

# FLORIDA DEPARTMENT OF EDUCATION



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

Proposed for 2012-2013

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

### 2012-2013 SCHOOL IMPROVEMENT PLAN

#### **PART I: CURRENT SCHOOL STATUS**

##### **School Information**

School Name: 3191.00 Palm Harbor Middle School	District Name: Pinellas County Schools
Principal: Victoria Hawkins	Superintendent: John A. Stewart, Ed.D.
SAC Chair: Cynthia Millisor	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.

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Victoria Hawkins	M.A.Ed in Educational Leadership, BA in Psychology, certification in secondary Mathematics	5	9	A in School Grades at all locations ; All years made AYP except 2009 Students with Disabilities and Economically Disadvantaged, 2010 Student with Disabilities, and 2011 Students with Disabilities and Economically Disadvantaged.
Assistant Principal	JULIUS WYNN	Ed.D Educational Leadership, M.A.Ed in Ed. Leadership, B.S. in Mathematics	7	15	Palm Harbor Middle: School Grades A (yrs AYP and 3 yrs. not AYP); Gibbs HS-4 years, 2001-C, 2003-D (no AYP), 2004-D (no AYP),Lakewood HS (1996-2000)
Assistant Principal	Donald Comeau	MAEd in Educational Leadership	14	14	All A's at Palm Harbor Middle School and one C grade; All years AYP 2009 Students with Disabilities and Economically Disadvantaged, 2010 Student with Disabilities, and 2011 Students with Disabilities and Economically Disadvantaged.

### 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/ Language Arts	Michelle Brown Tibbs	English, Reading, Masters in Curriculum and Instruction, Principal's Licensure's Certification	0	3 years in Florida; 6 years total	Ms. Tibbs was at a center; therefore, we did not have traditional AYP data. Our % of students meeting/exceeding for the past three years was 7%, 8% and 9%.
Reading	Mary Lynn Musser	Bachelor of Arts; Master of Education, Instructional Systems; Elementary Education K-6; Reading	0	Served prior two years as an embedded literacy coach at Calvin	The majority of students scored below grade level on the 2012 FCAT 2.0 Reading test, consistent with all prior years, with a 7 point drop in learning gains. Priority School Improvement Plan goals for 2011-12 were to increase independent reading and provide

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

		Endorsement		Hunsinger, a K-12 EBD center that does not receive a school grade	literacy enrichment. Successes in these area include: --50% of elementary students participated in a take-home independent reading program, up from 0% previous year --100% of middle school reading classes instituted regular in-class independent reading, up from 50% previous year --Students in the only high school, regular diploma reading class increased average independent reading time by 600%. --For the first time, both an elementary and a middle school Battle of the Books team competed at the county level --Three students submitted writing to the Cross Creek Chronicle, the Pinellas County annual elementary literary magazine. One was published.

**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. District placement fairs, transfer lists, quality interns, web postings, and programs such as Experience Pinellas/TTT programs all provide a pool of instructional applicants from which we recruit and retain highly qualified personnel	Victoria Hawkins, principal	8/20/12
2. There are 7 nationally certified teachers who offer their assistance to any new teachers and there are three lead mentors and an assistant principal that meet regularly with the new teachers to give support.	Carol Byrd	8/20/12
3. New Orientation Committee- new handbooks of places, processes, strategies specific to PHMS	Don Comeau	8/20/12

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

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

***Non-Highly Effective Instructors***

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Amber Scarallo-Autism	Amber is certified in Exceptional Education Education and Middle Grades Integrated Curriculum. She is completing her ASD endorsement this fall. She has one class to finish endorsement.

***Staff Demographics***

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

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

Total Number of Instructional Staff	First-Year Teachers		Teachers with 1-5 Years of Experience		Teachers with 6-14 Years of Experience		Teachers with 15+ Years of Experience		Teachers with Advanced Degrees		Highly Qualified		Reading Endorsed Teachers		National Board Certified Teachers		ESOL Endorsed	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
84	1	1.19	17	20.24	23	27.38	43	51.19	29	34.52	83/84	99%	11	13.10	5	5.95	17	20.24

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

***Teacher Mentoring Program/Plan***

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Ashley Grzesiakowski	Dawn Sheehy	Positive relationship and certification in math	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
Carol Hubbard	Dawn Sheehy	Positive relationship and certification in math	
Suray Medosa	Melissa Beers	Positive relationship as well as comfortable with discussing Spanish.	

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

### Additional Requirements

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

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

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

June 2012

Rule 6A-1.099811

Revised April 29, 2011



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

Housing Programs
<p><b>Head Start</b>            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.</p>
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS leadership team.            The school-based Leadership Team consists of the following members: Principal- Victoria Hawkins, RtI Coordinator- 8th Grade Counselor, Christine Everett and 7th Grade Counselor, Jennifer Lotti, Behavior Specialist , Michael Dowd (School Social Worker), Teri Millan (School Psychologist), Shona Kistner (VE Liaison), Norma Brooks-Parks (6th Grade Counselor), and ASD Instructor Carol Byrd</p>
<p>Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?</p> <ul style="list-style-type: none"> <li>-Facilitator – generates agenda and leads team discussions</li> <li>-Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data</li> <li>-Technology Specialist – brokers technology necessary to manage and display data</li> <li>-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</li> <li>-Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda</li> </ul> <p>Meeting time: the second Friday of each month at 8:35 a.m.</p>
<p>Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?            The SBLT will be responsible for managing and coordinating these efforts between all school teams as well as reviewing and revising the School Improvement Plan.</p>

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

### 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.

When a student is initially referred to the Rtl team for academic or behavioral concerns, staff member(s) are asked to provide initial information or baseline data on what interventions have been tried within the classroom

to help the student (Tier 1 and/or Tier 2).

