Florida Department of Education

School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: McLaughlin Middle School	District Name: Polk County
Principal: Sharon Chipman	Superintendent: Sherrie Nickell
SAC Chair: Mrs. Helen Peterson	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.
School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Sharon Chipman	B.S. Elementary Ed. M.S. Reading Ed.S. Computer Applications Certification in Educational Leadership	0	8	School Grade 2011-2012 is a "B" 2011-12 Reading-48% at Level 3 or Higher, Math-53% at Level 3 or Higher, 81% meeting the Writing Standard, Science-48% at Level 3 or Higher, 67% Bottom 25% making reading gains, 61% Bottom 25% making math gains As Principal: Maintained an "A" from 2009—2011 2010-11: Grade A, Reading—63% at Level 3 or Higher, Math--81% at Level 3 or Higher, Writing-92% meeting the Writing standard, Science-41% at Level 3 or Higher, 68% Making learning gains in Reading, 61% Making learning gains in Math, 65% of lowest 25% making learning gains in Reading, 66% of lowest 25% making learning gains in Math 2009-10: Grade A, Reading-- 70% at Level 3 or Higher, Math—80% at Level 3 or Higher, Writing-85% meeting the Writing standard, Science—42% at Level 3 or Higher, 64% Making learning gains in Reading, 68% Making learning gains in Math, 51% Making learning gains in Reading, 71% Making learning gains in Math As an Assistant Principal: Maintained a "B" from 2004-2006 Maintained an "A" from 2007-2009 Made AYP 2006-2007

	Arlene Portwood	BA- Elementary Ed. – Warner Southern College; MEd. – Educational Leadership – University of South Florida; Principal Certification- State of Florida	23	16	2011-12 McLaughlin Middle School & Fine Arts Academy School Grade D; Reading proficiency 6th--40% 7th—40% 7th –39% Math Proficiency 6th –37% 7th—30% 8th –33% 2009-10 APC at McLaughlin Middle School & Fine Arts Academy School Grade C; Reading Mastery 52%; Math Mastery 44%; Science Mastery 27%; Writing Mastery 88%; AYP-Did not make; AYP-72% of Criteria Met-54% of White scored at or above grade level in Reading, 46% scored at or above grade level in Math; of Black subgroup 39% scored at or above grade level in Reading and 33% in Math; of Hispanic subgroup 47% scored at or above grade level in Reading and 44% in Math; of Economically Disadvantaged subgroup 45% scored at o above grade level in Reading and 38% in Math; 2008-09 – School Grade B; Reading Mastery 60%; Math Mastery 50%; Science Mastery 31%; Writing Mastery 95%; AYP 90%. Black students did not make AYP in Reading & Math; White students failed to meet AYP in Math. 2007-08 – School Grade C; Reading Mastery 56%; Math Mastery 45%; Science Mastery 28%; Writing Mastery 83%; AYP 85%. Economically Disadvantaged Students failed to make AYP in Reading & Math; White, Black; & Hispanic also failed to make AYP in Math. 2006-07 – School Grade C; Reading Mastery 49%; Math Mastery 47%; Writing Mastery 86%; AYP 85%; Hispanics & Economically Disadvantaged failed to make AYP in Reading & Math.

Assistant Principal (APA)	Nathaniel Hill	B.S. Alabama State University; MEd. Alabama State University; Doctor of Divinity; American Fellowship; Principal Certification – State of Florida	10	11	2011-12 McLaughlin Middle School & Fine Arts Academy School Grade D; Reading proficiency 6th--40% 7th—40% 7th –39% Math Proficiency 6th –37% 7th—30% 8th –33% 2010-11 McLaughlin Middle School & Fine Arts Academy School Grade C; Reading Mastery 50 %; Math Mastery 42%; Science Mastery 32%; Writing Mastery 77%; Learning Gains in Reading 55%; Learning Gains in Math 55%; Reading Progress of Lowest 25% at 65%; Math Progress of Lowest 25% at 66%; AYP-Did not make; AYP-74% of Criteria Met 57% of White scored at or above grade level in Reading, 49% scored at or above grade level in Math; of Black subgroup 35% scored at or above grade level in Reading and 30% in Math; of Hispanic subgroup 41% scored at or above grade level in Reading and 39% in Math; of Economically Disadvantaged subgroup 43% scored at o above grade level in Reading and 36% in Math; 2009-10-APA at McLaughlin Middle School & Fine Arts Academy School Grade C; Reading Mastery 52%; Math Mastery 44%; Science Mastery 27%; Writing Mastery 88%; AYP-Did not make; AYP-72% of Criteria Met-54% of White scored at or above grade level in Reading, 46% scored at or above grade level in Math; of Black subgroup 39% scored at or above grade level in Reading and 33% in Math; of Hispanic subgroup 47% scored at or above grade level in Reading and 44% in Math; of Economically Disadvantaged subgroup 45% scored at o above grade level in Reading and 38% in Math; 2008-09 – School Grade B; Reading Mastery 60%; Math Mastery 50%; Science Mastery 31%; Writing Mastery 95%; AYP 90%. Black students did not make AYP in Reading & Math; White students failed to meet AYP in Math. 2007-08 – School Grade C; Reading Mastery 56%; Math Mastery 45%; Science Mastery 28%; Writing Mastery 83%; AYP 85%. Economically Disadvantaged Students failed to make AYP in Reading & Math; White, Black; & Hispanic also failed to make AYP in Math. 2006-07 – School Grade C; Reading Mastery 49%; Math Mastery 47%; Writing Mastery 86%; AYP 85%; Hispanics & Economically Disadvantaged failed to make AYP in Reading & Math.

