

**FLORIDA DEPARTMENT OF EDUCATION  
&  
THE MANATEE COUNTY SCHOOL DISTRICT**



**School Improvement Plan (SIP)  
Form SIP-1  
Title I Middle Schools**



## 2012-2013 SCHOOL IMPROVEMENT PLAN

### PART I: SCHOOL INFORMATION

School Name: Electa Lee Magnet Middle School	District Name: Manatee
Principal: Scot Boice	Superintendent: Bob Gagnon
SAC Chair: Regina Mann	Date of School Board Approval:

### **Student Achievement Data:**

The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#)

[High School Feedback Report](#)

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

### **Additional Requirements**

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

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

Title I, Part A

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 is being used to provide additional remediation for our students, more professional development for our teachers, tutoring through Supplemental Educational Services (SES program), targeted remediation, and other best practices. A specific professional development training offered to our staff is Next Generation Content Area Reading-Professional Development (NGCAR-PD).

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Title I, Part C- Migrant Lee is provided with a Migrant Home-School Liaison who offers specific programs and resources for migrant students.
Title I, Part D N/A
Title II This is used to provide additional development and learning for teachers.
Title III Lee is provided with a Migrant Home-School Liaison and District ESOL Specialist.
Title X- Homeless Our district has a Project Heart program and we work in conjunction with a District Social Worker that provides services for homeless students.
Supplemental Academic Instruction (SAI) SAI funds are coordinated with Title I, Part A funds to provide extended learning opportunities for students before/during and after school.
Violence Prevention Programs Lee participates in the Safe and Drug Free Schools program offered by our district as well as the Bullying Program.
Nutrition Programs N/A
Housing Programs N/A
Head Start N/A
Adult Education N/A
Career and Technical Education Lee Middle School is presently collaborating with the District to start an Adult, Career and Technical Education program at our school.
Job Training Lee Middle School is presently working with local businesses to provide 'life and job skills' to students receiving extra assistance or remediation in reading and math.
Other N/A

### *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.

Scot Boice, Principal, Kristin Kreiling, Assistant Principal, Jamara Clark, Assistant Principal, Carol Landsberg, School Psychologist, Susan Nachand, School Social Worker, Karen Furner, ESE Specialist, Lisa Hales, Guidance Counselor, Maureen Cassidy, Guidance Counselor, Dudley Leigh, Magnet Coordinator & RtI Point Person, Dianna Esely, Reading Teacher, Jennifer Timms, Reading Teacher, All Department Chairpersons.

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?

Our team meets weekly. All members have accepted assignments to facilitate our evaluation of student data and our intervention decision-making in areas of math, reading, attendance, and behavior. Mr. Boice, the Principal and Ms. Leigh, Chair the weekly meetings. The team members who facilitate each area of focus (math, reading, science, writing, attendance, and behavior) meet with grade level teachers to further assess growth, resources, interventions.

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

The MTSS Leadership Team is an integrated part of the planning and implementation of the SIP. The evaluation of the data drives the decision and problem solving process. The data also guides the development of the Early Warning System and the Resource/Intervention Map. The team compiles, evaluates, data and information gathered and then works together to write the SIP. The MTSS team meets weekly evaluating student progress, evaluating intervention fidelity and progress monitoring, and continuing the creative and critical problem solving process necessary to adjust intervention plans to guarantee student growth and success of the SIP.

### 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.

The data sources the Lee MTSS uses are as follows: Focus, Quick Query, weekly reports provided by the district evaluation office and OnCourse our school site for teacher lesson planning and homework and websites.

Describe the plan to train staff on MTSS.

Our plan for training staff is as follows: utilize in-service days, faculty meetings, "Lunch and Learn" sessions, Department, Team and PLC, PDP and PGP groups. These meetings and the information taught will assist our staff with all phases of the problem solving process and the issues specific to our school site.

Describe plan to support MTSS.

The principal and administrators will conduct and /or attend the meetings and trainings listed above. They will attend our weekly problem solving meetings and be active participants in all phases of the problem solving process to ensure the fidelity of the plan and

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success of our students. All Lee administrators and staff members will write PDP/PGP plans to support MTSS and our SIP.