For academics, there are multiple data sources utilized to assess our students, including report card grades, FAIR testing, Lexile Levels, Middle Grades Baseline Assessment, FCAT Writes, FCAT Reading, FCAT Math, and FCAT Science. All of this information is accessible from our data management programs, EDS, and PCS Portal.

For behavior, staff is asked to collect data on the use of our school wide discipline plan, and behavior referrals. They also may be asked to collect this data using a Behavior Counting Form or Behavior Frequency Form for a period of time, from 2 weeks to 1 month. On this form, staff members are able to keep track of the identified behavior in a consistent and efficient manner. The student's other teachers are also asked to keep track of the same behavior to see if this is a potential classroom issue or if the behavior is widespread amongst other classes. An Rtl team meeting is then held with all teachers to analyze initial data, discuss possible interventions, and implement these interventions within the classroom and the school. A time frame is given to try the new interventions, collect new data, and a follow-up meeting is scheduled.

Describe the plan to train staff on MTSS.

All members of the Rtl Leadership team have been participating in Pinellas County trainings on the general functions, goals, and implementation of Rtl at our schools. The principal of our school has also taken on a greater role in assisting staff members to understand the necessity of this process in order to help students. Trainings have been held at the school level for all staff members by the Rtl Team, principal, and one conducted by a county Rtl liaison.

Describe the plan to support MTSS.

Small group meetings with teachers and members of the Rtl team are planned during the school year to discuss concerns in a more intimate setting, where problem solving can be more productive. Palm Harbor Middle School has been assigned a new Behavior Specialist to assist with classroom and school wide interventions. Staff members have been given multiple resources to assist them with possible interventions within the classroom, which are available in every grade level office (Rtl Classroom Interventions and Encyclopedia of Behavior Management books). Staff members are also encouraged to approach any member of the Rtl Leadership Team to discuss and problem solve issues within the classroom. When staff is invited to participate in the Rtl Team meetings, further direction is given on how to collect data and implement interventions within the classroom.

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

### School-Based Literacy Leadership Team

<i>Literacy Leadership Team (LLT)</i> School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Lise Brown, Nancy Ferguson, Victoria Hawkins, John Mackiewicz, Adele Bergman, Cynthia Sweeny, Melissa Beers, Kristina Boatman, Susan Joyce, Jeanine Justice, Carol Byrd, Vicki Evans, Marianne Anderson, Don Comeau
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: <ul style="list-style-type: none"><li>• Support for text complexity</li><li>• Support for instructional skills to improve reading comprehension<ul style="list-style-type: none"><li>○ Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons</li><li>○ Providing scaffolding that does not preempt or replace text reading by students</li><li>○ Developing and asking text dependent questions from a range of question types</li><li>○ Emphasizing students supporting their answers based upon evidence from the text</li><li>○ Providing extensive research and writing opportunities (claims and evidence)</li></ul></li><li>• Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).</li></ul> The district will provide training and tools for Literacy Leadership Teams.
What will be the major initiatives of the LLT this year? Support for text complexity <ul style="list-style-type: none"><li>• Support for instructional skills to improve reading comprehension</li><li>• Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects</li></ul> The major initiative of the LLT this year will be to create, deploy and improve a School Literacy Improvement plan. The team is presently collecting data to identify strengths and weaknesses at PHMS and will use this data to create the plan. The plan will be deployed, monitored and improved throughout the rest of the school year. This plan will identify strategies and training opportunities to present to the staff at subject, grade level and staff meetings.

#### **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.

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

• 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.

**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1a.FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b>			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
Reading Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Improve current level of performance	30% 432	Decrease level 1&2 from 31% To 21%					
			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	1a.2. Walkthrough

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

					for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results
<b>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>		1b.2. Insufficient standard based instruction	1b.2. Implement High Yield Instructional Strategies	1b.2. AP who evaluates teacher	1b.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes aligned to access points when appropriate *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback;	1b.2. Walkthrough
Reading Goal #1b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Improve current level of performance	36%	Decrease level 1,2,3				

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

						Guided Practice with Peer Support and Feedback; and Independent Practice occur	
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2a.FCAT 2.0:Students scoring at or above Achievement Levels 4 and 5 in reading.</b>			2a.1. Lack of differentiation of instruction	2a.1. Provide formative assessments to inform differentiation in instruction	2a.1. AP who evaluates teacher	2a.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	2a.1. Walkthrough
Reading Goal #2a: Improve current level of performance	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	38% 556	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
<b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>			2b.1. Lack of differentiation of	2b.1. Provide formative assessments to	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess	2b1. Walkthrough

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

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

<p><b>Reading Goal #2b:</b> 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>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>43%</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><b>3a. FCAT 2.0: Percentage of students making Learning Gains in reading.</b></p>			<p>3a.1. Lack of student engagement</p>	<p>3a.1. Differentiate Instruction</p>	<p>3a.1. AP who evaluates teacher</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><b>Reading Goal #3a:</b> Improve current level of performance</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					
	<p>69% (862)</p>	<p>100%</p>					

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

						*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
	5		3a.2.	3a.2.	3a.2.	3a.2.	3a.2.
			3a.3.	3a.3.	3a.3.	3a.3.	3a.3.
<b>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</b>			3b.1. Lack of student engagement	3b.1. Differentiate Instruction	3b.1. AP who evaluates teacher	3b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	3b.1. School Summary of observation section of teacher appraisal results  IPI data when available  State instructional walkthrough when applicable
Reading Goal #3b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Improve current level of performance	54% (198)	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			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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



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

group:							
<p><b>4a.FCAT 2.0:Percentage of students in Lowest 25% making learning gains in reading.</b></p> <p>Reading Goal #4a: <u>2012 Current Level of Performance:*</u> <u>2013Expected Level of Performance:*</u></p> <p>Improve current level of performance</p>			4a.1. Lack of differentiation of instruction	4a.1. Differentiate Instruction	4a.1. AP who evaluates teacher	4a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	4a.1. Lesson Plans & Walkthrough
	58%(198)	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.