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	Julianna Fisher	BA – Elementary Ed.; MED-Curriculum & Instruction; Specialist - Educational Leadership; Reading Endorsement	14	7	2011-12 McLaughlin Middle School & Fine Arts Academy School Grade D; Reading proficiency 6th--40% 7th—40% 7th –39% Math Proficiency 6th –37% 7th—30% 8th –33% 2010-11 McLaughlin Middle School & Fine Arts Academy School Grade C; Reading Mastery 50 %; Math Mastery 42%; Science Mastery 32%; Writing Mastery 77%; Learning Gains in Reading 55%; Learning Gains in Math 55%; Reading Progress of Lowest 25% at 65%; Math Progress of Lowest 25% at 66%; AYP-Did not make; AYP-74% of Criteria Met 57% of White scored at or above grade level in Reading, 49% scored at or above grade level in Math; of Black subgroup 35% scored at or above grade level in Reading and 30% in Math; of Hispanic subgroup 41% scored at or above grade level in Reading and 39% in Math; of Economically Disadvantaged subgroup 43% scored at o above grade level in Reading and 36% in Math; 2009-10 School Grade C; Reading Mastery 52%; Math Mastery 44%; Science Mastery 27%; Writing Mastery 88%; AYP-Did not make; AYP-72% of Criteria Met-54% of White scored at or above grade level in Reading, 46% scored at or above grade level in Math; of Black subgroup 39% scored at or above grade level in Reading and 33% in Math; of Hispanic subgroup 47% scored at or above grade level in Reading and 44% in Math; of Economically Disadvantaged subgroup 45% scored at o above grade level in Reading and 38% in Math; 2008-09 – School Grade B; Reading Mastery 60%; Math Mastery 50%; Science Mastery 31%; Writing Mastery 95%; AYP 90%. Black students did not make AYP in Reading & Math; White students failed to meet AYP in Math.

Reading Math Writing Science	Lakisha Scott	B.A. in Elementary Ed. MED in Educational Leadership Certified in Elem. Ed, Ed. Leadership, and ESOL	0	2	In current position: Maintained an "A" from 2009-2011 School Grade 2011-12 is a "B" 2011-12 Reading-48% at Level 3 or Higher, Math-53% at Level 3 or Higher, 81% meeting the Writing Standard, Science-48% at Level 3 or Higher, 67% Bottom 25% making reading gains, 61% Bottom 25% making math gains 2010-11: Grade A, Reading—63% at Level 3 or Higher, Math--81% at Level 3 or Higher, Writing-92% meeting the Writing standard, Science-41% at Level 3 or Higher, 68% Making learning gains in Reading, 61% Making learning gains in Math, 65% of lowest 25% making learning gains in Reading, 66% of lowest 25% making learning gains in Math 2009-10: Grade A, Reading-- 70% at Level 3 or Higher, Math—80% at Level 3 or Higher, Writing-85% meeting the Writing standard, Science—42% at Level 3 or Higher, 64% Making learning gains in Reading, 68% Making learning gains in Math, 51% Making learning gains in Reading, 71% Making learning gains in Math
Math Writing Reading Science	Tina Chapman	B.A. in Elementary Ed. MED in Educational Leadership Certified in Elem. Ed, Ed. Leadership, & ESOL	0	1	School Grade 2011-12 is a "B" 2011-12 Reading-48% at Level 3 or Higher, Math-53% at Level 3 or Higher, 81% meeting the Writing Standard, Science-48% at Level 3 or Higher, 67% Bottom 25% making reading gains, 61% Bottom 25% making math gains 2010-11: Grade A, Reading—63% at Level 3 or Higher, Math--81% at Level 3 or Higher, Writing-92% meeting the Writing standard, Science-41% at Level 3 or Higher, 68% Making learning gains in Reading, 61% Making learning gains in Math, 65% of lowest 25% making learning gains in Reading, 66% of lowest 25% making learning gains in Math 2009-10: Grade A, Reading-- 70% at Level 3 or Higher, Math—80% at Level 3 or Higher, Writing-85% meeting the Writing standard, Science—42% at Level 3 or Higher, 64% Making learning gains in Reading, 68% Making learning gains in Math, 51% Making learning gains in Reading, 71% Making learning gains in Math