### *Literacy Leadership Team (LLT)*

#### School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).  
The LLT is comprised of members from each department.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).  
The LLT meets monthly. These meetings are documented through an agenda and minutes. The LLT Chair composes the agenda and minutes with input from the entire team. Meetings serve as a time to discuss major initiatives and review student data.

What will be the major initiatives of the LLT this year?  
This year the LLT's major initiative is to support the school-wide initiative of literacy. This will be done through several events: Read Across Lee, Scholastic Book Fair, supporting Independent Reading school-wide, supporting Parent Nights that promote literacy, and reviewing student data and disseminating the data to staff.

### *Lesson Study*

#### Lesson Study

Identify the Lesson Study Plan for your school  
Teachers will complete Lesson Studies each quarter in their Professional Learning Community. The Professional Learning Communities are derived primarily of each of the core classes and then either a math or reading remediation instructor. Each PLC contains four to six teachers. The teachers review school goals and then collaborate to plan a lesson; teach, observe and debrief; revise and re-teach; reflect and share results. This Lesson Study Process will occur four times throughout the year.

Describe how the Lesson Study Plan will be implemented  
The Literacy Leadership Team, the Department Chairs and Administration met during the summer, prior to the 2012-2013 school year to establish school goals. This team meets two times a month to review, revise and implement any modifications needed to insure success in attaining the yearly goals set forth for this academic school year.

What will be the major initiatives of the Lesson Study Plan this year?  
The three major initiatives for the PLC groups during the 2012-2013 school year are: literacy (reading and writing), ready to learn (organization) and infusing the arts.

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

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

N/A

**PART II: EXPECTED IMPROVEMENTS**

**Goals**

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

<b>Goals (Reading)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
By the end of the 2012-2013 school year, there will be 54% (522 students) proficiency (3 or higher) in reading as evidenced by results of the 2013 FCAT 2.0	The significant number of students who are not presently reading on grade level	Close reading strategies implemented in all classrooms  Graphic Organizers  Kagan Cooperative Learning  Gradual Release  AVID WICOR strategies  Interdisciplinary Lessons  Data Chats  Socratic Seminars	Reading teachers, department chairs and Administrators	Weekly classroom assessments, FAIR testing and fluency assessments	Walkthroughs, Lesson Plans, Data chats, FAIR testing, classroom formative and summative assessments, binder checks, Quick Query and the 2013 FCAT 2.0
	Insufficient standard based instruction	Levels of Thinking and Questioning in	Department Chairs, PLC groups and Administration	Classroom assessments and FAIR	Walkthroughs, Lesson Plans, Data chats, FAIR testing, classroom formative and

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		Bloom's, Webb and Costas' Depth of Knowledge Interdisciplinary Lessons Gradual Release WICOR strategies Mimio Clickers			summative assessments and 2013 FCAT 2.0
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*\*Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

The strategies listed above are one of Electa Lee Magnet Middle Schools three main goals for the 2012-2013 school year. Students who are testing with FAA and CELLA will receive additional services through Inclusion instructors, Inclusion aides and ESOL assistant and ESOL aide. Also, the staff has instructors receiving additional professional development so that they will be NGCAR-PD trained.

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

Goals (Math)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
By the end of the 2012–2013 school year, there will be 52% (502) proficiency in math as evidenced by results of the 2013 FCAT 2.0.	Maintaining students who have met proficiency on the FCAT 2.0, while simultaneously attaining gains for the weaker performing students.	Concentration on Content Focus Reports generated by the state of Florida  Placing a focus and concentration on Algebraic and geometry in Core Content	Math teachers, Department chair and Administration	Formative and summative classroom assessments and math benchmark assessments	Walkthroughs, Lesson Plans, Benchmark assessments, binder checks, Quick Query and 2013 FCAT 2.0

