

FLORIDA DEPARTMENT OF EDUCATION



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

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2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: 1091.00 Dunedin Highland Middle School	District Name: Pinellas County Schools
Principal: Christopher "Chris" Bates	Superintendent: John A. Stewart, Ed.D.
SAC Chair: Sharon Gilberg	Date of School Board Approval: Pending: October 19, 2012

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year.
Principal	Chris Bates	Master Degree in Education/Education Leadership K-12	2	11	As principal Mr. Bates, has supported the growth of the Center for Gifted Studies program. The students in this program all passed the geometry and algebra EOC. DHMS's geometry scores were the highest out of the county with 85%. DHMS 2011-12. C. AYP- No, Student Achievement of High Standards. Reading 53%, Math 48%; Annual Learning Gains: Reading 58%, Math 58%; Gains of the Lowest 25%: Reading 51%, Math 48%; Science 35% and Writing 69%.
Assistant Principal	Tamika Hughes-Leeks	Education Specialist Degree in Curriculum Management Administration; Master Degree in Education in Education Leadership and Bachelor of Science Degree in Education/Education Leadership K-12	1	1	Entering Dunedin Highland Middle School with both middle and high school experience, Mrs. Hughes-Leeks, played a significant role in moving Gibbs High School from a grade of "F" in 2009-10 to a grade of "C" in 2010-11 and further to a within 9 points of a grade of "A" in 2011-12. Areas of specific impact include a reduction in absenteeism by 51%, a reduction in referrals by 68% and an increase in the graduation rate from 69% in 2010-11 to 84% in 2011-12. DHMS 2011-12. C. AYP- No, Student Achievement of High Standards. Reading 53%, Math 48%; Annual Learning Gains: Reading 58%, Math 58%; Gains of the Lowest 25%: Reading 51%, Math 48%; Science 35% and Writing 69%.
Assistant Principal	Karen Huzar	Master Degree in Education/Education Leadership K-12 and Biology 6-12	6	6	Mrs. Huzar oversees the Center for Gifted Studies program. The students in this program all passed the geometry and algebra EOC. In fact, DHMS's geometry scores were the highest out of the county with 85%. Under Mrs. Huzar's leadership the program has grown 91% since its inception in 2009. DHMS 2011-12. C. AYP- No, Student Achievement of High Standards. Reading 53%, Math 48%; Annual Learning Gains: Reading 58%, Math 58%; Gains of the Lowest 25%: Reading 51%, Math 48%; Science 35% and Writing 69%.
Assistant Principal	Toni Powers	Master Degree in Education in Educational Leadership and Bachelor Degree in Specific Learning Disability K-12 /Education Leadership; Elementary Education K-6	0	16	

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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/ Literacy Coach	Desrine Nations	Master of Education in Varying Exceptionalities K-12/Elementary Education K-6; Reading K-12	0	2	Served prior years as an embedded literacy coach at Lealman and Clearwater Intermediate School. These are the two dropout prevention sites that do not receive a school grade. Clearwater increased in reading in 6th grade by 5 percentage points and an increase in 7th grade math by 5 percentage points as measured by FCAT 2.0 test. The overall rating for Clearwater is maintaining in reading and declining in math for FCAT2.0 2011-12. Lealman increased in reading in 8th grade by 2 percentage points as measured by FCAT 2.0 Reading test. The overall rating for Lealman is declining in reading and maintaining in math.

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Professional development opportunities in instructional leadership (clinical supervision, mentoring, CAR-PD)	Karen Huzar	Ongoing
2. Staff affirmations- Breakfast with Bates- Affirming teachers through open communication, acknowledgement (Give Them 3)	Chris Bates	Ongoing
3. Faculty Appreciation Activities- Staff breakfast and luncheons, Game nights with the Bucs, DHS, and Dunedin Movie Nights	Tamika Hughes-Leeks	Ongoing
4. Staff ownership and empowerment through teaming modeled PLCs, facilitator and coordination roles on key committees.	Toni Powers	Ongoing

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Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
8	<ul style="list-style-type: none"> • Provide support for teachers completing the Reading Endorsement process or CAR-PD. • Provide content-area training to support preparation for state assessment for certification. • Provide mentorship for teachers and paraprofessionals in pursuit of certification. • Progress-monitoring of training, mentoring, and preparation for certification.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
75	6.67	17.33	42.67	33.33	45.33	89.34	25.33	2.67	14.67

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.

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Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Adeson, Eric	Rumsey, Debbie	New to grade level, assigned trained mentor	
Brackney, Lisa	Lakhani, Salima	New to grade level, assigned trained mentor	Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons.
Jauch, Dennis	Rumsey, Debbie	New to grade level, assigned trained mentor	
Renfroe, Jennifer	Corbett, Mary	New to grade level, assigned trained mentor	

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

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

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

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School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Chris Bates (Principal), Tamika Hughes-Leeks (Assistant Principal), Karen Huzar (Assistant Principal), Toni Powers (Assistant Principal), Maria Erickson (Counselor), Bethann Northup (Counselor), Jennifer Brooks (Counselor), Susan Dye (School Social Worker), Dr. Briony Tomalesky (School Psychologist), Antoinette Coleman (Behavior Specialist), Erin Clarke (VE Liaison), Shaunte Pitts (Violence Prevention Specialist), Rayette Boulrick (Math Chair), Sarah Floener (Language Arts Chair), William Shackton (Science Chair), Mary Corbett (Social Studies Chair), Me Me Panzarella (Health/PE Chair), Salima Lakhani (MIB Coordinator), Barbara Rijo (Teacher), Angelie Duimovic (Humanities Chair), Jill Jeffrey (MIB Teacher), and Ervi Chastain (Teacher).

Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

- Facilitator – generates agenda and leads team discussions
- Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data
- Technology Specialist – brokers technology necessary to manage and display data
- Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access
- Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda.

Meeting time: 1st and 3rd Wednesdays for the entire team; 4th Wednesdays additionally, for department chairs.

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?

The SBLT is responsible for developing, implementing and monitoring all aspects of infrastructure, programming, and multi-tiered Interventions and the School Improvement Plan using problem-solving and collaboration. The team will review school data and Action Plan implementation to ensure fidelity in academic and behavioral services. The RtI process is supported by the collection of data, feedback (survey, interview), identifying evidence-based services and review of intervention implementation. The team will ensure that all information will be disseminated to the school community in six week intervals. The SBLT serves as the primary problem-solving mechanism, as well as coordinates all PS/RtI processes, the School Improvement Plan, and SIP Action Plan requirements. The SBLT also analyzes data, which is compiled from a variety of sources such as PMRN, FCAT scores, grade-level reports, and Portal reports provided by the Data Management team, administrators, and department chairpersons/instructional staff developers. The MTSS/SBLT also aligns functions of committees, identifies processes and resources for data management review student data , develops resource map of interventions and strategies available, and plans for modification to instruction and/or interventions for students based upon data results and the problem solving method. Tier 3 service providers who serve on the SBLT meet again weekly on Thursdays from 10:00-12:30 PM as the Child Study Team to assist in selecting, defining, assigning and monitoring Tier 2 and Tier 3 interventions with and for the MTSS/SBLT based on the needs identified through data analysis. Department chairpersons and instructional coaches who serve on the SBLT will meet with their departments at minimum on a monthly basis to share goals, data, intervention, and initiatives established and/or reviewed during MTSS/SBLT meetings.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline, mid-year and end of the Year data sources include: Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR) assessments, District and FCIM Math Assessments, Florida Comprehensive Assessment Test (FCAT) Reading, Mathematics, Science and