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

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

<p><b>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.</b></p>		4b.1. Lack of differentiation of instruction	4b.1. Differentiate Instruction	4b.1. AP who evaluates teacher	4b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	4b.1. Lesson Plans & Walkthrough
Reading Goal #4b:	2012 Current Level of Performance:*	2013Expected Level of Performance:*				
Improve current level of performance	54%(7)	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 *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.

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

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

		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017									
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target																
<b>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs).</b>	Baseline data 2010-2011	81	85	89	92	96	100									
	77															
<u>Reading Goal #5A:</u>  <b>In six year school will reduce their achievement gap by 50%</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 subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool										
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b> <u>Reading Goal #5B:</u> Improve current level of performance		5b.1. White: Black: Hispanic: American Indian: Lack of differentiation of instruction	5b.1. Differentiate Instruction	5b.1. AP who evaluates teacher	5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5b.1. Lesson Plans & Walkthrough										
	<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:84% 830</td> <td>100% of all subgroups to make a learning gain</td> </tr> <tr> <td>Black: 2% 15.00</td> <td rowspan="4">Increase proficiency of all subgroups by 10%</td> </tr> <tr> <td>Hispanic: 8% 83.00</td> </tr> <tr> <td>Asian: 3% 25.00</td> </tr> <tr> <td>American Indian: 0% 3.00</td> </tr> </tbody> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	White:84% 830	100% of all subgroups to make a learning gain	Black: 2% 15.00	Increase proficiency of all subgroups by 10%	Hispanic: 8% 83.00	Asian: 3% 25.00	American Indian: 0% 3.00						
2012 Current Level of Performance:*	2013 Expected Level of Performance:*															
White:84% 830	100% of all subgroups to make a learning gain															
Black: 2% 15.00	Increase proficiency of all subgroups by 10%															
Hispanic: 8% 83.00																
Asian: 3% 25.00																
American Indian: 0% 3.00																

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

			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>			5c.1. Lack of differentiation of instruction	5c.1. Differentiate Instruction	5c.1. AP who evaluates teacher	5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5c.1. Lesson Plans & Walkthrough
<b>Reading Goal #5C:</b>	<b>2012 Current Level of Performance:</b>	<b>2013 Expected Level of Performance:</b>					
Improve current level of performance	46%(19)	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
<b>5D. Students with Disabilities (SWD)not making satisfactory progress in reading.</b>			5d.1. Lack of differentiation of instruction	5d.1. Differentiate Instruction	5d.1. AP who evaluates teacher	5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers	5d.1. Lesson Plans & Walkthrough
<b>Reading Goal #5D:</b>	<b>2012 Current Level of Performance:</b>	<b>2013 Expected Level of Performance:</b>					
Improve current level of performance	33%(43)	100% of all SWD students to make a					

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

		learning gain An increase in proficiency by 10%				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.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>			5e.1. Lack of differentiation of instruction	5e.1. Differentiate Instruction	5e.1. AP who evaluates teacher	5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5e.1. Lesson Plans & Walkthrough
<b>Reading Goal #5E:</b>	<b>2012 Current Level of Performance:</b>	<b>2013 Expected Level of Performance:*</b>					
Improve current level of performance	57% (261)	100% of economically disadvantaged students will learning gain An increase in proficiency by 10%					
			5E.2.	5E.2	5E.2.	5E.2.	5E.2.
			5E.3	5E.3	5E.3	5E.3	5E.3

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

**Reading Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b>						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School wide vocabulary strategies	6,7,8	Marianne Anderson	School wide	One Tuesday per month	Lesson plans will show evidence of vocabulary study such as word walls, graphic organizers, or identifying context	Reading Goal Manager, AP, and principal
Pre Reading Strategies	6,7,8	Marianne Anderson	School wide	One Tuesday per month	Lesson plans will show evidence of strategies	Reading Goal Manager, AP, and principal
Literacy Team All Staff Education	6,7,8	Don Comeau	School wide	One Wednesday per month	Lesson plans, common core assessments, PMRN and EDS data	Reading Goal Manager, AP, and principal
District Training for Literacy	6,7,8	District	School Wide	One Wednesday per month	Lesson plans, assessments	Reading Dept.
AVID training	6,7,8	Avid team, district	School Wide	One Wednesday per month	Lesson plans, walk throughs	AVID team

**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
Common Core	District Assessment	District	1000.00
Fair and PMRN	State Assessment	State	0.00
Amps, Lexia, Reading courses	District and State Required Courses	District and State required courses	
			<b>ASubtotal:1000.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Computer programs purchased with curriculum	District	No cost to school	0.00

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

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

Noodle	School Purchased writing program	SIP	360.00
FCAT Explorer	District	No Cost to School	0.00
			<b>Subtotal:360.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
District training on curriculum	District training days	District- no cost to school	0.00
Literacy Team training	Best practices taught through collaboration	No cost to school	0.00
			<b>Subtotal:0.00</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:1360.00</b>
			<b>Total:1360.00</b>

*End of Reading Goals*

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

**Comprehensive English Language Learning Assessment (CELLA) Goals**

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring proficient in Listening/Speaking.</b> <b>CELLA Goal #1:</b> Improve current level of performance	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u> 55% 6	1.1. Lack of differentiation of instruction	1.1. Provide formative assessments to inform differentiation in instruction	1.1. AP who evaluates teacher	1.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	1.1. Walkthrough
		2.1. Lack of differentiation of instruction	2.1. Differentiate Instruction	2.1. AP who evaluates teacher	2.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)	2.1. Lesson Plans & Walkthrough



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

					*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.	
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring proficient in Reading.</b>		2.2.	2.2.	2.2.	2.2.	2.2.
<u>CELLA Goal #2:</u> Improve current level of performance	<u>2012 Current Percent of Students Proficient in Reading :</u> 27% 3	Insufficient standard based instruction	2.2. Implement High Yield Instructional Strategies	2.2. AP who evaluates teacher	2.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	2.2. Walkthrough
		2.2.	2.2.	2.2.	2.2.	2.2.