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<p>By the end of the 2012–2013 school year, there will be 52% (502) proficiency in math as evidenced by results of the 2013 FCAT 2.0.</p>	<p>Maintaining students who have met proficiency on the FCAT 2.0, while simultaneously attaining gains for the weaker performing students.</p>	<p>Concentration on Content Focus Reports generated by the state of Florida</p> <p>Placing a focus and concentration on Algebraic and geometry in Core Content classes</p> <p>Data Chats Kagan Cooperative Learning</p> <p>AVID WICOR strategies (Cornell Notes)</p> <p>Graphic Organizers</p>	<p>Math teachers, Department chair and Administration</p>	<p>Formative and summative classroom assessments and math benchmark assessments</p>	<p>Walkthroughs, Lesson Plans, Benchmark assessments, binder checks, Quick Query and 2013 FCAT 2.0</p>
	<p>Time for instructors to collaborate and also funding to provide substitutes for PLC group lesson studies</p>	<p>Interdisciplinary lessons within PLC groups</p>	<p>PLC group members and Administration</p>	<p>PLC collaboration and review of students assessments</p>	<p>Walkthroughs, Lesson Plans, Benchmark assessments, Quick Query and 2013 FCAT 2.0</p>
	<p>Insufficient standard based instruction</p>	<p>Levels of Thinking and Questioning in Bloom’s, Webb and Costas’ Depth of</p>	<p>Department Chairs, PLC group and Administration</p>	<p>Formative and summative classroom assessments and math benchmark assessments</p>	<p>Walkthroughs, Lesson Plans, Benchmark assessments, Quick Query and 2013 FCAT 2.0</p>

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\* Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

The strategies listed above are one of Electa Lee Magnet Middle Schools three main goals for the 2012-2013 school year. Students who are testing with FAA and CELLA will receive additional services through Inclusion instructors, Inclusion aides and ESOL assistant and ESOL aide.

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

Goals (Science)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
By the end of the 2012-2013 year, there will be 48% (138) proficiency (3 or higher) in science as evidenced by results of 2013 FCAT 2.0.	No formal assessment from 6 <sup>th</sup> and 7 <sup>th</sup> grade Science classes to accurately diagnose students' science curricular needs	Focus on Nature of Science and Physical Science which are the areas of greatest need  Close reading strategies implemented in all classrooms  Graphic Organizers  Kagan Cooperative Learning  Gradual Release  AVID WICOR strategies	Science teachers and Administrators	Lesson Plans, Unit Tests, UPA and Science Benchmark Assessments	Walkthroughs, Lesson Plans, Rubrics, Formative and Summative Assessments, Science Benchmark Assessments and 2013 FCAT 2.0

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		<p>Socratic Seminars</p> <p>Interdisciplinary Lessons</p> <p>Data Chats</p>			
	<p>Many of the students entering Lee in the 6<sup>th</sup> grade have never had year long Science instruction</p>	<p>Focus on the 4 main FOCUS content areas that align with the 2013 FCAT 2.0 and insure these areas are the focus of the 6<sup>th</sup> and 7<sup>th</sup> grade science classes</p> <p>Close reading strategies implemented in all classrooms</p>	<p>Science teachers and Administrators</p>	<p>Lesson Plans, Unit Tests, UPA and Science Benchmark Assessments</p>	<p>Walkthroughs, Lesson Plans, Rubrics, binder checks, Formative and Summative Assessments</p>
	<p>Insufficient standard based instruction</p>	<p>Levels of Thinking and Questioning in Bloom's, Webb and Costas' Depth of Knowledge</p> <p>Interdisciplinary Lessons</p> <p>Gradual Release</p> <p>WICOR strategies</p> <p>Mimio Clickers</p>	<p>Department Chairs, PLC group and Administration</p>	<p>Formative and summative classroom assessments and math benchmark assessments</p>	<p>Walkthroughs, Lesson Plans, Benchmark assessments, Quick Query and 2013 FCAT 2.0</p>

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\* *Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

The strategies listed above are one of Electa Lee Magnet Middle Schools three main goals for the 2012-2013 school year. Students who are testing with FAA and CELLA will receive additional services through Inclusion instructors, Inclusion aides and ESOL assistant and ESOL aide.