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date

1. Pair new teachers with veteran staff in their discipline.	APC	Ongoing
2. All staff participate in Professional Learning Communities by grade level & discipline	Instructional Coaches	Ongoing
3. Follow District hiring practices	Principal	Ongoing as needed
4.		

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
NA	NA

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
58	12% (7)	26% (15)	38% (22)	19% (11)	33% (19)	100%	16% (9)	1.7% (1)	34% (20)

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
Julianna Fisher	None at this time		

Lakisha Scott	None at this time		
Tina Chapman	None at this time		

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 school-wide services to McLaughlin Middle School & Fine Arts Academy. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.
Title I, Part C- Migrant Migrant students enrolled in McLaughlin Middle School & Fine Arts Academy will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.
Title I, Part D Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.
Title II Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available.
Title III Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.
Title X- Homeless The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.
Supplemental Academic Instruction (SAI) NA

Violence Prevention Programs McLaughiln Middle School & Fine Arts Academy provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.
Nutrition Programs This school is a location for a summer feeding program for the community during our designated summer school dates.
Housing Programs Students with housing needs are referred to the Homeless Student Advocate
Head Start Head Start is located on our campus. Resources are provided to the program to assist in the transition of students from pre-k to kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.
Adult Education NA
Career and Technical Education Students at McLaughlin Middle School & Fine Arts Academy have the opportunity to participate in a semester long class covering STEM (Science, Technology, and Engineering & Math) instruction.

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Sharon Chipman-Principal Arlene Portwood – APC Nathaniel Hill—APA Elaine White -ESE Facilitator Marilyn Sheffield – Dean Lakisha Scott -Instructional Coach Madalyn Walton – Fine Arts Coordinator Sherry Scott-Psychologist Julianna Fisher-Instructional Coach Tina Chapman-Instructional Coach Shannon Gillespie – School Social Worker
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model. The Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities: o Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available. o Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement. o Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. o Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring. Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans. **Leadership Meetings: Sept. 25, Oct. 30, Nov. 27, Dec. 18, Jan. 29, Feb. 26, March 19, April 30, and May 28**
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? Various members of the Leadership team also serve on the SIP writing team. The SIP team in turn shares SIP with staff and SAC and assists in monitoring implementation of plan.
MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.
Baseline data is gathered through August and September using IDEAS exported within Excel spreadsheet. Discovery Assessment data for progress monitoring purposes is processed through the Discovery Assessment data base system. Students will be progress monitored through Discovery Assessments for Reading, Math, & Science. Progress Monitoring data is gathered three times per year, and data reports are accessible by all administrators and teachers. Writing prompts provided by the district will be given to all students three times per year, and the writing scores will be compiled and analyzed using an Excel spreadsheet. Other Progress Monitoring data is collected as needed for classroom or student progress. This information may be obtained by mini assessments, Discovery Assessment probes, fluency probes, etc. Diagnostic Assessment data is gathered through the DAR and Fast ForWord (RPI). This data is pulled from appropriate reports/databases and analyzed on an as needed basis. End of Year data is gathered through FCAT and EOC exams. This data can be accessed through the IDEAS database. Data is discussed and analyzed at least monthly at the Leadership Team and Grade/Department level PLC Meetings.
Describe the plan to train staff on MTSS.
Professional learning will be provided during the teachers' common planning time and sessions will occur throughout the year. The MTSS Overview will be provided in mid-August/September. The Leadership Team will evaluate additional staff Professional Learning needs during the monthly Leadership Team meetings.
Describe the plan to support MTSS.
Administrative Leadership Team will monitor data and administrative walk-through findings, and this information will be used to provide the necessary support and any targeted areas of needs on an on-going basis throughout the school year.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Sharon Chipman-Principal Arlene Portwood-APC Connie Hoffman-Media Specialist Cheryl Malczyk-Lang. Arts Teacher Julie Fisher-Instructional Coach Lakisha Scott -Instructional Coach Sarah Brimlow-Reading Teacher Sylvia Lewis-Reading Teacher Mekeisha Brown-Reading Teacher Jackie Thomas-Reading Teacher

