulary will be stressed and practiced. Writing will be included in all math lessons to show increased understanding.	3A 2. Principal, Administration, and Math AIF	3A 2. Students will increase scores on tests given throughout the year: Discovery tests three times a year, plus the individual teacher tests given in class. Student Progress Charts will help to determine student needs.	3A 2. Discovery Tests FCAT Students' Progress Charts
			3A 3. Lack of student practice during after school or before school hours.	3A 3. Odyssey Morning Math Program Extended Tutoring Study Club Recruit mentors for students who will monitor progress and be interested in their progress.	3A 3. Principal, Math AIF, and Administration	3A 3. Students' scores will increase on tests throughout the year. Teachers will use Individual Tracking data to determine student needs and provide interventions, as needed.	3A 3. Discovery Tests Students' Progress Charts FCAT
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1. Students not making progress or achieving goals. Basic skills in math are lacking and previous math concepts have not been mastered.	3B.1. All students will be assessed regularly with program generated progress checks. Individual Student Progress Charts used to chart each student's mastery of the lessons given. Teachers use these to determine interventions. Use of Kagan strategies to increase student engagement and increase learning gains. Use of Compass Odyssey Program	3B.1. Teacher, Administration, and Math AIF	3B.1. Interventions will be applied to assure mastery of specific student needs. Students will increase scores on tests given throughout the year: Pre/Mid/Post Brigrance, and individual teacher tests given in class. Student Progress Charts will help to determine student needs.	3B.1. Compass Odyssey Scores; Pre/mid/post Brigrance Assessments; Student Progress Charts; FL Alternate Assessment
Mathematics Goal #3B: <i>By Spring 2013, 100% of the students will make learning gains in math</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	16%	100%					
			3B.2. Students' differing needs and modalities of learning.	3B.2. In addition to the FCIM/LFS Model, teachers will use Kagan strategies to provide differentiated instructional approaches to teaching and will address the learning styles of all students	3B.2. Teacher, Administration, and Math AIF	3B.2. Lesson plans will be reviewed during classroom walkthroughs by administrators and visits by Math AIF	3B.2. Classroom Observations, Lesson plan monitoring by Administration and Math AIF,
			3B.3. Lack of test-taking strategies and lack of Florida Alternate Assessment vocabulary knowledge.	3B.3. Students will be provided strategies to help master Access Points of the FL Alternate Assessment test. In particular, Alternate Assessment stem questions and vocabulary will be stressed and practiced.	3B.3. Teacher, Administration, and Math AIF	3B.3. Students will increase scores on tests given throughout the year: Student Data and progress from Compass Odyssey reports, plus the individual teacher tests given in class. Student Progress Charts will	3B.3. FL Alternate Assessment; Content area generated progress checks; Compass Odyssey progress Reports; Teacher generated tests

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					help to determine student needs.	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics. Mathematics Goal #4: <i>By Spring 2013, 100% of students in Lowest 25% will make learning gains as evidenced by their performance on the Spring 2013 FCAT in Math.</i>	2012 Current Level of Performance:* 58% (520)	2013 Expected Level of Performance:* 100% (790)	4A. 1. Students not having enough time to learn the mathematics benchmarks and at the grade level.	4A. 1. All Level 1 and Level 2 students will have 90 minutes of Intensive mathematics instruction. Writing will be included in summarization for better understanding of the steps to solve problems.	4A. 1. Administration, Guidance Counselors and Math AIF	4A. 1. Schedules will be monitored to ensure that all Level 1 and 2 students are scheduled in 90 minute classes.	4A. 1. Progress of students on Baseline Discovery assessments. FCAT
			4A. 2. Students' differing needs and modalities of learning and lack of engagement	4A. 2. In addition to the FCIM/LFS Model, teachers will use Kagan strategies-collaborative pairs- to provide differentiated instructional approaches to teaching and will address the learning styles of all students. Stem and HOT questions will be used to increase understanding.	4A. 2. Administration and Math AIF	4A. 2. Lesson plans will be reviewed during classroom walkthroughs by administrators and visits by Math AIF	4A. 2. Administrative classroom walkthrough AIF visits
			4A. 3. Students are dependent upon having a ride to or from school in order to attend the before- and after-school programs, as well as Saturday Tutoring programs	4A. 3. Level 1 and 2 students will receive at least 45 minutes a week of intensive intervention in the Compass lab designed to target specific skills. All teachers will know the needs of each student according to data and life situations. They will attend weekly departmental meetings to address specific needs for teaching, re-teaching and enriching the learning experience for all students during the school day. Tutoring and intervention will be offered to all students needing extra help. Teachers will make extra effort to	4A. 3. Administration and Math AIF Mentors	4A. .3. Students' scores will increase on tests throughout the year. Teachers will use Individual Tracking data to determine student needs and provide interventions, as needed.	4A. 3. Discovery Tests Compass Lab scores Students' Progress Charts FCAT