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

		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3. Students scoring proficient in Writing.</b>		3.1.	3.1.	3.1.	3.1.	3.1.
<b>CELLA Goal #3:</b> Improve current level of performance	2012 Current Percent of Students Proficient in Writing : 27% 3	Insufficient standard based instruction	Set and communicate a purpose for learning and learning goals in each lesson	AP who evaluates teacher	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	Walkthrough & Lesson Plans
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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

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

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
A+Rise	Research based instructional strategies	No cost	0.00
Teaching resources for ESOL teachers	Research based resources	No cost	0.00
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Starfall.com; free rice.com;	Sites issued by district	District	0.00
BogglesworldeSl.com	Sites issued by district	District	0.00
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
SIOP-	sheltered instruction for academic achievement	No Cost	0.00
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
Heritage Dictionaries	Native Language dictionary	District	0.00
			<b>Subtotal:</b>
			<b>0.00 Total:</b>

*End of CELLA Goals*

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

**Middle School Mathematics Goals**

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

<b>Middle School Mathematics Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrie	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1a.FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
<b>Mathematics Goal #1a:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013Expected Level of Performance:*</b>					
Improve current level of performance	32% 465	Decrease in level 1 and 2 from 37% to 27%					
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and	1a.2. Walkthrough

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

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

					goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur		
			1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results
<b>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>			1b.2. Insufficient standard based instruction	1b.2. Implement High Yield Instructional Strategies	1b.2. AP who evaluates teacher	1b.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes aligned to access points when appropriate *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1b.2. Walkthrough
<u>Mathematics Goal</u> #1b:	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
Improve current level of performance	64%	Decrease in level 1,2 and 3					

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

			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2a.FCAT 2.0:Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>			2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students’ readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students’ learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b1. Walkthrough
<b>Mathematics Goal #2a:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013Expected Level of Performance:*</b>					
Improve current level of performance	31% 449	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
<b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>			2b.1. Lack of differentiation of	2b.1. Provide formative assessments to inform	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess	2b1. Walkthrough

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

<b>Mathematics Goal #2b:</b> Improve current level of performance	2012 Current Level of Performance:* 14%	2013 Expected Level of Performance:* Increase level 7 by 5%	instruction	differentiation in instruction		students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	
			2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.</b>		3a.1. Lack of student engagement	3a.1. Differentiate Instruction	3a.1. AP who evaluates teacher	3a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning	3a.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable	
<b>Mathematics Goal #3a:</b> Improve current level of performance	2012 Current Level of Performance:* 68% (850)	2013 Expected Level of Performance:* 100% of students will make learning gains					

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

						needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			3a.2.	3a.2.	3a.2.	3a.2.	3a.2.
			3a.3.	3a.3.	3a.3.	3a.3.	3a.3.
<b>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</b>			3b.1. Lack of student engagement	3b.1. Differentiate Instruction	3b.1. AP who evaluates teacher	3b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	3b.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable
<b>Mathematics Goal</b>	<b>2012 Current Level of Performance:*</b>	<b>2013Expected Level of Performance:*</b>					
#3b: Improve current level of performance	77%(10)	100% of students will make learning gains					



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

		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4a.FCAT 2.0:Percentage of students in Lowest 25% making learning gains in mathematics.</b>		4a.1. Lack of student engagement	4a.1. Differentiate Instruction	4a.1. AP who evaluates teacher	4a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	4a.1. School Summary of observation section of teacher appraisal results  IPI data when available  State instructional walkthrough when applicable
<b>Mathematics Goal #4a:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013Expected Level of Performance:*</b>				
Improve current level of performance	58%(193)	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

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

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

					aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	
			4a.3	4a.3.	4a.3.	4a.3.
<b>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.</b>		4b.1. Lack of student engagement	4b.1. Differentiate Instruction	4b.1. AP who evaluates teacher	4b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	4b.1. School Summary of observation section of teacher appraisal results  IPI data when available  State instructional walkthrough when applicable
<u>Mathematics Goal</u> #4b:	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>				
Improve current level of performance	54%(193)	100% of students will make learning gains				

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

		4b.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4b.2. Create intervention that support core instructional goals and objectives	4b.2. SBLT	4b.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	4b.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs	
		4b.3.	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
<b>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>  71.00	73	76	78	81	83	85.5
<u>Mathematics Goal #5A:</u>  Improve current level of performance							

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool											
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b> <b>Mathematics Goal</b> <b>#5B:</b> Improve current level of performance			5b.1. White: Black: Hispanic: Asian: American Indian: Lack of differentiation of instruction	5b.1. Differentiate Instruction	5b.1. AP who evaluates teacher	5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5b.1. Lesson Plans & Walkthrough											
<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: 84% 764</td> <td>100% of all subgroups to make a learning gain</td> </tr> <tr> <td>Black: 2% 15</td> <td>Increase proficiency of all subgroups by 10%</td> </tr> <tr> <td>Hispanic: 8% 73</td> <td></td> </tr> <tr> <td>Asian: 3% 26</td> <td></td> </tr> <tr> <td>American Indian: 0% 4</td> <td></td> </tr> </tbody> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	White: 84% 764	100% of all subgroups to make a learning gain	Black: 2% 15	Increase proficiency of all subgroups by 10%	Hispanic: 8% 73		Asian: 3% 26		American Indian: 0% 4							
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Black: 2% 15	Increase proficiency of all subgroups by 10%																	
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	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											
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>			5c.1. Lack of differentiation	5c.1. Differentiate Instruction	5c.1. AP who evaluates	5c.1. Content materials are	5c.1. Lesson Plans &											