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Writing assessments, FCAT Midyear Simulation, Glencoe Online Writing assessments, Instructor-generated Content Area assessments, District Math, Science and Social Studies Common assessments, FCAT Frequency of Data Days: twice a month for data disaggregation and analysis. For behavior data sources included: Attendance, Referral and Early Warning reports from Portal and EDS. Additionally, parent involvement survey data will be considered. Data results will be distributed to teachers at faculty meetings following data reviews. School-based Leadership Team will provide school community (staff, parents, students) with data monthly reviews. Teachers and staff mentors will engage in data chats with students related to behavior, reading, science and mathematics. Parents will be informed of school-wide data at SAC/PTA meetings and through our school newsletter at least once during a six weeks interval.

Describe the plan to train staff on MTSS.

School-based Leadership Team members attended the SBLT/MTSS Booster training to solidify supports and services provided. The MTSS utilized the PS/RtI Beliefs Survey and Perceptions of PS/RtI Skills Survey to assess current levels of consensus and problem-solving skills within the school building. The MTSS team will evaluate implementation of interventions and student services. Data will be analyzed during scheduled meeting times. Initial training will be provided during Site-based Professional Development days, faculty meeting, and follow-up sessions will occur throughout the year during Departmental and Grade Level PLCs and Teaming PLCs meetings monthly. The first session occurred during pre-school "RtI in the Classroom-Staff Referral for Services" and additional sessions will focus on infusing Interventions through Common Core instruction, classroom management and interventions, data-analysis and disaggregation in the classroom and selecting research-based instructional strategies for struggling students. Staff and student focus groups, surveys, and exemplars of best practices to evaluate the effectiveness of professional development efforts.

Describe the plan to support MTSS.

SBLT will continue to work with the district support (Emily Pedlow, RtI Curriculum Staff Developer) and Mr. and Mrs. Leanes on developing an active vision, mission and SIP to improve student achievement, teacher efficacy and school community unity. Additionally, staff will be continually updates on the data, planning and programming that drives the infrastructure and way of work at Dunedin Highland Middle School.

Literacy Leadership Team (LLT)

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School-Based Literacy Leadership Team

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

Toni Powers (Assistant Principal), Karen Huzar (Assistant Principal), Margaret Adams (Teacher), Martha Hereford-Cothron (Teacher), Kathleen Earle (Teacher), Lyn Nicolo (Teacher), Lloyd Lawrence (Teacher), Antoinette Coleman (Teacher) and Susan Phillips (Teacher).

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

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

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

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

What will be the major initiatives of the LLT this year?

Using WICR+T to improve instructional and literacy strategies in the classroom

School-wide initiatives include: Book Talk, Reading Counts, Book Swap, Dr. Seuss Celebration of Reading, and vocabulary acquisition through Word of the Day (in the classroom and over the intercom).

Support for text complexity

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

Public School Choice

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

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

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

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

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

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a.FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. Toni Powers, Supervising Assistant Principal for Language Arts and Reading. Karen Huzar, Supervising Assistant Principal for the Center for Gifted Studies	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
Reading Goal #1a:	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
Improve current level of performance	21% 257	Decrease level 1&2 from 48% To 38%					
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. Toni Powers, Supervising Assistant Principal for Language Arts and Reading. Karen Huzar, Supervising Assistant	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning	1a.2. Walkthrough

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				Principal for the Center for Gifted Studies	occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. Toni Powers, Supervising Assistant Principal for Language Arts and Reading. Karen Huzar, Supervising Assistant Principal for the Center for Gifted Studies	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.		1b.2. Insufficient standard based instruction	1b.2. Implement High Yield Instructional Strategies	1b.2. Toni Powers, Supervising Assistant Principal for Language Arts and Reading. Karen Huzar, Supervising Assistant Principal for the Center for Gifted Studies	1b.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes aligned to access points when appropriate *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1b.2. Walkthrough
Reading Goal #1b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Improve current level of performance	0%	Decrease level 1,2,3				

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			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<p>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.</p>			2a.1. Lack of differentiation of instruction	2a.1. Provide formative assessments to inform differentiation in instruction	2a.1. Toni Powers, Supervising Assistant Principal for Language Arts and Reading. Karen Huzar, Supervising Assistant Principal for the Center for Gifted Studies	2a.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	2a.1. Walkthrough	
<p>Reading Goal #2a: Improve current level of performance</p>	<p>2012 Current Level of Performance:*</p> <p>28% 337</p>	<p>2013 Expected Level of Performance:*</p> <p>Increase level 4 and 5 by 5%</p>						
				2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
				2a.3	2a.3	2a.3	2a.3	2a.3
<p>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</p>			2b.1. Lack of differentiation of	2b.1. Provide formative assessments to	2b.1. Toni Powers, Supervising Assistant Principal for	2b.1. Determine: *Teachers regularly assess	2b1. Walkthrough	

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<p>Reading Goal #2b: Improve current level of performance</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>	<p>instruction</p>	<p>inform differentiation in instruction</p>	<p>Language Arts and Reading. Karen Huzar, Supervising Assistant Principal for the Center for Gifted Studies</p>	<p>students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points</p>		
	<p>100%</p>	<p>Increase level 7 by 5%</p>						
				<p>2b.2.</p>	<p>2b.2.</p>	<p>2b.2.</p>	<p>2b.2.</p>	<p>2b.2.</p>
				<p>2b.3</p>	<p>2b.3</p>	<p>2b.3</p>	<p>2b.3</p>	<p>2b.3</p>
<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 group:</p>			<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>	
<p>3a. FCAT 2.0: Percentage of students making Learning Gains in reading.</p>			<p>3a.1. Lack of student engagement</p>	<p>3a.1. Differentiate Instruction</p>	<p>3a.1. Toni Powers, Supervising Assistant Principal for Language Arts and Reading. Karen Huzar, Supervising Assistant Principal for the Center for Gifted Studies</p>	<p>3a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments</p>	<p>3a.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable</p>	
<p>Reading Goal #3a: Improve current level of performance</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>						
	<p>58%</p>	<p>100%</p>						

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

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4a.FCAT 2.0:Percentage of students in Lowest 25% making learning gains in reading.			4a.1. Lack of differentiation of instruction	4a.1. Differentiate Instruction	4a.1. Toni Powers, Supervising Assistant Principal for Language Arts and Reading. Karen Huzar, Supervising Assistant Principal for the Center for Gifted Studies	4a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	4a.1. Lesson Plans & Walkthrough
Reading Goal #4a: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	51%	100%					
			4a.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4a.2. Create intervention that support core instructional goals and objectives	4a.2. SBLT	4a.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	4a.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs
			4a.3	4a.3.	4a.3.	4a.3.	4a.3.