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			be in contact with all parents to communicate progress and needs of the students. Use of email will be implemented and the Parents Portal.				
Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 24% of students scored satisfactory on the FCAT Math assessment.	Students achieving level 3 or above will increase to at least 26% by Spring of 2012.	Students achieving level 3 or above will increase to at least 37% by Spring of 2013.	Students achieving level 3 or above will increase to at least 43% by Spring of 2014.	Students achieving level 3 or above will increase to at least 49% by Spring of 2015.	Students achieving level 3 or above will increase to at least 56% by Spring of 2016.	Students achieving level 3 or above will increase to at least 62% by Spring of 2017.
<u>Mathematics Goal #5A:</u> <i>By Spring of 2017, 72% (316) of students will achieve at least a level 3 on the FCAT math assessment.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.		5B.1. Students are dependent upon having a ride to or from school in order to attend the before- and after-school programs, as well as Saturday Tutoring programs.	5B.1. In order to reach the struggling students, all teachers will attend weekly departmental meetings to address specific needs for teaching, re-teaching and enriching the learning experience for all students. Student needs and scores will be posted on the Pinnacle seating charts (with photos when available) for each period and displayed for any observation that may take place.	5B.1. Administration and Math AIF	5B.1. Departmental teams will review results of common assessment data every 4 weeks to determine progress. Each child's progress will be tracked to determine additional needs for remediation.	5B.1. Content area generated progress checks. Discovery Tests Individual Student Progress Tracking Charts FCAT	
<u>Mathematics Goal #5B:</u> <i>By Spring 2013, students in Ethnic subgroups that did not make satisfactory progress will make 10% gains as evidenced by their performance on the Spring 2013 FCAT in Math.</i>	<u>2012 Current Level of Performance:*</u> White: 64% Black: 87% Hispanic: 76% Asian: NA American Indian: NA	<u>2013 Expected Level of Performance:*</u> White: 74% Black: 97% Hispanic: 86% Asian: NA American Indian: NA	5B.2. Students lack of English proficiency. Most of the FCAT for mathematics involves reading "real life" problems and judging what steps to take to solve said problems.	5B.2. K-12 Math plan and SSS/New Generation Math Standards. Students will practice the real life problems using FCAT examples, vocabulary, and stem questions through the Countdown to FCAT. Use of HOT questions and stem	5B.2. Administration and Math AIF	5B.2. Lesson plans will be reviewed during administrative classroom walkthroughs and AIF visits. Students' progress through the Countdown to FCAT will show improvement over time.	5B.2. Administrative classroom walkthroughs focused AIF visits. Countdown to FCAT scores. FCAT

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			<p>questions to increase understanding in all classes. Writing across the curriculum will be used to increase learning gains.</p> <p>All teaching staff will develop lesson plans using the FCIM/LFS Model with fidelity.</p>		<p>Lesson plans will be reviewed during administrative classroom walkthroughs and AIF visits</p>	
		<p>5B.3. Students lack of basic mathematical computational skills and not knowing what is expected of them</p>	<p>5B.3. Morning Math Program with incentives provided for attendance and goals reached. Use of rubrics to increase knowledge of expectations and goals.</p> <p>Multiplication Facts Initiative campus wide to increase multiplication skills for all students.</p>	<p>5B.3. Principal, Administration, and Math AIF</p>	<p>5B.3. Students' scores will increase over time, as evidenced by the Baseline tests given three times during the year.</p> <p>Number of students who achieve the math facts goals will increase each week.</p>	<p>5B.3. Baseline tests by Discovery. Multiplication Facts Test FCAT</p>

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p>			<p>5C.1. Language barriers for the large ELL population</p>	<p>5C.1. ESOL teachers will be provided a list of the mathematics vocabulary words and the FCAT stem questions to increase student familiarity with the information to ensure comprehension of the questions asked.</p> <p>Students will work in collaborative pairs and use Thinking Maps for better understanding.</p>	<p>5C.1. Teachers, Math AIF and Administrations</p>	<p>5C.1. Students' scores will increase on regularly scheduled monitoring tests.</p> <p>Individual Student Progress Chart will show a growth in mathematical vocabulary and comprehension.</p>	<p>5C.1. Baseline tests Progress Charts FCAT</p>
<p><u>Mathematics Goal</u> #5C: <i>By Spring 2013, 85% of our English Language Learners that did not make satisfactory progress will make gains as evidenced on the Spring 2013 FCAT Math.</i></p>	<p>2012 Current Level of Performance:*</p> <p>77% (691)</p>	<p>2013 Expected Level of Performance:*</p> <p>85% (204)</p>	<p>5C.2. Lack of parental involvement due to the language barriers and economic times.</p>	<p>5C.2. Family activities that help to bring families to the school, which will increase participation and understanding, will be held</p>	<p>5C.2. Teachers, administration, AIFs, and the parent involvement leader.</p>	<p>5C.2. Parent attendance monitored through the use of sign in sheets of meetings, open house programs, and other school-</p>	<p>5C.2. Parent Involvement Leader's lists of sign-in sheets.</p>