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

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

<b>Mathematics Goal #5C:</b>  Improve current level of performance	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	of instruction		teacher	differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners * Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	Walkthrough
	66%(27)	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.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5D. Students with Disabilities (SWD)not making satisfactory progress in mathematics.</b>			5d.1. Lack of differentiation of instruction	5d.1. Differentiate Instruction	5d.1. AP who evaluates teacher	5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners * Teachers provide small group instruction	5d.1. Lesson Plans & Walkthrough
<b>Mathematics Goal #5D:</b>  Improve current level of performance	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	of instruction				
	31%(42)	100% of SWD students to make a learning gain  Increase proficiency of SWD					

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

		students by 10%				to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>			5e.1. Lack of differentiation of instruction	5e.1. Differentiate Instruction	5e.1. AP who evaluates teacher	5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and	5e.1. Lesson Plans & Walkthrough
<u>Mathematics Goal</u> #5E:	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
Improve current level of performance	53%(239)	100% of Economical ly Disadvanta ged students to make a learning gain  Increase proficiency of Economical ly Disadvanta					

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

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

*End of Middle School Mathematics Goals*

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

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

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

Algebra EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Algebra.</b>			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
<u>Algebra Goal #1:</u> Improve current level of performance	<u>2012 Current Level of Performance:*</u> 51% 132	<u>2013 Expected Level of Performance:*</u> Decrease level 1 and 2					
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by	1a.2. Walkthrough



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

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

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

<b>Algebra Goal #2:</b> Improve current level of performance	2012 Current Level of Performance: * 37% 94	2013 Expected Level of Performance: * Increase level 4 and 5 by 5%	instruction	differentiation in instruction		students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points		
			2.2.	2.2.	2.2.	2.2.	2.2.	
			2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
<b>3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b> 88%		88%	90%	93%	95%	98%	100%
<b>Algebra Goal #3A:</b> Improve current level of performance								

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.</b>			5b.1.  Lack of differentiation of instruction	5b.1. Differentiate Instruction	5b.1. AP who evaluates teacher	5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5b.1. Lesson Plans & Walkthrough
<u>Algebra Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
Improve current level of performance	White: 14% < L2=26/214 Black: 50%=1/2 = L2 Hispanic: 14% (3/22) < 3 Asian: 100% American Indian: NA	100% of all students subgroups by ethnicity to make a learning gain  Increase proficiency of all student subgroups by ethnicity by 10%					
			5B.3.	5B.3.	5B.3.	5B.3.	3B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	3B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3C. English Language Learners (ELL) not making satisfactory progress in Algebra.</b>			5c.1. Lack of differentiation of	5c.1. Differentiate Instruction	5c.1. AP who evaluates teacher	5c.1. Content materials are differentiated by student	5c.1. Lesson Plans & Walkthrough

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

<p><u>Algebra Goal #3C:</u> Improve current level of performance</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>	<p>instruction</p>			<p>interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	
	<p>100% &gt; or equal to L3</p>	<p>100% of ELL students to make a learning gain  Increase proficiency of ELL students by 10%</p>					
				<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>
			<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>3C.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 subgroup:</p>			<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>
<p><b>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.</b></p>			<p>5d.1. Lack of differentiation of instruction</p>	<p>5d.1. Differentiate Instruction</p>	<p>5d.1. AP who evaluates teacher</p>	<p>5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific</p>	<p>5d.1. Lesson Plans &amp; Walkthrough</p>
<p><u>Algebra Goal #3D:</u> Improve current level of performance</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					
	<p>!00% L3 and above</p>	<p>100% of all SWD students to make a learning gain</p>					

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

		Increase proficiency of SWD students by 10%				learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			5D.2.	5D.2.	5D.2.	5D.2.	3D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	3D.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3E. Economically Disadvantaged students not making satisfactory progress in Algebra.</b>			5e.1. Lack of differentiation of instruction	5e.1. Differentiate Instruction	5e.1. AP who evaluates teacher	5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately	5e.1. Lesson Plans & Walkthrough
Algebra Goal #3E: Improve current level of performance	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	85% >3 (42/49)	100% of Economically Disadvantaged students to make a learning gain					

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

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

*End of Algebra EOC Goals*

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

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

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

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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Geometry.</b>			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: * Is aligned with a course standard or benchmark and to the district/school pacing guide * Begins with a discussion of desired outcomes and learning goals * Includes a learning goal/essential question * Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question * Focuses and/or refocuses class discussion by referring back to the learning goal/essential question * Includes a scale or rubric that relates to the learning goal is posted so that all students can see it * Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
<b>Geometry Goal #1:</b>	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
Improve current level of performance	<i>73% of the students scored higher than a 55T-score</i>	100% of the students will score higher than a 73% on the T-score					
			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	1a.2. Walkthrough



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

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

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

<b>Geometry Goal #2:</b> Improve current level of performance .	<u>2012 Current Level of Performance:*</u> <i>Data Pending</i>	<u>2013 Expected Level of Performance:*</u> Increase level 4 and 5 by 5%	instruction	differentiation in instruction		students' readiness for learning and achievement of knowledge and skills during instruction * Teachers facilitate effective classroom activities and tasks that elicit evidence of learning * Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle * Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points		
			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
<b>3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	Baseline data 2010-2011	Data Pending	Data Pending	Data Pending	Data Pending	Data Pending	Data Pending	

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

<b>Geometry Goal #3A:</b> 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
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</b>			5b.1. White: Black: Hispanic: American Indian: Lack of differentiation of instruction	5b.1. Differentiate Instruction	5b.1. AP who evaluates teacher	5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5b.1. Lesson Plans & Walkthrough
<b>Geometry Goal #3B:</b> Improve current level of performance	2012 Current Level of Performance:* <b>Data Pending:</b>	2013Expected Level of Performance:* 100% of all student subgroups to make a learning gain  Increase proficiency of all student subgroups by 10%					
							3B.2.