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<p>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.</p> <p>Reading Goal #4b: 2012 Current Level of Performance: Improve current level of performance</p>		2013 Expected Level of Performance:	4b.1. Lack of differentiation of instruction	4b.1. Differentiate Instruction	4b.1. Toni Powers, Supervising Assistant Principal for Language Arts and Reading. Karen Huzar, Supervising Assistant Principal for the Center for Gifted Studies	4b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	4b.1. Lesson Plans & Walkthrough	
		pending						100%
			4b.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4b.2. Create intervention that support core instructional goals and objectives	4ab.2. SBLT	4b.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	4b.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs	
			4b.3.	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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Measurable Objectives (AMOs), Reading and Math Performance Target															
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Reading Goal #5A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2010-2011 59	66	73	80	86	93	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 subgroup:														
			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool								
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B: Improve current level of performance			5b.1. White: Black: Hispanic: Asian: American Indian: Lack of differentiation of instruction	5b.1. Differentiate Instruction	5b.1. Toni Powers, Supervising Assistant Principal for Language Arts and Reading. Karen Huzar, Supervising Assistant Principal for the Center for Gifted Studies	5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5b.1. Lesson Plans & Walkthrough								
	<table border="1"> <thead> <tr> <th>2012 Current Level of Performance:*</th> <th>2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>White:60% 355</td> <td>100% of all subgroups to make a learning gain</td> </tr> <tr> <td>Black: 11% 64.00</td> <td rowspan="4">Increase proficiency of all subgroups by 10%</td> </tr> <tr> <td>Hispanic: 17% 103.00</td> </tr> <tr> <td>Asian: 7% 42.00</td> </tr> <tr> <td>American Indian: 1% 3.00</td> </tr> </tbody> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	White:60% 355	100% of all subgroups to make a learning gain	Black: 11% 64.00	Increase proficiency of all subgroups by 10%	Hispanic: 17% 103.00	Asian: 7% 42.00	American Indian: 1% 3.00					
2012 Current Level of Performance:*	2013 Expected Level of Performance:*														
White:60% 355	100% of all subgroups to make a learning gain														
Black: 11% 64.00	Increase proficiency of all subgroups by 10%														
Hispanic: 17% 103.00															
Asian: 7% 42.00															
American Indian: 1% 3.00															

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			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5c.1. Lack of differentiation of instruction	5c.1. Differentiate Instruction	5c.1. Toni Powers, Supervising Assistant Principal for Language Arts and Reading. Karen Huzar, Supervising Assistant Principal for the Center for Gifted Studies	5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5c.1. Lesson Plans & Walkthrough	
Reading Goal #5C:		2012 Current Level of Performance:*						2013 Expected Level of Performance:*
Improve current level of performance		37%						100% of ELL students to make a learning gain An increase in proficiency by 10%
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5D. Students with Disabilities (SWD)not making satisfactory progress in reading.			5d.1. Lack of	5d.1. Differentiate Instruction	5d.1. Toni Powers,	5d.1. Content materials are differentiated	5d.1. Lesson Plans & Walkthrough	

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<p>Reading Goal #5D: Improve current level of performance</p>	<p>2012 Current Level of Performance: 20%</p>	<p>2013 Expected Level of Performance: 100% of all SWD students to make a learning gain An increase in proficiency by 10%</p>	<p>differentiation of instruction</p>		<p>Supervising Assistant Principal for Language Arts and Reading. Karen Huzar, Supervising Assistant Principal for the Center for Gifted Studies</p>	<p>by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
				5D.3.	5D.3.	5D.3.	5D.3.
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>			<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>
<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p>			<p>5e.1. Lack of differentiation of instruction</p>	<p>5e.1. Differentiate Instruction</p>	<p>5e.1. Toni Powers, Supervising Assistant Principal for Language Arts and Reading. Karen Huzar, Supervising Assistant Principal for the Center for Gifted Studies</p>	<p>5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and</p>	<p>5e.1. Lesson Plans & Walkthrough</p>
<p>Reading Goal #5E: Improve current level of performance</p>	<p>2012 Current Level of Performance: 38%</p>	<p>2013 Expected Level of Performance: 100% of economically disadvantaged students will learning gain</p>					

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	An increase in proficiency by 10%				assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
		5E.2.	5E.2	5E.2.	5E.2.	5E.2.
		5E.3	5E.3	5E.3	5E.3	5E.3

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	6-8	Asst. Principals, Literacy Coach, Literacy Team	School-wide	Six-Weeks- District Professional Development days	Use of common cores resources to evaluate student assessment data, walkthrough data and fidelity checks in program implementation.	Principal, Asst. Principals and Department Chairpersons
Vocabulary Acquisition and Text Complexity	6-8	District Specialists, Literacy Team	School-wide	Monthly- Second Wednesday of the Month (Early Release Day)	Use of word walls, extensive vocabulary exposure and text evaluated through student assessment data, walkthrough data and fidelity checks in program implementation.	Principal, Asst. Principals and Department Chairpersons
WICOR+T Instructional Strategies	6-8	Literacy Team, AVID Elective Teacher, and Department Chairs	Content-area PLCs	Monthly Content Area Meeting (Varied days by department at least once a month).	Use of AVID strategies and best practices in instruction evaluated through student assessment data, walkthrough data and fidelity checks in program implementation.	Principal, Asst. Principals, AVID Elective Instructor and Department Chairpersons
Review of the School Improvement Goals and Action Steps inclusive of FAIR/FCAT and District Common Assessments	6-8	Literacy Team, Asst. Principals and Department Chairpersons	Grade Level PLCs	Monthly Grade Level Meeting (Varied days by grade level at least once a month).	Use of student assessment data, walkthrough data and fidelity checks in program implementation.	Principal, Asst. Principals, Literacy Team and Department Chairpersons

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Reading Budget (Insert rows as needed)

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

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in Listening/Speaking.		1.1. Lack of differentiation of instruction	1.1. Provide formative assessments to inform differentiation in instruction	1.1. Toni Powers, Supervising Assistant Principal for Language Arts and Reading. Renee Belvis, ESOL/ELL Site Coordinator	1.1. Determine: * Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction * Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning * Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle * Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	1.1. Walkthrough
CELLA Goal #1: Improve current level of performance	2012 Current Percent of Students Proficient in Listening/Speaking: 51% 29					
		2.1. Lack of differentiation of instruction	2.1. Differentiate Instruction	2.1. Toni Powers, Supervising Assistant Principal for Language Arts and Reading. Renee Belvis, ESOL/ELL Site Coordinator	2.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the	2.1. Lesson Plans & Walkthrough

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					needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in Reading.		2.2.	2.2.	2.2.	2.2.	2.2.
<u>CELLA Goal #2:</u>	<u>2012 Current Percent of Students Proficient in Reading :</u>	Insufficient standard based instruction	Implement High Yield Instructional Strategies	Toni Powers, Supervising Assistant Principal for Language Arts and Reading. Renee Belvis, ESOL/ELL Site Coordinator	Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	Walkthrough
Improve current level of performance	19% 11					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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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.		3.1. Insufficient standard based instruction	3.1. Set and communicate a purpose for learning and learning goals in each lesson	3.1. Toni Powers, Supervising Assistant Principal for Language Arts and Reading. Renee Belvis, ESOL/ELL Site Coordinator	3.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	3.1. Walkthrough & Lesson Plans
<u>CELLA Goal #3:</u>	<u>2012 Current Percent of Students Proficient in Writing :</u>					
Improve current level of performance	23% 13					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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CELLA Budget (Insert rows as needed)