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			monthly. Teachers will contact parents through use of translators if necessary to make communicate the students' progress and build rapport. Parents will be instructed in the use of Parent Portal so they can keep track of the grades.		related activities.	
		5C.3 Lack of vocabulary comprehension	5C.3. Thinking maps, collaborative pairs, summarizing strategies. Use of writing to put in words the concepts and computations required for problems in math.	5C.3. Principal, Administration, and AIF math	5C.3. Students' vocabulary will increase and their ability to complete math problems that involve reading will increase.	5C.3. Baseline tests and Individual Progress Charts FCAT
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.		5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
<u>Mathematics Goal</u> #5D: <i>By Spring 2013, 85% of our Students with Disabilities that did not make satisfactory progress will make gains as evidenced on the Spring 2013 FCAT Math.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
	78% (700)	85% (78)				
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.		5E.1. Lack of test-taking strategies and lack of FCAT vocabulary knowledge, especially in the understanding of word problems.	5E.1. All students will be provided strategies to master content strands of the FCAT test. In particular, FCAT Countdown and stem questions will be stressed	5E.1. Administration, Teachers and Math AIF	5E.1. Students will increase scores on tests given throughout the year: Discovery tests three times a year, plus the individual teacher tests given in class.	5E.1. Discovery Tests Students' Progress Charts FCAT
<u>Mathematics Goal</u> #5E:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				

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<p><i>By Spring 2013, 80% of Economically Disadvantaged Students that did not make satisfactory progress will make 10% gains as evidenced on the Spring 2013FCAT Math.</i></p>	75% (673)	80%		and practiced.		Student Progress Charts will help to determine student needs.	
			<p>5E.2. Students are dependent upon having a ride to or from school in order to attend the before- and after-school programs, as well as Saturday Tutoring programs.</p>	<p>5E.2. All teachers will attend weekly departmental meetings to address specific needs for teaching, re-teaching and enriching the learning experience for all students.</p> <p>Administration and Teachers will inform parents of all available tutoring and interventions available.</p> <p>Forty five minute periods on one day and the other four will have 90 minutes in an odd/even rotation. Lesson structure for each is detailed and begins with 10 or 15 minutes of SSR (Silent sustained reading) depending on the length of the period.</p> <p>Writing for understanding will follow the reading time.</p>	5E.2 Administration, Teachers and Math AIF	<p>5E.2 Departmental teams will review results of common assessment data every 4 weeks to determine progress.</p> <p>Each child's progress will be tracked to determine additional needs for remediation.</p>	<p>5E.2. Content area generated progress checks.</p> <p>Individual Student Progress Tracking Charts</p> <p>FCAT</p>
			<p>5E.3. Lack of time to complete projects</p>	<p>5E.3. Student needs will be addressed mainly in the classroom by planning lessons that are intensive and highly motivating.</p> <p>Incentives for student progress</p> <p>Use of Student/Parent Portal is encouraged so daily contact can be maintained.</p>	5E.3. Administration, Teachers and Math AIF	<p>5E.3. Each child's progress will be tracked to ensure needs are met.</p> <p>Students will increase scores on tests given throughout the year: Discovery tests three times a year, plus the individual teacher tests given in class.</p>	<p>5E.3. Individual Student Progress Tracking Charts</p> <p>Discovery Education Data (3x a year)</p> <p>FCAT</p>