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

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

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

<b>Geometry Goal #3D:</b> Improve current level of performance	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	instruction			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.		
	<b>Data Pending</b>	100% of SWD students to make a learning gain  Increase proficiency of SWD students by 10%						
				5D.2.	5D.2.	5D.2.	5D.2.	3D.2.
				5D.3.	5D.3.	5D.3.	5D.3.	3D.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>3E. Economically Disadvantaged students not making satisfactory progress in Geometry.</b>			5e.1. Lack of differentiation of instruction	5e.1. Differentiate Instruction	5e.1. AP who evaluates teacher	5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and	5e.1. Lesson Plans & Walkthrough	
<b>Geometry Goal #3E:</b> Improve current level of performance	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	instruction					

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

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

		100% of Economically Disadvantaged students to make a learning gain				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.	
		Increase proficiency of Economically Disadvantaged students by 10%					
			5E.2	5E.2	5E.2	5E.2	3E.2.
			5E.3	5E.3	5E.3		3E.3

*End of Geometry EOC Goals*

**Mathematics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b>						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Voyager Math	6,7,8	PLC	Intensive Math	All Year	Monitoring by teacher	teacher
Literacy in mathematics	6,7,8	PLC	Math Department	All Year	Reading Coach to follow and monitor by teacher	teacher
Algebra Literacy Training	6,7,8	PLC	Math Department	All Year	Walkthroughs, Mid Year EOC, Final Exam	Department Chair

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

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

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

**Mathematics 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
Differentiated Instruction	Teacher Collaboration district wide and school-wide	District	0.00
Voyager Math	District	District	0.00
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Voyager Math Kits	District	School Textbook funds	1400.00
Tabula Digita	Software	District	0.00
FcatExplorer	District	District	1400.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
USF Math Grant	Math Grant that supplements text	USF	0.00
PLC'	Teacher Collaboration	No Cost	0.00
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
Appraisal Training/Common Core Training	District	District	0.00
			<b>Subtotal:</b>
			<b>1400.00 Total:</b>

*End of Mathematics Goals*



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

**Elementary and Middle School Science Goals**

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1a.FCAT 2.0:Students scoring at Achievement Level 3 in science.</b>			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
Science Goal #1a: Improve current level of performance	2012 Current Level of Performance: * 42.5% 198	2013 Expected Level of Performance: * Decrease the number of level 1 and 2 from To					
			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	1a.2. Walkthrough

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

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

					<p>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	<p>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</p>	1a.3. Walkthrough Teacher Appraisal Results
<b>1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.</b>		1b.1. Insufficient standard based instruction	1b.1. Set and communicate a purpose for learning and learning goals in each lesson	1b.1. AP who evaluates teacher	<p>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</p>	1b.1. Walkthrough & Lesson Plans
<p><u>Science Goal #1b:</u>                  Improve current level of performance</p>	<p><u>2012 Current Level of Performance:*</u>                  0%</p>	<p><u>2013 Expected Level of Performance:*</u>                  Decrease the number of level 1,2, and 3 from to</p>				

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

						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.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b>			2b.1. 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	2b1. Walkthrough
Science Goal #2a: Improve current level of performance	<u>2012 Current Level of Performance:</u> 16.3% 76	<u>2013 Expected Level of Performance:</u> Increase the level 4 and 5 students 5%					

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

						access points	
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3
<b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>			2b.1. 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 #2b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of performance	67%	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*

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

**Science Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District Professional Development	6,7,8	District	School-wide	All year	Collaboration at Dept meetings	Teachers, Dept Chairs,
Literacy in Science	6,7,8	District	School-wide	All Year	Collaboration at Dept meetings	Teachers, Goal Managers
Common Core	6,7,8	District	School-wide	All Year	Collaboration at Dept Meetings	Teachers, Goal Managers

**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
Common Core Standards Material	Standards based training	District	0.00
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Mobile Carts for FCAT Explorer	FCAT computerized programs	District	0.00
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Common Core Standards	National standards curriculum	District	0.00
Literacy Training	School Coach	District	0.00
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
Science equipment	Science textbook materials	SIP	700.00

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

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

	<b>700.00 Subtotal:</b>
	<b>700.00 Total:</b>

*End of Science Goals*

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

89%

**Writing Goals**

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
<b>Writing Goal #1a:</b> Improve current level of performance	<b>2012 Current Level of Performance:*</b>  89% 418  Level 4 and above 43% 199	<b>2013 Expected Level of Performance:*</b>  Decrease level 1,2 and 3					
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and	1a.2. Walkthrough

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

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

					<p>expected outcomes                  *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc.                  *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur</p>	
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results
<b>1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>		1b.1. Insufficient standard based instruction	1b.1. Set and communicate a purpose for learning and learning goals in each lesson	1b.1. AP who evaluates teacher	1b.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class	1b.1. Walkthrough & Lesson Plans
<b>Writing Goal #1b:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>				
Improve current level of performance	Level 4,5, and 6 0%	Decrease level 1,2 and 3				
	Level 7, 8, 9 67%					