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

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Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrie	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a.FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. Tamika Hughes-Leeks, Supervising Assistant Principal for Mathematics. Karen Huzar, Supervising Assistant Principal for the Center for Gifted Studies	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
Mathematics Goal #1a:	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
Improve current level of performance	20% 238	Decrease in level 1 and 2 from 52% to 42%					
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. Tamika Hughes-Leeks, Supervising Assistant Principal for Mathematics. Karen Huzar, Supervising Assistant Principal for the Center for Gifted Studies	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students’ background knowledge, interests, and personal goals, etc.	1a.2. Walkthrough

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					*Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. Tamika Hughes-Leeks, Supervising Assistant Principal for Mathematics. Karen Huzar, Supervising Assistant Principal for the Center for Gifted Studies	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.		1b.2. Insufficient standard based instruction	1b.2. Implement High Yield Instructional Strategies	1b.2. Tamika Hughes-Leeks, Supervising Assistant Principal for Mathematics. Karen Huzar, Supervising Assistant Principal for the Center for Gifted Studies	1b.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes aligned to access points when appropriate *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1b.2. Walkthrough
<u>Mathematics Goal</u> #1b:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
Improve current level of performance	9%	Decrease in level 1,2 and 3				
			1b.2.	1b.2.	1b.2.	1b.2.

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			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a.FCAT 2.0:Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. Tamika Hughes-Leeks, Supervising Assistant Principal for Mathematics. Karen Huzar, Supervising Assistant Principal for the Center for Gifted Studies	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b1. Walkthrough
<u>Mathematics Goal #2a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
Improve current level of performance	24% 292	Increase level 4 and 5 by 5%					
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2b.1. Lack of differentiation of	2b.1. Provide formative assessments to inform	2b.1. Tamika Hughes-Leeks, Supervising Assistant	2b.1. Determine: *Teachers regularly assess	2b1. Walkthrough

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Mathematics Goal #2b: Improve current level of performance	2012 Current Level of Performance:* 91%	2013Expected Level of Performance:* Increase level 7 by 5%	instruction	differentiation in instruction	Principal for Mathematics. Karen Huzar, Supervising Assistant Principal for the Center for Gifted Studies	students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	
			2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.		3a.1. Lack of student engagement	3a.1. Differentiate Instruction	3a.1. Tamika Hughes-Leeks, Supervising Assistant Principal for Mathematics. Karen Huzar, Supervising Assistant Principal for the Center for Gifted Studies	3a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning	3a.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable	
Mathematics Goal #3a: Improve current level of performance	2012 Current Level of Performance:* 58%	2013Expected Level of Performance:* 100% of students will make learning gains					

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						needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			3a.2.	3a.2.	3a.2.	3a.2.	3a.2.
			3a.3.	3a.3.	3a.3.	3a.3.	3a.3.
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			3b.1. Lack of student engagement	3b.1. Differentiate Instruction	3b.1. Tamika Hughes-Leeks, Supervising Assistant Principal for Mathematics. Karen Huzar, Supervising Assistant Principal for the Center for Gifted Studies	3b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	3b.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable
Mathematics Goal #3b:	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
Improve current level of performance	pending	100% of students will make learning gains					

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			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.	3b.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4a.FCAT 2.0:Percentage of students in Lowest 25% making learning gains in mathematics.			4a.1. Lack of student engagement	4a.1. Differentiate Instruction	4a.1. AP who evaluates teacher	4a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	4a.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable
Mathematics Goal #4a: Improve current level of performance	2012 Current Level of Performance:* 48%	2013Expected Level of Performance:* 100% of students will make learning gains	4a.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4a.2. Create intervention that support core instructional goals and objectives	4a.2. SBLT	4a.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is	4a.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs

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					aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses							
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.						
<p>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.</p> <table border="1"> <thead> <tr> <th><u>Mathematics Goal #4b:</u></th> <th><u>2012 Current Level of Performance:*</u></th> <th><u>2013Expected Level of Performance:*</u></th> </tr> </thead> <tbody> <tr> <td>Improve current level of performance</td> <td>pending</td> <td>100% of students will make learning gains</td> </tr> </tbody> </table>		<u>Mathematics Goal #4b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>	Improve current level of performance	pending	100% of students will make learning gains	4b.1. Lack of student engagement	4b.1. Differentiate Instruction	4b.1. Tamika Hughes-Leeks, Supervising Assistant Principal for Mathematics. Karen Huzar, Supervising Assistant Principal for the Center for Gifted Studies	4b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	4b.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable
<u>Mathematics Goal #4b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>										
Improve current level of performance	pending	100% of students will make learning gains										

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		4b.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4b.2. Create intervention that support core instructional goals and objectives	4b.2. SBLT	4b.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	4b.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs	
		4b.3.	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011 53.00	57	61	65	69	73	76.5
<u>Mathematics Goal #5A:</u> Improve current level of performance							

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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
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.			5b.1. White: Black: Hispanic: Asian: American Indian: Lack of differentiation of instruction	5b.1. Differentiate Instruction	5b.1. Tamika Hughes-Leeks, Supervising Assistant Principal for Mathematics. Karen Huzar, Supervising Assistant Principal for the Center for Gifted Studies	5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5b.1. Lesson Plans & Walkthrough
<u>Mathematics Goal</u> #5B: Improve current level of performance	<u>2012 Current Level of Performance:*</u> White: 61% 321 Black: 9% 46 Hispanic: 16% 85 Asian: 9% 47 American Indian: 1% 4	<u>2013 Expected Level of Performance:*</u> 100% of all subgroups to make a learning gain Increase proficiency of all subgroups by 10%					
	5B.3.		5B.3.	5B.3.	5B.3.	5B.3.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5c.1. Lack of differentiation	5c.1. Differentiate Instruction	5c.1. Tamika Hughes-Leeks,	5c.1. Content materials are	5c.1. Lesson Plans &

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

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

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

End of Middle School Mathematics Goals

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

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

Algebra EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra.			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. Tamika Hughes-Leeks, Supervising Assistant Principal for Mathematics. Karen Huzar, Supervising Assistant Principal for the Center for Gifted Studies	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
Algebra Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Improve current level of performance	37% 86	Decrease level 1 and 2					
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. Tamika Hughes-Leeks, Supervising Assistant Principal for Mathematics. Karen Huzar, Supervising Assistant	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and	1a.2. Walkthrough

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

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performance	30% 69	Increase level 4 and 5 by 5%			Karen Huzar, Supervising Assistant Principal for the Center for Gifted Studies	during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points		
			2.2.	2.2.	2.2.	2.2.	2.2.	
			2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011 67%	67%	73%	80%	87%	93%	100%	
<u>Algebra Goal #3A:</u> Improve current level of performance								
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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

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

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

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

End of Algebra EOC Goals

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

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

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

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

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performance .	Increase level 4 and 5 by 5%					during instruction * Teachers facilitate effective classroom activities and tasks that elicit evidence of learning * Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle * Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Geometry Goal #3A:</u> Improve current level of performance							