End of Middle School Mathematics Goals

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

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1.			1.1. Limited resources at home for reinforcement and/or providing additional scaffolding of algebraic concepts.	1.1. Increase school home communication for online resources and provide extended class time for guided and independent practice.	1.1. Classroom teachers, Math AIF, Administration	1.1. Ongoing progress monitoring through benchmark and chapter assessments.	1.1. Algebra 1 End of Course Exam
Algebra 1 Goal #1: <i>By Spring 2013, 88% will score an AL3 on the Algebra 1 EOC.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	83% (15)	88%(39)					
			1.2. Lack of rigor and contextual practices in the classroom.	1.2. Use of best practices and utilizing Springboard activities and strategies.	1.2. Classroom teachers, Math AIF, Administration	1.2. Ongoing progress monitoring through benchmark and chapter assessments.	1.2. Algebra 1 End of Course Exam
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1. Limited resources at home for reinforcement and/or providing additional scaffolding of algebraic concepts.	2.1. Increase school home communication for online resources and provide extended class time for guided and independent practice.	2.1. Classroom teachers, Math AIF, Administration	2.1. Ongoing progress monitoring through benchmark and chapter assessments.	2.1. Algebra 1 End of Course Exam
Algebra Goal #2: <i>By Spring 2013, 40% will score a level 4 or 5 on the EOC for Algebra 1.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	16% (3)	12% (5)					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017												
3A. In six years, school will reduce their achievement gap by 50%. Baseline data 2010-2011 100% of students passed the EOC Algebra 1 End of Course Exam.	Students passing the EOC Algebra 1 End of Course Exam will remain at 100%.	Students passing the EOC Algebra 1 End of Course Exam will remain at 100%.	Students passing the EOC Algebra 1 End of Course Exam will remain at 100%.	Students passing the EOC Algebra 1 End of Course Exam will remain at 100%.	Students passing the EOC Algebra 1 End of Course Exam will remain at 100%.	Students passing the EOC Algebra 1 End of Course Exam will remain at 100%.												
Algebra 1 Goal #3A: Students passing the EOC Algebra 1 End of Course Exam will remain at 100%.																		
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool													
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1. Algebra 1 Goal #3B: <i>By Spring 2013, 100% of students in all ethnic subgroups will pass the EOC for Algebra 1.</i>	3B.1. Limited resources at home for reinforcement and/or providing additional scaffolding of algebraic concepts.	3B.1. Increase school home communication for online resources and provide extended class time for guided and independent practice.	3B.1. Classroom teachers, administration	3B.1. Ongoing progress monitoring through benchmark and chapter assessments.	3B.1. Algebra 1 End of Course Exam													
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;"><u>2012 Current Level of Performance:*</u></th> <th style="width: 50%;"><u>2013 Expected Level of Performance:*</u></th> </tr> </thead> <tbody> <tr> <td>White: 100%</td> <td>White: 100%</td> </tr> <tr> <td>Black: 100%</td> <td>Black: 100%</td> </tr> <tr> <td>Hispanic: 100%</td> <td>Hispanic: 100%</td> </tr> <tr> <td>Asian: NA</td> <td>Asian: NA</td> </tr> <tr> <td>American Indian: NA</td> <td>American Indian: NA</td> </tr> </tbody> </table>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	White: 100%	White: 100%	Black: 100%	Black: 100%	Hispanic: 100%	Hispanic: 100%	Asian: NA	Asian: NA	American Indian: NA	American Indian: NA	3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>																	
White: 100%	White: 100%																	
Black: 100%	Black: 100%																	
Hispanic: 100%	Hispanic: 100%																	
Asian: NA	Asian: NA																	
American Indian: NA	American Indian: NA																	
	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 Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.			3C.1. Limited resources at home for reinforcement and/or providing additional scaffolding of algebraic concepts.	3C.1. Increase school home communication for online resources and provide extended class time for guided and independent practice.	3C.1. Classroom teachers, administration	3C.1. Ongoing progress monitoring through benchmark and chapter assessments.	3C.1. Algebra 1 End of Course Exam
Algebra 1 Goal #3C: By Spring 2013, 100% of ELL students will pass the EOC for Algebra 1.	2012 Current Level of Performance:* 0%	2013 Expected Level of Performance:* 0%					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.			3D.1. Limited resources at home for reinforcement and/or providing additional scaffolding of algebraic concepts.	3D.1. Increase school home communication for online resources and provide extended class time for guided and independent practice.	3D.1. Classroom teachers, administration	3D.1. Ongoing progress monitoring through benchmark and chapter assessments.	3D.1. Algebra 1 End of Course Exam
Algebra 1 Goal #3D: By Spring 2013, 100% of SWD students will pass the EOC for Algebra 1.	2012 Current Level of Performance:* 0%	2013 Expected Level of Performance:* 0%					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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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
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.			3E.1. Limited resources at home for reinforcement and/or providing additional scaffolding of algebraic concepts.	3E.1. Increase school home communication for online resources and provide extended class time for guided and independent practice.	3E.1. Classroom teachers, administration	3E.1. Ongoing progress monitoring through benchmark and chapter assessments.	3E.1. Algebra 1 End of Course Exam
Algebra 1 Goal #3E: By Spring 2013, 100% of Economically Disadvantaged students will pass the EOC for Algebra 1.	2012 Current Level of Performance:* 0%	2013 Expected Level of Performance:* 0%					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Algebra 1 EOC Goals

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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1.	1.1.	1.1.	1.1.	1.1.
Geometry Goal #1: N/A	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* N/A					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal #2: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
			2.2.	2.2.	2.2.	2.2.	2.2.
							2.3.

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2011-2012					
Geometry Goal #3A: N/A						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.		3B.1. White: Black:	3B.1.	3B.1.	3B.1.	3B.1.

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Geometry Goal #3B: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Hispanic:				
	N/A	N/A	Asian:				
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:	American Indian:				
			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 subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Geometry Goal #3C: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Geometry Goal #3D: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					

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		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 Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.		3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Geometry Goal #3E: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	N/A	N/A				
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Day	All Staff	Kathy Raub APC	All teachers	September 17, 2012	Classroom walkthrough logs AIF visits Data Talks throughout the year	Administration and Math AIF
Professional Learning Communities - Math	Math 6-8	Math AIF and Administration	Math, Science and ESE Teachers	Bi-monthly, August, 2012 – May, 2013	Sign-in logs, agendas and minutes of meetings, summaries of meetings.	Administration and Math AIF

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PLC-Math Data Chats	Math 6-8	Math AIF and Administration	All instructional math staff	During Planning, 3 times a year (after baseline assessments)	Review Progress Monitoring Reports	Administration and Math AIF
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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:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Math computation needs	Calculators (FCAT)	Title 1	\$5,000.
			Subtotal: \$5,000
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
PLC – Common Planning	Substitutes for common planning time	Title I	\$10,000.
			Subtotal: \$10,000
Other			
Strategy	Description of Resources	Funding Source	Amount
Interventions (Tutoring)	Tutoring and materials	Title 1	\$5,000.
			Subtotal:
			Total: \$20,000.00