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

						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*

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
DBQ Usage in class	DBQ binder	County Funded	\$0
			<b>Subtotal: \$0</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Glencoe Writing	Textbook company program	Free	\$0
			<b>Subtotal: \$0</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
District Writing training	District	SIP	0.00
			<b>Subtotal: 0.00</b>

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

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

Other			
Strategy	Description of Resources	Funding Source	Amount
Writing Supplement material for teachers	Common core recommended resource	SIP	\$300.00
			<b>Subtotal:300.00</b>
			<b>Total: \$300.00</b>

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

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

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

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

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

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

					purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur		
		1a.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	
		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
		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:					
		<b>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</b>	2a.1. Insufficient standard based instruction	2a.1. Set and communicate a purpose for learning and learning goals in each	2a.1. AP who evaluates teacher	2a.1. Determine Lesson: *Is aligned with a course standard or benchmark	2a.1. Walkthrough & Lesson Plans

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

Civics Goal #2: Establish baseline level of performance	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		lesson		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	
	not available	Improved from baseline					
				2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

**Civics Professional Development**

DBQ training	7-Civics	Anderson/ Lampert	All 7 <sup>th</sup> grade Civics teachers	October, 2012	Department Manager meeting with Teachers at grade level PLC	Anderson/Lampert

**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
DBQ Usage in class	DBQ binder	County Funded	\$0

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

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

				<b>Subtotal: \$0</b>
<b>Technology</b>				
Strategy	Description of Resources	Funding Source	Amount	
I-Civics for teachers	Website	Free	\$0	
				<b>Subtotal: \$0</b>
<b>Professional Development</b>				
Strategy	Description of Resources	Funding Source	Amount	
DBQ training	DBQ binder for 7 <sup>th</sup> grade Civics courses	SIP	\$225	
				<b>Subtotal: \$225</b>
<b>Other</b>				
Strategy	Description of Resources	Funding Source	Amount	
Reading	Scholastic Magazine (Gr. 6-8) Tampa Bay Times	Donated by NIE	\$0	
				<b>Subtotal: \$300</b>
				<b>Total: \$225</b>

**Attendance Goal(s)**

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

<b>Attendance Goal(s)</b>			<b>Problem-solving Process to Increase Attendance</b>				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Attendance</b>			1.1. Lack of student engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school
<b>Attendance Goal #1:</b>	<b>2012 Current Attendance Rate:*</b>	<b>2013 Expected Attendance Rate:*</b>					
Improve current level of performance	93%	Greater than prior year					

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

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

	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				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	suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule
	737	10% decrease from prior year					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	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
Response to Intervention	6,7,8	Jen Lotti	School-wide	Year long	Monthly PLC's. Discipline , SBLT meetings	Julius Wynn

**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
RTI	District	District	0.00
CST	District	District	0.00

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

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
Perfect Attendance Certificates	Paper	Discretionary Funds	\$50
One Free Cookie Certificate	Cookie	Discretionary Funds/PTSA	\$500
			<b>Subtotal: \$550</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Power Points on RTI	District	District	0.00
CST data, EDS data	District	District	0.00
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
RTI	District	District	0.00



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

Equity training	District/State	District	0.00
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>550.00Total:</b>

*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
<b>1. Suspension</b>			1.1. Lack of Student Engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule
Suspension Goal #1: Improve current level of performance	2012Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
	602	10% decrease from prior year					
	2012Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	174	10% decrease from prior year					
2012Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions						
142	10% decrease from prior year						
2012Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School						

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

	45	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**

<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
EDS training/Focus	6,7,8	Dr. Wynn	School-wide	Monthly PLC	Monthly data	Wynn

**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
Pinellas County Sheriff's Department	Lecturer/Power Point Presentation	No Cost	\$0
Stay-in School Assembly			
			<b>Subtotal: \$0</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Public Service Announcements	PHMS Morning Show	No Cost	\$0
Portal Reports	Distict	No Cost	\$0
			<b>Subtotal: \$0</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
RTI	Administration/School Wide	No Cost	\$0
			<b>Subtotal: \$0</b>

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

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

### End of Suspension Goals

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

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

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

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

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

		PLC Leader	school-wide)	Schedules (e.g., frequency of meetings)		

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

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

*End of Dropout Prevention Goal(s)*

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

**Parent Involvement Goal(s)**

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Parent Involvement</b> <u>Parent Involvement Goal #1:</u> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>			1.1. Lack of frequent home-school communication in a variety of formats, and allows for families to support and supervise their child's educational progress	1.1. Provide frequent home-school communication in a variety of formats, and allows for families to support and supervise their child's educational progress	1.1. SBLT	1.1.	1.1.
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	<i>968 parent logged in in 2011-2012 school year</i>	<i>100% of the parents will log into Portal</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

**Parent Involvement Professional Development**

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Train students to log on and parents	All	Teachers and data prep	School wide	August – Jan and new student registration	Monitor monthly	Volunteer Coordinator and data prep

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

**Parent Involvement Budget**

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

*End of Parent Involvement Goal(s)*

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

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
<b>STEM Goal #1:</b> Palm Harbor Middle is starting to incorporate STEM this year. PLC's are meeting to integrate lesson plans in Intetrating Math Science and Technology  Installing solar panels in November	1.1. PLC only meets twice a month  Training will follow in January 2013	1.1. Common plan time  UCF and Progress Energy to train staff	1.1. Sceince and Math Dept  Principal	1.1.Walkthroughs, observation, lesson plans  Use of solar data	1.1.Walkthrough data  Lesson plans and walk through data
	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
Solar training	6,7,9	Progress Energy	Math and Science and Tech dept	Commencing Jan	Lesson plans, training , PLC notes	Dept chairs, principal, AP's

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Solar panels training	University of Central FL	UCF	No Cost
Science/Math district training	District	District	0.00
			<b>0.00 Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Soloar panel			
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>0.00 Total:</b>

*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)).