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

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

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

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

End of Geometry EOC Goals

Mathematics Professional Development

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
Common Core	6-8	Asst. Principals, STEM Team, Mathematics Department Chair	School-wide	Six-Weeks- District Professional Development days.	Use of common cores resources to evaluate student assessment data, walkthrough data and fidelity checks in program implementation.	Principal, Asst. Principals and Department Chairpersons
Vocabulary Acquisition and Text Complexity	6-8	District Specialists, STEM Team	School-wide	Monthly- Second Wednesday of the Month (Early Release Day)	Use of word walls, extensive vocabulary exposure and text evaluated through student assessment data, walkthrough data and fidelity checks in program implementation.	Principal, Asst. Principals and Department Chairpersons
WICOR+T Instructional Strategies	6-8	Literacy Team, AVID Elective Teacher, and Department Chairs	Content-area PLCs	Monthly Content Area Meeting (Varied days by department at least once a month).	Use of AVID strategies and best practices in instruction evaluated through student assessment data, walkthrough data and fidelity checks in program implementation.	Principal, Asst. Principals, AVID Elective Instructor and Department Chairpersons
HOTS	6-8	District Specialists, STEM Team, Department Chair	Content-area PLCs	Monthly Content Area Meeting (Varied days by department at least once a month).	Administrators will conduct targeted classroom walk-throughs to monitor HOTS implementation	Principal, Asst. Principals, AVID Elective Instructor

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Differentiated Instruction and Technology Integration	Grades 9-12	Technology Specialist, Media Specialist, Department Chair	Mathematics Team and STEM Team	Six-Weeks- District Professional Development days	Administrators conduct targeted classroom walk-throughs to monitor DI implementation	Principal, Asst. Principals, STEM Team, HSA Team
Use of Manipulatives and Active Learning Environments	Grades 9-12	District Math Support, and the Department Chair	Mathematics Team and STEM Team	Six-Weeks- District Professional Development days.	Administrators conduct targeted walk-throughs to monitor Hands-On Activity implementation	Principal, Asst. Principals and Department Chairperson

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

End of Mathematics Goals

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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. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. Karen Huzar, Supervising Asst. Principal for the Center for Gifted Studies Tamika Hughes-Leeks, Supervising Asst. Principal for the SCOTS Program	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
Science Goal #1a:	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
Improve current level of performance	22.5% 96	Decrease the number of level 1 and 2 from 65% to 60%.					
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for	1a.2. Walkthrough

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					learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results
1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.		1b.1. Insufficient standard based instruction	1b.1. Set and communicate a purpose for learning and learning goals in each lesson	1b.1. AP who evaluates teacher	1b.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to	1b.1. Walkthrough & Lesson Plans
<u>Science Goal #1b:</u> Improve current level of performance	<u>2012 Current Level of Performance:*</u> 20%	<u>2013 Expected Level of Performance:*</u> Decrease the number of level 1,2, and 3 from to				

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						answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b1. Walkthrough
<u>Science Goal #2a:</u> Improve current level of performance	<u>2012 Current Level of Performance:*</u> 10.1% 43	<u>2013 Expected Level of Performance:*</u> Increase the level 4 and 5 students 5%					

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			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b1. Walkthrough
Science Goal #2b:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of performance	80%	Increase the level 7 by 5%					
			2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3

End of Elementary and Middle School Science Goals

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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
Common Core	6-8	Asst. Principals, Literacy Coach, Literacy Team	School-wide	Six-Weeks- District Professional Development days	Use of common cores resources to evaluate student assessment data, walkthrough data and fidelity checks in program implementation.	Principal, Asst. Principals and Department Chairpersons
Vocabulary Acquisition and Text Complexity	6-8	District Specialists, Literacy Team, STEM Team	School-wide	Monthly- Second Wednesday of the Month (Early Release Day)	Use of word walls, extensive vocabulary exposure and text evaluated through student assessment data, walkthrough data and fidelity checks in program implementation.	Principal, Asst. Principals and Department Chairpersons
WICOR+T Instructional Strategies	6-8	Literacy Team, AVID Elective Teacher, and Department Chairs	Content-area PLCs	Monthly Content Area Meeting (Varied days by department at least once a month).	Use of AVID strategies and best practices in instruction evaluated through student assessment data, walkthrough data and fidelity checks in program implementation.	Principal, Asst. Principals, AVID Elective Instructor and Department Chairpersons
Review of the School Improvement Goals and Action Steps inclusive of FAIR/FCAT and District Common Assessments	6-8	STEM Team, Asst. Principals and Department Chairpersons	Grade Level PLCs	Monthly Grade Level Meeting (Varied days by grade level at least once a month).	Use of student assessment data, walkthrough data and fidelity checks in program implementation.	Principal, Asst. Principals, Literacy Team and Department Chairpersons

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

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

End of Science Goals

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69%

Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
Writing Goal #1a: Improve current level of performance	2012 Current Level of Performance:* 69% 294 Level 4 and above 23% 98	2013 Expected Level of Performance:* Decrease level 1,2 and 3 by 5%.					
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and	1a.2. Walkthrough

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					<p>expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur</p>							
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results						
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.		1b.1. Insufficient standard based instruction	1b.1. Set and communicate a purpose for learning and learning goals in each lesson	1b.1. AP who evaluates teacher	1b.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class	1b.1. Walkthrough & Lesson Plans						
Writing Goal #1b: Improve current level of performance	<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>Level 4,5, and 6 0%</td> <td>Decrease level 1,2 and 3 by 10%</td> </tr> <tr> <td>Level 7, 8, 9 100%</td> <td></td> </tr> </table>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Level 4,5, and 6 0%	Decrease level 1,2 and 3 by 10%	Level 7, 8, 9 100%						
<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>											
Level 4,5, and 6 0%	Decrease level 1,2 and 3 by 10%											
Level 7, 8, 9 100%												

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

End of Writing Goals

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
Common Core	6-8	Asst. Principals, Literacy Coach, Literacy Team	School-wide	Six-Weeks- District Professional Development days	Use of common cores resources to evaluate student assessment data, walkthrough data and fidelity checks in program implementation.	Principal, Asst. Principals and Department Chairpersons
Vocabulary Acquisition and Text Complexity	6-8	District Specialists, Literacy Team	School-wide	Monthly- Second Wednesday of the Month (Early Release Day)	Use of word walls, extensive vocabulary exposure and text evaluated through student assessment data, walkthrough data and fidelity checks in program implementation.	Principal, Asst. Principals and Department Chairpersons
WICOR+T Instructional Strategies	6-8	Literacy Team, AVID Elective Teacher, and Department Chairs	Content-area PLCs	Monthly Content Area Meeting (Varied days by department at least once a month).	Use of AVID strategies and best practices in instruction evaluated through student assessment data, walkthrough data and fidelity checks in program implementation.	Principal, Asst. Principals, AVID Elective Instructor and Department Chairpersons
Review of the School Improvement Goals and Action Steps inclusive of FAIR/FCAT and District Common Assessments	6-8	Literacy Team, Asst. Principals and Department Chairpersons	Grade Level PLCs	Monthly Grade Level Meeting (Varied days by grade level at least once a month).	Use of student assessment data, walkthrough data and fidelity checks in program implementation.	Principal, Asst. Principals, Literacy Team and Department Chairpersons

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

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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]).