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1. Lack of prior background knowledge in Science	1A.1. LFS strategies implemented with fidelity in all Science classes. Science PLC's held every other week to reinforce and support the new science teachers. Cooperative learning in pairs. Use of concept maps for understanding. Use of hands on activities and labs to increase concept understanding. Written lab reports on all activities to increase writing skills and understanding.	1A.1. Science teachers, Administration, and Science AIF	1A.1. Weekly assessments Discovery Education testing 3 times during school year. Summarizing activities during all lessons to determine level of understanding for all students.	1A.1. Discovery Education Testing Data Walk through logs, lesson plans, and assessment results.
Science Goal #1A: <i>By Spring 2013, students scoring an AL 3 will increase to 23% as evidenced by their performance on the Spring 2013 FCAT in Science.</i>	<u>2012 Current Level of Performance:*</u> 13% (35)	<u>2013 Expected Level of Performance:*</u> 23% (63)					
			1.2. Low reading level and difficulty understanding science terms and concepts	1.2. Every class will begin with purposeful Silent Sustained Reading for 10-15 minutes with a writing assignment to summarize what was read. Infusion of nonfiction reading materials. Vocabulary (Marzano six steps) and summarizing strategies especially with the use of Stem and HOT questions. Have students create their own questions and ask the members of their team or partner. Use of concept maps to visualize terms and concepts.	1.2. Science teachers, Science Resource, and Administration	1.2. Weekly assessments, Discovery Education testing 3 times during school year. Summarizing activities during all lessons to determine level of understanding for all students.	1.2. Compare all testing results gained from Discovery Education testing, teacher made tests, Unit tests, and writing across the curriculum FCAT
			1.3 Lack of lab activity experience	1.3. Implement hands on labs in every science class at least once per week. All students will be required to complete a research project based on the scientific method. The	1.3. Science teachers, Science Resource, and Administration	1.3. Common assessments, Discovery Education testing 3 times during school year. Summarizing activities during all lessons to determine level of	1.3. Lab reports created by students. School wide Science Fair will be held to showcase all student work and may go to the next level of regional and state.

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			written lab report after each lab will significantly increase knowledge of concepts after completing the lab activities. This will prepare the students for higher level science classes.		understanding for all students.	FCAT
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.		1B.1. Lack of prior background knowledge in Science	1B.1. Teachers will use the collaborative pairs and LFS extending thinking strategies, Use of vocabulary in context to build background knowledge, Use of Multi-media presentations and visuals to help build background information	1B.1. Teacher, Administration, and Science AIF	1B.1. PLC's and Data Chats to Review Pre/Post Assessments and Lesson Assessments Student Data and progress from Compass Odyssey reports. Summarizing activities during all lessons to determine level of understanding for all students.	1B.1. Compare all testing results gained from Pre/post testing, teacher made tests, Unit tests, and writing across the curriculum.. Rubrics will be provided for all student work to clarify what is required and the level of achievement. Walk through logs, lesson plans, and assessment results.
Science Goal #1B: <i>By Spring 2013, students scoring at Levels 4,5,&6 in Science will remain at 100%.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	100%	100%				
			1B.2. Low reading level and difficulty understanding science terms and concepts	1B.2. Vocabulary and summarizing strategies. Using more concept maps to visualize terms and concepts. Using Kagan strategies to discuss terms and concepts.	1B.2. Teacher, Administration, and Science AIF	1B.2. PLC's and Data Chats to Review Pre/Post Assessments and Lesson Assessments Student Data and progress from Compass Odyssey reports. Summarizing activities during all lessons to determine level of understanding for all students.
		1B.3. Lack of lab activity experience	1B.3. Implement hands on labs in science class at least twice a month.	1B.3. Teacher, Administration, and Science AIF	1B.3. PLC's and Data Chats to Review Pre/Post Assessments and Lesson Assessments Student Data and progress from Compass Odyssey reports. Summarizing activities during all lessons to determine level of understanding for all students.	1B.3. Compare all testing results gained from Pre/post testing, teacher made tests, Unit tests, and writing across the curriculum.. Rubrics will be provided for all student work to clarify what is required and the level of achievement. Walk through logs, lesson plans, and assessment results.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2.1. Lack of prior background knowledge and misconceptions in Science	2.1. Vocabulary and summarizing strategies. Using more concept maps to visualize terms and concepts.	2.1. Science teachers and Science AIF, Administration	2.1. Weekly assessments, Discovery Education testing 3 times during school year. Summarizing activities	2.1. Compare all testing results gained from Discovery Education testing, teacher made tests, Unit tests, and writing across the curriculum
Science Goal #2A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			