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



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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>CTE Goal #1:</b>  <b>Provide instruction for computer entry level skills to be used in a real world setting.</b>	1.1. Not enough staff or equipment	1.1. Schedule computer classes on a semester rotation	1.1. Jennifer Tauchnitz	1.1. Drill and practice Project based	1.1. Skills pre and post test
	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
Technology	Academic Computing	Variety of county technology leaders	Technology/business ed teacher	Pro Ed specified days	Online evaluation/project completion	County academic computing department

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

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

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

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
Adobe Elements	software	Vocational department budget	0.00
Teach to Type	software	Vocational department budget	
			<b>0.00Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Utilize PC platform computers	Laptops/desktops	Pinellas County referendum	
			<b>0.00Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Technology Department PLC	Pinellas County provided	Pinellas County	
			<b>0.00Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>0.00 Total:</b>

*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)).

<b>Additional Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>
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June 2012  
 Rule 6A-1.099811  
 Revised April 29, 2011

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

Based on the analysis of school data, identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>1. Additional Goal: Wellness</b>		1.1.	1.1.	1.1.	1.1.	1.1.	
<b>Additional Goal #1:</b>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
Improve current level of performance	A Data (Options): Not yet meeting Bronze Level on Healthy Schools Inventory	Options Set A: Not yet meeting Bronze Level on Healthy Schools Inventory	A: Failure to form a Healthy School Team.	A: Complete Healthy Schools Program 6 Step Process online <a href="https://schools.healthiergeneration.org/">https://schools.healthiergeneration.org/</a>	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 <sup>th</sup> Step of the Healthy School Program online (Celebrate Successes)	A: Healthy School Inventory (Evaluate Your School) online
	Meeting Bronze Level on Healthy Schools Inventory	Meeting Bronze Level on Healthy Schools Inventory					
	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.	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: physical education teachers	B: Compare Pre and Post Being Fit Matters/Fitnessgram student assessments results	B: Being Fit Matters Statistical Report (Portal)
			1.2.	1.2.	1.2.	1.2.	
			1.3.	1.3.	1.3.	1.3.	

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

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**Additional Wellness Goals Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Wellness Coordinator training	6	District	Wellness and staff	Yearlong on 1 Wednesday per month	Survey	Debbie Porter

**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
Staff Wellness/School Wellness Champion	District approved speakers and wellness providers	District directed budget with prior approval for services, purchases	600.00
			<b>600.00</b>
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Fitness Matters	Fitness/BMI program	District	No Cost to school
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Wellness Champion Wednesday Meeting	Wellness coordinator training	District	0.00
			<b>Subtotal:</b>
Other			

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

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

Strategy	Description of Resources	Funding Source	Amount
			<b>600.00Subtotal:</b>
			<b>600.00Total:</b>

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

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

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

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

						varying degrees of 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**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
AVID training	6,7,8	AVID team	All PLC's, school-wide	Year long	Walkthroughs	AVID team

**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
AVID training for team and staff	District	District	0.00
Role Model 5000/Girlfriends	District	District	0.00
			<b>0.00Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Cultural Diversity/Equity training	District	District	0.00
Role Model 5000	District	District	0.00
			<b>Subtotal:</b>

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

Other			
Strategy	Description of Resources	Funding Source	Amount
African American Mentor	Mentors for students	No Cost	0.00
			<b>0.00Subtotal:</b>
			<b>0.00Total:</b>

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

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

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

**Additional MOU II Goals Professional Development**

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

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

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

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
5000 Role Models	School Staff	No Cost	\$0
Girlfriends Club	School Staff	No Cost	\$0

**Subtotal: \$0**

**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
African American Mentor Program	School Staff	No Cost	\$0
STEP Program Mentors	School Staff Community Volunteers	No Cost	\$0

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

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





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

student graduation rate				effective school wide behavior plan		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	
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

**Additional MOU Goals Professional Development**

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

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

**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)).

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

**Additional MOU Goals Professional Development**

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

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

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


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

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

*End of Additional Goal(s)*

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

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

Please provide the total budget from each section.	
<b>Reading Budget</b>	<b>Total:1060.00</b>
<b>CELLA Budget</b>	<b>Total:0.00</b>
<b>Mathematics Budget</b>	<b>Total:1400.00</b>
<b>Science Budget</b>	<b>Total:700.00</b>
<b>Writing Budget</b>	<b>Total:300.00</b>
<b>Civics Budget</b>	<b>Total:225.00</b>
<b>U.S. History Budget</b>	<b>Total:300.00</b>
<b>Attendance Budget</b>	<b>Total:550.00</b>
<b>Suspension Budget</b>	<b>Total:0.00</b>
<b>Dropout Prevention Budget</b>	<b>Total:0.00</b>
<b>Parent Involvement Budget</b>	<b>Total:0.00</b>
<b>STEM Budget</b>	<b>Total:0.00</b>
<b>CTE Budget</b>	<b>Total:0.00</b>
<b>Additional Goals</b>	<b>Wellness Total:600.00</b>

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

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

<b>Grand Total:\$5135.00</b>

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

### Differentiated Accountability

#### School-level Differentiated Accountability (DA) Compliance

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

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

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

#### School Advisory Council (SAC)

##### *SAC Membership Compliance*

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

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.

The SAC meets monthly to monitor the School Improvement process. The committee provides input to the development and implementation of school-wide programs and processes. The SAC is comprised of a coalition of school based personnel, parents, business partners, and community members.

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

Describe the projected use of SAC funds.	Amount
The School Advisory Council will advise the departments how to distribute the funds across subject areas when needed to facilitate highest student achievement.	\$5435.00