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

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

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

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

Civics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	6-8	Asst. Principals, Literacy Coach, Literacy Team	School-wide	Six-Weeks- District Professional Development days	Use of common cores resources to evaluate student assessment data, walkthrough data and fidelity checks in program implementation.	Principal, Asst. Principals and Department Chairpersons
Vocabulary Acquisition and Text Complexity	6-8	District Specialists, Literacy Team	School-wide	Monthly- Second Wednesday of the Month (Early Release Day)	Use of word walls, extensive vocabulary exposure and text evaluated through student assessment data, walkthrough data and fidelity checks in program implementation.	Principal, Asst. Principals and Department Chairpersons
WICOR+T Instructional Strategies	6-8	Literacy Team, AVID Elective	Content-area PLCs	Monthly Content Area Meeting (Varied days by department at	Use of AVID strategies and best practices in instruction evaluated through student	Principal, Asst. Principals, AVID Elective Instructor and Department Chairpersons

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		Teacher, and Department Chairs		least once a month).	assessment data, walkthrough data and fidelity checks in program implementation.	
Review of the School Improvement Goals and Action Steps inclusive of FAIR/FCAT and District Common Assessments	6-8	Literacy Team, Asst. Principals and Department Chairpersons	Grade Level PLCs	Monthly Grade Level Meeting (Varied days by grade level at least once a month).	Use of student assessment data, walkthrough data and fidelity checks in program implementation.	Principal, Asst. Principals, Literacy Team and Department Chairpersons

Civics Budget (Insert rows as needed)

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

End of Civics Goals

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Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Lack of student engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
Improve current level of performance	93%	Greater than prior year					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	527	10% decrease from prior year					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	0	10% decrease from prior year					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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Classroom Management	6-8	Asst. Principals and Behavior Specialist	School-wide	Monthly Grade Level and Teaming PLCs	Lesson plan review, Engagement Walkthrough data, Discipline Data reporting and analysis from FOCUS and EDS	Principal, Asst. Principals, Behavior Specialist and MTSS/SBLT Team
RtI-Behavior in the Classroom	6-8	Behavior Specialist	School-wide	Site-based Professional Development Days	Student Concern Reporting, Discipline Data Reporting and Analysis from FOCUS and EDS	Principal, Asst. Principals, and MTSS Team
Student Engagement through Instruction in Content Areas and Teaming	6-8	Asst. Principals and Behavior Specialist	School-wide	Monthly Department PLCs	Lesson plan review, Engagement Walkthrough data, Discipline Data reporting and analysis from FOCUS and EDS	Principal, Asst. Principals, Behavior Specialist and MTSS/SBLT Team
Overcoming Obstacles training	6-8	Asst. Principal for Curriculum	School-wide	Monthly Grade Level PLCs	Student Concern Reporting, Discipline Data Reporting and Analysis from FOCUS and EDS	Asst. Principal for Curriculum
Cultural Competency /Diversity Training	6-8	District Staff	School-wide	Site-based Professional Development Days	Lesson Plan Rubric noting differentiation for students	Principal and Asst. Principals
Safe Team/Bullying Training	6-8	Asst. Principals, Guidance Counselors	School-wide	Monthly Faculty Meeting	Student Concern Reporting, Discipline Data Reporting and Analysis from FOCUS and EDS	Principal, Asst. Principal, and Violence Prevention/Bullying Team
Mission/Vision/Goal Setting for Success	6-8	Outside Vendor	School-wide	Pre-school Training Days and September 10 Professional Development Days	Student Concern Reporting, Discipline Data Reporting and Analysis from FOCUS and EDS	Principal

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

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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 Attendance Goals

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
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. Lack of Student Engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Decrease in Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule
Suspension Goal #1: Improve current level of performance	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
	1832	10% decrease from prior year					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
364	10% decrease from prior year	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				

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	1387	10% decrease from prior year					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	259	10% decrease from prior year					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Classroom Management	6-8	Asst. Principals and Behavior Specialist	School-wide	Monthly Grade Level and Teaming PLCs	Lesson plan review, Engagement Walkthrough data, Discipline Data reporting and analysis from FOCUS and EDS	Principal, Asst. Principals, Behavior Specialist and MTSS/SBLT Team
RtI-Behavior in the Classroom	6-8	Behavior Specialist	School-wide	Site-based Professional Development Days	Student Concern Reporting, Discipline Data Reporting and Analysis from FOCUS and EDS	Principal, Asst. Principals, and MTSS Team
Student Engagement through Instruction in Content Areas and Teaming	6-8	Asst. Principals and Behavior Specialist	School-wide	Monthly Department PLCs	Lesson plan review, Engagement Walkthrough data, Discipline Data reporting and analysis from FOCUS and EDS	Principal, Asst. Principals, Behavior Specialist and MTSS/SBLT Team
Overcoming Obstacles training	6-8	Asst. Principal for Curriculum	School-wide	Monthly Grade Level PLCs	Student Concern Reporting, Discipline Data Reporting and Analysis from FOCUS and EDS	Asst. Principal for Curriculum
Cultural Competency /Diversity Training	6-8	District Staff	School-wide	Site-based Professional Development Days	Lesson Plan Rubric noting differentiation for students	Principal and Asst. Principals
Safe Team/Bullying Training	6-8	Asst. Principals, Guidance	School-wide	Monthly Faculty Meeting	Student Concern Reporting, Discipline Data Reporting and Analysis from FOCUS and EDS	Principal, Asst. Principal, and Violence Prevention/Bullying Team

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Mission/Vision/Goal Setting for Success	6-8	Counselors Outside Vendor	School-wide	Pre-school Training Days and September 10 Professional Development Days	Student Concern Reporting, Discipline Data Reporting and Analysis from FOCUS and EDS	Principal
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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
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 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
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Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>			1.1. Students lack skills to plan for future aspirations and create educational goals	1.1. Implement High Yield Instructional Strategies	1.1. Principal	1.1. Students will receive additional counseling, academic support through credit recovery and social skills development ensure on-time promotion.	1.1. Walkthrough and teacher appraisal
Improve current level of performance	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*	Students with history of prior retention need additional academic and social support.				
	N/A	10% decrease from prior year					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	N/A	Improve rate from prior year					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Mentoring Struggling Students	6-8	Asst. Principals and Behavior Specialist	School-wide	Monthly Grade Level and Teaming PLCs	Lesson plan review, Engagement Walkthrough data, Discipline Data reporting and analysis from FOCUS and EDS	Principal, Asst. Principals, Behavior Specialist and MTSS/SBLT Team
RtI-Behavior in the Classroom	6-8	Behavior Specialist	School-wide	Site-based Professional Development Days	Student Concern Reporting, Discipline Data Reporting and Analysis from FOCUS and EDS	Principal, Asst. Principals, and MTSS Team