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<p><i>By Spring 2013, students scoring an AL 3 will increase to 12% as evidenced by their performance on the Spring 2013 FCAT in Science.</i></p>	2% (6)	12% (32)		<p>Marzano 6 steps</p> <p>Use of FCIM/LFS activating strategies in lesson plans</p> <p>Mini-labs weekly and Math /Science Energy Rally school wide before FCAT to bring real world understanding to difficult concepts</p> <p>8th Grade Curriculum Maps</p>		<p>Data Chats at PLC's</p> <p>Writing and summarization during all lessons and following all lab activities including student developed graphs and charts to show if data is understood</p>	FCAT
				<p>2.2. Difficulty understanding science terms and concepts</p>	<p>2.2. Science teachers, Science AIF, and Administration</p>	<p>2.2. Weekly assessments, Discovery Education testing 3 times during school year. Summarizing activities during all lessons to determine level of understanding for all students</p>	<p>2.2. Compare all testing results gained from Discovery Education testing, teacher made tests, Unit tests, and writing across the curriculum</p> <p>Discovery FCAT</p>
				<p>2.3 Lack of lab activity experience</p>	<p>2.3 Science teachers, Science Resource, and Administration</p>	<p>2.3 Weekly assessments, Discovery Education testing 3 times during school year. Summarizing activities during all lessons to determine level of understanding for all students</p>	<p>2.3 Lab reports created by students. School wide Science Fair will be held to showcase all student work and may go to the next level of regional and state</p>
<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</p>			<p>2B.1. Lack of prior background knowledge in Science</p>	<p>2B.1. Teachers will use the collaborative pairs and LFS extending thinking strategies, Use of vocabulary to build background knowledge, Use of Multi-media presentations and visuals to help build background information</p>	<p>2B.1. Teacher, Administration, and Science AIF</p>	<p>2B.1. PLC's and Data Chats to Review Pre/Post Assessments and Lesson Assessments Student Data and progress from Compass Odyssey reports. Summarizing activities during all lessons to determine level of understanding for all students.</p>	<p>2B.1. Compare all testing results gained from Pre/post testing, teacher made tests, Unit tests, and writing across the curriculum.. Rubrics will be provided for all student work to clarify what is required and the level of achievement. Walk through logs, lesson plans, and assessment results.</p>
<p>Science Goal #2B:</p> <p><i>By Spring 2013, students scoring at or above Level 7 in Science will increase or remain at 41%.</i></p>	<p><u>2012 Current Level of Performance:*</u></p> <p>40%</p>	<p><u>2013Expected Level of Performance:*</u></p> <p>41%</p>					
			<p>2B.2. Low reading level and difficulty understanding science terms and concepts</p>	<p>2B.2. Vocabulary and summarizing strategies. Using more concept maps to visualize terms and</p>	<p>2B.2. Teacher, Administration, and Science AIF</p>	<p>2B.2. PLC's and Data Chats to Review Pre/Post Assessments and Lesson Assessments Student</p>	<p>2B.2. Compare all testing results gained from Pre/post testing, teacher made tests, Unit tests,</p>

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			concepts. Using Kagan strategies to discuss terms and concepts.		Data and progress from Compass Odyssey reports. Summarizing activities during all lessons to determine level of understanding for all students.	and writing across the curriculum.. Rubrics will be provided for all student work to clarify what is required and the level of achievement. Walk through logs, lesson plans, and assessment results.
		2B.3. Lack of lab activity experience	2B.3. Implement hands on labs in science class at least twice a month.	2B.3. Teacher, Administration, and Science AIF	2B.3. PLC's and Data Chats to Review Pre/Post Assessments and Lesson Assessments Student Data and progress from Compass Odyssey reports. Summarizing activities during all lessons to determine level of understanding for all students.	2B.3. Compare all testing results gained from Pre/post testing, teacher made tests, Unit tests, and writing across the curriculum.. Rubrics will be provided for all student work to clarify what is required and the level of achievement. Walk through logs, lesson plans, and assessment results.

End of Elementary and Middle School Science Goals

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

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

Biology 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology 1.			1.1.	1.1.	1.1.	1.1.	1.1.
Biology 1 Goal #1: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology 1 Goal #2: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
			2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SEPUP	6-8	District	All science teachers	Fall 2012	Implementation of materials	Administration, Science AIF
Science PLCs	Science6-8	Science AIF Administration , Lead Teachers	All Teachers	Bi-weekly	Printout of Discovery Learning assessments/Pinnacle grades Observations, logs and Lesson plan monitoring by administration Administrative classroom walkthrough logs. AIF visits and follow up for PD points	Administration and Science AIF
Data Day	6 th /7 th /8 th All subjects	Kathy Raub APC	All teachers	September 17, 2012	Classroom walkthrough logs AIF visits Data Talks throughout the year	Administration and Science AIF
PLC-Science Data Chats	Science 6-8	Science AIF and Administration	All instructional reading staff	During Planning, 3 times a year (after baseline assessments)	Review Progress Monitoring Reports	Administration and Science AIF

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
Hands on labs	Lab materials	Title 1	\$8,000.
			Subtotal: \$8,000
Technology			
Strategy	Description of Resources	Funding Source	Amount