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

Goals (Writing)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
By 2013, 81% (232) will score proficiency in writing on the 2013 FCAT 2.0.	Students' writing skills are not up to grade level	Use a school-wide writing plan to ensure consistency in writing expectations and grading  Cornell Notes  Graphic Organizers  Gradual Release  AVID WICOR strategies  Interdisciplinary Lessons	Teachers, Department Chairs, Literacy Leadership Team and Administrators	School-wide writing plan, essay grading using FCAT rubrics	Walkthroughs, Lesson Plans, Writing rubrics, District Writing assessments, Content Area Writing assessments and 2013 FCAT Writing 2.0
	Students' lack prior knowledge that emphasizes	Use a school-wide writing plan to ensure consistency in	Teachers, Department Chairs, Literacy Leadership Team	School-wide writing plan, essay grading using FCAT rubrics	Walkthroughs, Lesson Plans, Writing rubrics, District Writing assessments, Content Area Writing

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	grammar and mechanics	writing expectations and grading  Interdisciplinary Lessons	and Administrators		Assessments and 2013 FCAT Writing 2.0
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The strategies listed above are one of Electa Lee Magnet Middle Schools three main goals for the 2012-2013 school year. Students who are testing with FAA and CELLA will receive additional services through Inclusion instructors, Inclusion aides and ESOL assistant and ESOL aide.

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

<b>Goals (Lowest 25% Reading)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
By the end of the 2012-2013 school year, 76% (184) of the lowest 25% of readers will achieve learning gains on FCAT 2.0.	Students are not reading on grade level	Review of intensive reading programs	Reading teachers, Department Chairs, LLT and Administrators	Weekly classroom assessments, FAIR testing, fluency assessments	Walkthroughs, Lesson Plans, FAIR testing, classroom assessments, Data chats, binder checks, Quick Query and 2013 FCAT Reading 2.0
	Ensuring enough resources and assistance to students who are reading below grade level in content area courses	Alignment of text complexity to student level	Reading and content area teachers, Department Chairs, LLT and Administrators	Weekly classroom assessments, FAIR testing, fluency assessments	Walkthroughs, Lesson Plans, FAIR testing, classroom assessments, Data chats, Quick Query and 2013 FCAT Reading 2.0

*\* Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

The strategies listed above are one of Electa Lee Magnet Middle Schools three main goals for the 2012-2013 school year. Students who are testing with FAA and CELLA will receive additional services through Inclusion instructors, Inclusion aides and ESOL assistant and ESOL aide.

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

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<b>Goals (Lowest 25% Math)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
By the end of the 2012-2013 school year, 69% (167) of the lowest 25% of math students will achieve learning gains on FCAT 2.0.	Students are not performing math skills on grade level	Concentration on Content Focus Strands and High Complexity Thinking and Questioning	Math teachers, Department Chairs and Administrators	Formative and Summative Assessments, Quick Query and District Benchmark Assessments	Walkthroughs, Lesson Plans, Formative and Summative Assessments, Quick Query, District Benchmark Assessments, binder checks and FCAT 2.0 Math
		Interdisciplinary lessons with the incorporation of the ‘Arts’	All teachers, Department Chairs and Administrators	Formative and Summative Assessments and Quick Query	Walkthroughs, Lesson Plans, Formative and Summative Assessments, Quick Query and FCAT 2.0 Math

*\* Explain your school’s goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

The strategies listed above are one of Electa Lee Magnet Middle Schools three main goals for the 2012-2013 school year. Students who are testing with FAA and CELLA will receive additional services through Inclusion instructors, Inclusion aides and ESOL assistant and ESOL aide.

**Algebra End-of-Course (EOC) Goals**

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

<b>Algebra EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
By the end of the 2012-2013 school year, 100% (50) of students taking Algebra I Honors will pass	Lack of necessary study	AVID WICOR strategies	Math Teachers, Department	Lesson Plans, Unit Tests, UPA, Math	Walkthroughs, Lesson Plans,

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the End-Of –Course exam.	skills to be successful in a high school level class	Levels of Thinking and Questioning in Bloom’s, Webb and Costas’ Depth of Knowledge  Data Chats  Incorporation of Common Core Standards	Chairs, AVID team and Administration	Benchmark Assessments and End of Course Exams	Rubrics, Formative and Summative Assessments, Math Benchmark Assessments, AVID tutorials, students conferences, binder checks and End of Course Exams and 2013 FCAT 2.0
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*\* Explain your school’s goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

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### Geometry End-of-Course Goals