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Student Engagement through Instruction in Content Areas and Teaming	6-8	Asst. Principals and Behavior Specialist	School-wide	Monthly Department PLCs	Lesson plan review, Engagement Walkthrough data, Discipline Data reporting and analysis from FOCUS and EDS	Principal, Asst. Principals, Behavior Specialist and MTSS/SBLT Team
Overcoming Obstacles training	6-8	Asst. Principal for Curriculum	School-wide	Monthly Grade Level PLCs	Student Concern Reporting, Discipline Data Reporting and Analysis from FOCUS and EDS	Asst. Principal for Curriculum
Cultural Competency /Diversity Training	6-8	District Staff	School-wide	Site-based Professional Development Days	Lesson Plan Rubric noting differentiation for students	Principal and Asst. Principals
Mission/Vision/Goal Setting for Success	6-8	Outside Vendor	School-wide	Pre-school Training Days and September 10 Professional Development Days	Student Concern Reporting, Discipline Data Reporting and Analysis from FOCUS and EDS	Principal

Dropout Prevention Budget(Insert rows as needed)

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

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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. Lack of frequent home-school communication in a variety of formats, and allows for families to support and supervise their child's educational progress	1.1. Provide frequent home-school communication in a variety of formats, and allows for families to support and supervise their child's educational progress. Provide updates through the use of a school newsletter. Increase participation in parent supported organizations (PTA and SAC).	1.1. SBLT	1.1. Survey Focus Group Interviews Portal Login Reporting	1.1.
<u>Parent Involvement Goal #1:</u> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>							
Improve current level of performance	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					
Portal logins by parents	39%	49%					
			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	PD Participants (e.g. , PLC, subject, grade level, or	Target Dates and Schedules (e.g. , Early Release) and	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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		PLC Leader	school-wide)	Schedules (e.g., frequency of meetings)		
Volunteering and Mentoring Support	6-8	Volunteer Coordinator, Asst. Principals	School-wide	Monthly Faculty/Staff Meetings	Survey and feedback from volunteers, parents and community partnerships, Mentor Logging	Principal, Volunteer Coordinator, Asst. Principal of Activities
Check and Connect for Families Training	6-8	Behavior Specialist	School-wide	Site-based Professional Development Days	Student Concern Reporting, Mentor logging, Attendance and Discipline data-analysis from FOCUS and EDS	Principal, Asst. Principals, and MTSS Team
ESOL/ELL/ESE Family and Student Services Training	6-8	ELL Coordinator, VE Liaison and Behavior Specialist	School-wide	Monthly Department PLCs	Survey and feedback, Student Concern Reporting, Mentor logging, Attendance and Discipline data-analysis from FOCUS and EDS	Principal, Asst. Principals, VE Liaison, Behavior Specialist and ELL Coordinator
Overcoming Obstacles training	6-8	Asst. Principal for Curriculum	School-wide	Monthly Grade Level PLCs	Student Concern Reporting, Discipline Data Reporting and Analysis from FOCUS and EDS	Asst. Principal for Curriculum
Cultural Competency /Diversity Training	6-8	District Staff	School-wide	Site-based Professional Development Days	Lesson Plan Rubric noting differentiation for students	Principal and Asst. Principals
Mission/Vision/Goal Setting for Success	6-8	Outside Vendor	School-wide	Pre-school Training Days and September 10 Professional Development Days	Student Concern Reporting, Discipline Data Reporting and Analysis from FOCUS and EDS	Principal

Parent Involvement Budget

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

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: Currently 0% of students are receiving STEM curricular support; Dunedin Highland Middle School will increase this by 20%. <i>Enter narrative for the goal in this box.</i>	1.1. Instructional training by STEM teachers.	1.1. Incorporation of STEM curriculum and activities in Math, Science and Technology courses.	1.1. Tamika Hughes-Leeks, STEM Administrator	1.1. Lesson study development, initiative fidelity progress-monitoring.	1.1. Lesson Plans, Walkthrough Data

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

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM Training	6-8	Asst. Principals, Literacy Coach, Literacy Team	Content-area PLCs, STEM Team	District Professional Development days and Monthly STEM or Department PLCs	Use of STEM curriculum/activities and common cores resources to evaluate student assessment data, walkthrough data and fidelity checks in program implementation.	Principal, STEM Administrator and Department Chairpersons
Vocabulary Acquisition and Text Complexity	6-8	District Specialists, Literacy Team	School-wide	Monthly- Second Wednesday of the Month (Early Release Day)	Use of word walls, extensive vocabulary exposure and text evaluated through student assessment data, walkthrough data and fidelity checks in program implementation.	Principal, Asst. Principals and Department Chairpersons
WICOR+T Instructional Strategies	6-8	Literacy Team, AVID Elective Teacher, and Department Chairs	Content-area PLCs	Monthly Content Area Meeting (Varied days by department at least once a month).	Use of AVID strategies and best practices in instruction evaluated through student assessment data, walkthrough data and fidelity checks in program implementation.	Principal, Asst. Principals, AVID Elective Instructor and Department Chairpersons
Review of the School Improvement Goals and Action Steps inclusive of FAIR/FCAT and District Common Assessments	6-8	Literacy Team, Asst. Principals and Department Chairpersons	Grade Level PLCs	Monthly Grade Level Meeting (Varied days by grade level at least once a month).	Use of student assessment data, walkthrough data and fidelity checks in program implementation.	Principal, Asst. Principals, Literacy Team and Department Chairpersons

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

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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 STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

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

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CTE Goal # Assess all grade level students through participation in the Career Technical Student Organization Planner. (CTSO) 64%(740)	1.1. Limited curriculum	1.1. Students are given an introduction and exploration on an internet/digital computer-based instruction program.	1.1. Guidance Teachers Grade Level Administration	1.1. Monitor implementation of assessment plan.	1.1. Number of students completing the CTSO
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

CTE Budget(Insert rows as needed)

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

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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 CTE Goal(s)

Additional Goal I Wellness (s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Wellness			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1:	2012 Current Level :*	2013 Expected Level :*	A: Failure to form a Healthy School Team.	A: Complete Healthy Schools Program 6 Step Process online https://schools.healthiergeneration.org/	A: Healthy School Team (school administrator, physical education teacher, cafeteria manager, health teacher/elementary classroom teachers (optional members – students, parents, school nurse)	A: Completion of 6 th Step of the Healthy School Program online (Celebrate Successes)	A: Healthy School Inventory (Evaluate Your School) online
Improve current level of performance	A Data (Options): Not yet meeting Bronze Level on Healthy Schools Inventory Meeting Bronze	Options Set A: Not yet meeting Bronze Level on Healthy Schools Inventory Meeting Bronze Level on Healthy	B: Failure to assess students and upload Being Fit Matters/Fitnessgram data	B: Complete Pre and Post Being Fit Matters/Fitnessgram student assessments and upload data		B: Compare Pre and Post Being Fit Matters/Fitnessgram student assessments results	B: Being Fit Matters Statistical Report (Portal)

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	Level on Healthy Schools Inventory	Schools Inventory			B: physical education teachers		
	Meeting Silver Level on Healthy Schools Inventory	Meeting Silver Level on Healthy Schools Inventory					
	Meeting Gold Level on Healthy Schools Inventory	Meeting Gold Level on Healthy Schools Inventory					
	B Data: Being Fit Matters/Fitnessgram Data by school will be inserted here.	B Data: Being Fit Matters/Fitnessgram School will improve students' scores on one Being Fit Matters/Fitnessgram Assessment scores for selected by school.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Wellness Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Healthy Choices	Grades 6-8	Healthy School Team	School-wide	Monthly meeting	Feedback Sheets	Healthy School Team