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			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Planning Days	Teachers meet in PLC's to collaborate Subs	Title 1	\$5,000.
			Subtotal: \$5,000
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$13,000.00

End of Science Goals

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Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1.1 Extensive lack of vocabulary	1.1. Students will be given direct instruction in vocabulary acquisition using LFS strategies.	1.1 Language Arts teachers Reading teachers, Administration, and Reading AIF	1.1. Write Score computer scoring and feedback scheduled for 7 th and 8 th graders three times per year. 6 th graders will practice writing but not be in the Write Score process until 7 th grade. Monitor writing portfolios and note progress.	1.1.. Feedback from rubrics for writing with peer review in each class
Writing Goal #1A: By Spring 2013 students scoring 3 and above in writing will increase to 76% as evidenced by their performance on the Spring 2013 FCAT in Writing.	<u>2012 Current Level of Performance:*</u> 66% (178)	<u>2013 Expected Level of Performance:*</u> 76% (208)					
			1.2. Extensive lack of writing skills.	1.2. Polk Writes and Springboard Writing across the curriculum	1.2. Language Arts teachers Reading teachers, Administration, and Reading AIF	1.2. 6 th graders will practice writing but not be in the Write Score process until 7 th grade. Monitor writing portfolios and note progress.	1.2. FCAT Writes Progress monitoring
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1. Low academic vocabulary due to low socioeconomic status of student body (94% on Free or Reduced Lunch)	1B.1. Individualized Direct Instruction using Sonday and PCI Reading/Writing Programs, Think-Alouds strategies, Maximize student engagement by the use of purposeful literacy, Fast ForWord Computer Reading Program	1B.1. Teachers and Administration	1B.1. PLC's and Data Chats to Review Pre/Mid/Post Assessments (Brigance Diagnostic).	1B.1. Pre/Mid/Post Assessments: Brigance Diagnostic and Program Pre/Post Assessments, Classroom Observations, Progress Monitoring Mastery Charts and Rubrics, FL Alternate Assessment
Writing Goal #1B: By Spring 2013, 8th grade students scoring at Levels 4, 5,&6 in writing will remain at 100%.	<u>2012 Current Level of Performance:*</u> 100%	<u>2013 Expected Level of Performance:*</u> 100%					

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

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

End of Writing Goals

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

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

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Civics.			1.1. Lack of prior background knowledge	1.1. LFS Strategies implemented with fidelity in all civics classrooms	1.1. Classroom teachers, Administration	1.1. Weekly Assessments	1.1. Civics EOC Common Assessments Benchmark Testing
<u>Civics Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	N/A	N/A					
			1.2. Day to Day Rigor	1.2. DBQ Project	1.2. Classroom teachers, Administration	1.2. Weekly Assessments	1.2. Civics EOC Common Assessments Benchmark Testing
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1.	2.1.	2.1.	2.1.	2.1.
<u>Civics Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	N/A	N/A					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

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Total:

End of Civics Goals

U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)*

* 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				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History.			1.1.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A	N/A	N/A					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
U.S. History Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A	N/A	N/A					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible 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
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

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Total:

End of U.S. History Goals

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Attendance not taken properly by staff.	1.1. Training on Pinnacle via Blackboard	1.1 Administration	1.1. Monitoring of Data and evaluation of methods	1.1. Genesis Reports
Attendance Goal #1: <i>By spring of 2013, we will increase our attendance rate to 94.7%</i> <i>By spring 2013, we will reduce the number of students with excessive absences to 30%.</i> <i>By spring of 2013, we will reduce the number of students with excessive tardiness to 45%</i>	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*	School Business Codes not used consistently School schedule not completely understood based upon language barrier.	Emails sent to teachers regarding attendance input and the importance. Reminders sent to teachers to input attendance PBS Tier 1 and 2 strategies Attendance meetings	Student Services Attendance Manager Dean of Students Teachers		Pinnacle Reports IDEAS Report
	94.2%	94.7%					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	42% (346)	30%					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	59% (490)	45%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Attendance Professional Development

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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Pinnacle Attendance Procedures Review	6,7,and 8th	Mrs. DeeGee, Attendance and Mr. Pascoa, Network Mgr.	All new teachers and all teachers not familiar with the Pinnacle system	Fall 2012	Monitor attendance by records according to teachers and analyze if problems occur (i.e. substitutes not being informed of procedures in writing with each day's roll)	Administration and Mrs. DeGee-Student Services

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Increased communication	Materials (postage, etc.)	Title 1	\$2,000.
			Subtotal: \$2,000
			Total: \$2,000.00

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)).