\* 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
By the end of the 2012-2013 school year, 100% (16) of the students taking Geometry Honors will pass the End-of-Course exam.	Lack of necessary study skills to be successful in a high school level class	AVID WICOR strategies  Levels of Thinking and Questioning in Bloom’s, Webb and Costas’ Depth of Knowledge  Data Chats  Incorporation of Common Core	Math Teachers, Department Chairs and Administration	Lesson Plans, Unit Test, UPA, Math Benchmark Assessments and End of Course Exams	Walkthroughs, Lesson Plans, Rubrics, Formative and Summative Assessments, Math Benchmark Assessments, End of Course Exams and 2013 FCAT 2.0

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		Standards			
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*\* Explain your school’s goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

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**Civics End-of-Course (EOC) Goals – Middle and High School (if administered)**

\* 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
As of October 2012, it is not known if Electa Lee Magnet Middle is part of the 2013 field test.	N/A	N/A	N/A	N/A	N/A

*\* Explain your school’s goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

As of October 2012, it is not known if Electa Lee Magnet Middle is part of the 2013 field test.
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**History End-of-Course (EOC) Goals – Middle and High School (if administered)**

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

U.S. History EOC Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
High school credit U.S. History is not offered at the middle school level.					

*\* Explain your school’s goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

High school credit U.S. History is not offered at the middle school level.
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**Professional Development at Your School**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Close Reading	6-8	LA Department and Reading teachers	School-wide, Department, PLC	August 2012-June 2013 (2-3 times a month)	Classroom walkthrough data, teacher assessments, lesson plans and classroom visits	Administration, LA Department and Reading Teachers
Writing across the curriculum and scoring writing samples	6-8	LA Department	School-wide	August 2012-January 2013 (2-3 times a month)	Quarterly writing assessments and scoring, Quick Query data review by Administration, Department Chairs and LLT	Administration, Department Chairs and LLT
AVID strategies (i.e. Cornell Notes, Socratic Seminars, AVID binders....ready to learn/organization)	6-8	AVID Site Team and Administration	School-wide, Department, PLC	August 2012 – June 2013 (Weekly)	Administration, 7 <sup>th</sup> period teachers and AVID team	AVID Team and Administration
OnCourse Lesson Plans	6-8	Administration	School-wide	August 2012-June 2013	Lesson Plans and Walkthroughs	Administration
Next Generation Sunshine State Standards (NGSSS), Common-Core	6-8	Administrators and Department Chairs	School-wide, Department, Grade Level, PLC	August 2012 – June 2013 (On-going)	Classroom walkthrough data, lesson plans and classroom visits	Department Chairs and Administration
Levels of Thinking and	6-8	Administration	School-wide, Department, Grade	August 2012 – June 2013	Classroom walkthrough data, lesson plans, teacher	Department Chairs and Administration

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Questioning in Blooms', Webb and Costas' Depth of Knowledge			Level, PLC	(4-5 times a month)	assessments and classroom visits	
Kagan's Cooperative Learning	6-8	Administration and Kagan Trainers	School-wide	August 2012 – June 2013 (Monthly)	Classroom walkthrough data, lesson plans and classroom visits	Administration
Infusing the Arts	6-8	Music Department and Administration	School-wide	August 2012 – June 2013 (Monthly)	Classroom walkthrough data, lesson plans, classroom visits and Lunch and Learns	Administration

**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
AVID (Ready to Learn)	Conferences/Substitutes/Travel/Recruitment	Internal	\$500.00
Character Education	Gold Cards, Character Education Cards, Attendance and Incentives	Internal	\$2000.00
<b>Subtotal:</b>			
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Amount
Technology Integration to add rigor to the curriculum	Mimio, Mimio Clickers, iPads	Internal	\$5,000.00
<b>Subtotal:</b>			
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Amount
Levels of Thinking and Questioning in Blooms', Webb and Costas' Depth of	Conferences/Substitutes/Travel	Curriculum	\$4000.00

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Knowledge			
Incorporation of Next Generation Sunshine State Standards (NGSSS), Common-Core	Conferences/Substitutes/Travel	Curriculum	\$800.00
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
Infusing the Arts	Innovative strategies to work with multiple intelligences	SIP	\$1200.00

**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 checked="" 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.

Yes       No

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