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

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

Additional Goal II Bradley MOU (s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement
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Based on the analysis of school data, identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Additional Goal: Black Academic Achievement		1.1. Lack of differentiation of instruction	1.1. Differentiate Instruction	1.1. AP who evaluates teacher	1.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	1.1. Lesson Plans & Walkthrough	
Additional Goal #1:	<u>2012 Current Level</u> :*						<u>2013 Expected Level</u> :*
There will be an increase in black student achievement	128 Students 48%						All black students to make learning gains in reading and math
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Additional MOU Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Mentoring Struggling	6-8	Asst. Principals	School-wide	Monthly Grade Level and	Lesson plan review, Engagement	Principal, Asst. Principals,

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Students		and Behavior Specialist		Teaming PLCs	Walkthrough data, Discipline Data reporting and analysis from FOCUS and EDS	Behavior Specialist and MTSS/SBLT Team
RtI-Behavior in the Classroom	6-8	Behavior Specialist	School-wide	Site-based Professional Development Days	Student Concern Reporting, Discipline Data Reporting and Analysis from FOCUS and EDS	Principal, Asst. Principals, and MTSS Team
Student Engagement through Instruction in Content Areas and Teaming	6-8	Asst. Principals and Behavior Specialist	School-wide	Monthly Department PLCs	Lesson plan review, Engagement Walkthrough data, Discipline Data reporting and analysis from FOCUS and EDS	Principal, Asst. Principals, Behavior Specialist and MTSS/SBLT Team
Overcoming Obstacles training	6-8	Asst. Principal for Curriculum	School-wide	Monthly Grade Level PLCs	Student Concern Reporting, Discipline Data Reporting and Analysis from FOCUS and EDS	Asst. Principal for Curriculum
Cultural Competency /Diversity Training	6-8	District Staff	School-wide	Site-based Professional Development Days	Lesson Plan Rubric noting differentiation for students	Principal and Asst. Principals
Mission/Vision/Goal Setting for Success	6-8	Outside Vendor	School-wide	Pre-school Training Days and September 10 Professional Development Days	Student Concern Reporting, Discipline Data Reporting and Analysis from FOCUS and EDS	Principal

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

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

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

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Technology

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Professional Development

Strategy	Description of Resources	Funding Source	Amount

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

Additional Goal III Bradley MOU (s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Student Engagement for Black Students			1.1. Lack of Student Engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule
Additional Goal #1:	2012 Current Level :*	2013 Expected Level :*					
There will be an increase in black student engagement	--Receiving referrals ??00%	Decrease the percent of Black students receiving referrals, and					
	--Receiving ISS 53% (139)	Receiving in school and out of school suspensions					
	--Receiving OSS 41% (109)		1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional MOU II Goals Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Mentoring Struggling Students	6-8	Asst. Principals and Behavior Specialist	School-wide	Monthly Grade Level and Teaming PLCs	Lesson plan review, Engagement Walkthrough data, Discipline Data reporting and analysis from FOCUS and EDS	Principal, Asst. Principals, Behavior Specialist and MTSS/SBLT Team
Rtl-Behavior in the Classroom	6-8	Behavior Specialist	School-wide	Site-based Professional Development Days	Student Concern Reporting, Discipline Data Reporting and Analysis from FOCUS and EDS	Principal, Asst. Principals, and MTSS Team
Student Engagement through Instruction in Content Areas and Teaming	6-8	Asst. Principals and Behavior Specialist	School-wide	Monthly Department PLCs	Lesson plan review, Engagement Walkthrough data, Discipline Data reporting and analysis from FOCUS and EDS	Principal, Asst. Principals, Behavior Specialist and MTSS/SBLT Team
Overcoming Obstacles training	6-8	Asst. Principal for Curriculum	School-wide	Monthly Grade Level PLCs	Student Concern Reporting, Discipline Data Reporting and Analysis from FOCUS and EDS	Asst. Principal for Curriculum
Cultural Competency /Diversity Training	6-8	District Staff	School-wide	Site-based Professional Development Days	Lesson Plan Rubric noting differentiation for students	Principal and Asst. Principals
Mission/Vision/Goal Setting for Success	6-8	Outside Vendor	School-wide	Pre-school Training Days and September 10 Professional Development Days	Student Concern Reporting, Discipline Data Reporting and Analysis from FOCUS and EDS	Principal

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

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

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

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

Additional Goal IV Bradley MOU (s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Black graduation rate			1.1. Lack of Student Engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-	1.1. Increase in black graduation rate
Additional Goal #1:	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
There will be an increase in black student graduation rate							

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						based monitoring and adaptations to the plan are regularly conducted	
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional MOU Goals Professional Development

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

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

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

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

Additional Goal V Bradley MOU (s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Black advanced Coursework			1.1. Lack of differentiation of instruction	1.1. Differentiate Instruction	1.1. AP who evaluates teacher	1.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of	1.1. Lesson Plans & Walkthrough Professional Development includes equity and cultural responsiveness
Additional Goal #1:	2012 Current Level :*	2013 Expected Level :*					
<p><i>There will be an increase percent of black students enrolled in rigorous advanced coursework</i></p> <p><i>There will be an increase in performance of black students in rigorous advanced coursework</i></p>		Increase from prior year					

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						difficulty.	
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional MOU Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Engagement through Instruction in Content Areas and Teaming	6-8	Asst. Principals and Behavior Specialist	School-wide	Monthly Department PLCs	Lesson plan review, Engagement Walkthrough data, Discipline Data reporting and analysis from FOCUS and EDS	Principal, Asst. Principals, Behavior Specialist and MTSS/SBLT Team
Overcoming Obstacles training	6-8	Asst. Principal for Curriculum	School-wide	Monthly Grade Level PLCs	Student Concern Reporting, Discipline Data Reporting and Analysis from FOCUS and EDS	Asst. Principal for Curriculum
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Mission/Vision/Goal Setting for Success	6-8	Outside Vendor	School-wide	Pre-school Training Days and September 10 Professional Development Days	Student Concern Reporting, Discipline Data Reporting and Analysis from FOCUS and EDS	Principal

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

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

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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 Additional Goal(s)

Final Budget(Insert rows as needed)

Please provide the total budget from each section.

Reading Budget	Total:
Mathematics Budget	Total:
Science Budget	Total:

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Writing Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
Additional Goals	
	Total:
	Grand Total:

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:
CELLA Budget	Total:
Mathematics Budget	Total:
Science Budget	Total:
Writing Budget	Total:
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total:

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	Grand Total:
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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

X Yes No

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

Describe the activities of the SAC for the upcoming school year.
To serve in an advisory capacity through feedback, progress monitoring and other updates in support of our School Improvement goals; share updates on DHMS initiatives and provide opportunity for feedback.

Describe the projected use of SAC funds.	Amount
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To support all School Improvement efforts as prescribed by the professional development and budgetary guidelines.	