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Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1. New teachers or teachers with no experience with diverse school populations	1.1. Provide PD Training in teaching diverse populations and differentiated instruction. Provide Tier 1 Training Classroom management: Universal signals Behavior praise via notes in the agenda Reduce OSS	1.1. Administration, Teachers, and Dean of Students	1.1. Monitor number suspensions. Compare and note changes in improvement and reduction in suspensions. Frequent progress monitoring	1.1. Genesis Reports IDEAS Reports Pinnacle Reports
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
	20	0					
By spring 2013, the total number of In-School Suspensions will be 0.	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	7	0					
By spring 2013, the total number of students suspended in-school will be 0.	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	1747	1146					
By spring 2013, we will reduce the total number of Out-of-School suspensions to 1146 or less.	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	311	280					
			1.2. Lack of respect for self and others	1.2. PBS/RtI classroom behavior and school wide behavior plan implementation Implementation of the Tier 1, 2, and 3 intervention program with fidelity Anger management awareness training for students in Tier 2 and Tier 3 needed individual counseling.	1.2. PBS/RtI Team, Teachers, administration	1.2. Monitor number of suspensions, Compare and note changes in improvement and reduction in suspensions. School wide expectations/reinforcement tickets for rewards Frequent review	1.2 Genesis Reports IDEAS Reports Pinnacle Reports
			1.3. Lack of motivation to learning	1.3. Mentoring, counseling, increase academic engaged time. Explicit instruction targeting special skill deficits	1.3. Administration, Teachers, and Dean of Students	1.3. Monitor number of suspensions. Compare and note changes in improvement and reduction in suspensions.	1.3 Genesis Reports IDEAS Reports Pinnacle Reports

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Diversity Book Studies: <i>Teaching with Poverty in Mind; Teaching with Love and Logic</i>	All Staff	AIFs	All Teachers	Fall 2012	Monitor discipline and referrals	Administration, Dean of Students, and Teachers
PBS/RtI resource training	All Staff	PBS/RtI committee	All Teachers	Contact Day August 2012 and ongoing trainings	Monitor discipline and referrals	Administration, Dean of Students, and Teachers
PD 360 Classroom Management Secondary	All Staff	PD 360 program	All new teachers and new to Boone plus any teacher who has classroom management skills improvement needs	Fall, 2012	Monitor Discipline and referrals plus need for calls home to parents	Administration, Dean of Students, and teachers

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
Supplies for PBS/RtI	Materials	Title I	\$15,000.
			Subtotal: \$15,000
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$15,000.00

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End of Suspension Goals

Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention			1.1.	1.1.	1.1.	1.1.	1.1.
Dropout Prevention Goal #1: N/A <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	NA	NA					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	NA	NA					
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

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

Dropout Prevention Budget (Insert rows as needed)

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

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Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1.	1.1.	1.1.	1.1.	1.1.
<u>Parent Involvement Goal #1:</u>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>	Please see Parent Involvement Plan submitted online to the State				

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Enter narrative for the goal in this box. *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.	Enter numerical data for current level of parent involvement in this box.	Enter numerical data for expected level of parent involvement in this box.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Training on importance of Parent Involvement to student success	6,7,and 8th	Mrs. Aycock	All teachers	Fall 2012	Sign in logs, participation in school events (open house, orientation, concerts, activities)	Mrs. Aycock and Administration

Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Increase parent involvement	Student agendas for parent communication	Title 1	\$10,000.
			Subtotal: \$10,000
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

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Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$10,000

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
STEM Goal #1: To use strategies to evoke higher order thinking and discussion.	1.1. Lesson focus on completion of the activity without providing opportunities for students to seek innovative and creative solutions to real world issues.	1.1. Provide resources (inquiry based activities incorporating math, science and technology) that promote student innovation and creative solutions to problems.	1.1. Teachers, administration, AIFs	1.1. Classroom observation Discovery Data	1.1. Lesson plans checked by administration. Classroom observations
	1.2. Students fail to see connections	1.2. SEPUP Materials Springboard activities and strategies	1.2. Teachers, administration, AIFs	1.2. Classroom observation Discovery Data	1.2. Lesson plans checked by administration. Classroom observations
	1.3.	1.3.	1.3.	1.3.	1.3.

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STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SEPUP	6-8	District	All science teachers	Fall 2012	Implementation of materials	Administration, Science AIF

STEM Budget (Insert rows as needed)

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

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Total:

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: N/A	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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

CTE Budget (Insert rows as needed)

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

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

End of CTE Goal(s)

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Additional Goal(s)

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

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

Additional Goals Professional Development

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

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: \$45,000
CELLA Budget	Total: \$0.00
Mathematics Budget	Total: \$20,000
Science Budget	Total: \$13,000
Writing Budget	Total: \$0.00
Civics Budget	Total: N/A
U.S. History Budget	Total: N/A
Attendance Budget	Total: \$2,000
Suspension Budget	Total: \$15,000
Dropout Prevention Budget	Total: N/A
Parent Involvement Budget	Total: \$10,000
STEM Budget	Total: \$0.00
CTE Budget	Total: N/A
Additional Goals	Total: \$0.00
	Grand Total: \$105,000

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
<input checked="" type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent

Are you reward school? Yes No

(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

- 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.
One of the major duties of the SAC is to play an active part in contributing to and monitoring the School Improvement process. Throughout the school year, elements of the SIP are presented, reviewed, discussed and monitored for overall effectiveness.

Describe the projected use of SAC funds.	Amount
Student Incentives	\$6000.00