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
The LLT meets on a regular basis for the purpose of promoting school-wide literacy. This team supports our school by providing literacy information about best practices to our teachers, SAC, and parents through various functions, like PLC meetings, SAC meetings, Parent Nights, and various other school committees. This team also uses the problem-solving process to analyze student data, create a plan of action to address needs, monitor, and determine if students are making learning gains through the implementation process.
What will be the major initiatives of the LLT this year?
The LLT will provide support to various content/elective teachers as we implement our Reading Focus Calendar. The team will provide support to various content/elective teachers as we continuously analyze our reading data throughout the year and make various data driven decisions to meet the needs of our students. Various team members on the LLT will be part of the PSRTI team. This year the team will implement a school-wide Reading club that will get the staff, students, and parents involved as we promote a love for reading. This Reading club will have monthly book discussions.

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?

Teachers in all content and electives are incorporating the district CISM (Comprehension Instructional Sequence Model).

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals	**Problem-Solving Process to Increase Student Achievement**						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1. Most students have limited background knowledge to allow teachers to provide instruction at the grade or course level.	1A.1. Employ CISM using grade level text. Teachers build background knowledge prior to instruction. Student opportunity for journaling. Preview vocabulary using Springboard with fidelity.	1A.1.Principal, AP/C/A, Instructional Facilitators	1A.1. Daily classroom walk-throughs; informal and formal observations	1A.1. Aggregated data by teacher, grade level, and subject area Discovery Assessment		

Reading Goal #1A: ***By Spring 2013, 26% of students will score at Achievement Level 3 in Reading.***	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	24% (171)	**26% (188)**					
		1A.2. Most students are not reading and engaging with long, complex texts across the content areas and writing about what they're reading.	1A.2. Ongoing monitored implementation of CISM in all subjects except Math Use of Marzano's 6 Step Processes for Teaching Vocabulary Implement the study of prefixes, suffixes, and roots. Implement Springboard with fidelity	1A.2 Principal, AP/C/A, Instructional Facilitators	1A.2. Daily classroom walk-throughs; informal and formal observations	1A.2. Aggregated data by teacher, grade level, and subject area Discovery Assessment	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1.Slow rate of learning due to medical condition.	1B.1. Implement the curriculum provided by the district. Use a pacing guide to ensure that all access points have been taught prior to the testing window.	1B.1. Principal, AP/C/A, Instructional Facilitators	1B.1. Daily classroom walk-throughs; Lesson plan analysis	1B.1. Common assessments		

Reading Goal #1B: ***By Spring 2013, 47% of students will score at Levels 4, 5, and 6 in Reading.***	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	46% (6)	**48% (6)**					
		1B.2. Lessons are not tied to the standards.	1B.2. Use a pacing guide to ensure that all access points have been taught prior to the testing window.	1B.2. Principal, AP/C/A, Instructional Facilitators	1B.2. . Data Chats to make curricular/instructional decisions based on review of student data and artifacts	1B.2. Common grade level assessments	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	2A.1.. Most teachers are not assigning grade level/advanced work to these students.	2A.1 PLC/ Dept review and comparison of course assignments and text development to avoid drift in grade level expectations	2A.1. Principal, AP/C/A, Instructional Facilitators	2A.1. Data Chats to make curricular/instructional decisions based on review of student data and artifacts	2A.1. Discovery Assessments		

Reading Goal #2A: ***By Spring 2013, 18% of students will score at Achievement Level 4 or above in Reading.***	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	16% (112)	**18% (129)**					
		2A.2.Most teaching tasks & assignments are not at the proficient/ advanced level.	2A.2. PLC/Dept review and comparison of course assignments and text development to avoid drift in grade level expectations	2A.2 Principal, AP/C/A, Instructional Facilitators	2A.2. . Data Chats to make curricular/instructional decisions based on review of student data and artifacts	2A.2. Common grade level assessments	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1. Lessons are not tied to the standards.	2B.1. Use a pacing guide to ensure that all access points have been taught prior to the testing window.	2B.1. Principal, AP/C/A, Instructional Facilitators	2B.1. . Data Chats to make curricular/instructional decisions based on review of student data and artifacts	2B.1. Common grade level assessments		
Reading Goal #2B: ***By Spring 2013, 39% of students will score at Levels 7 in Reading.***	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	38% (5)	**39% (5)**					
		2B.2.Slow rate of learning due to medical condition.	2B.2. Implement the curriculum provided by the district. Use a pacing guide to ensure that all access points have been taught prior to the testing window.	2B.2. Principal, AP/C/A, Instructional Facilitators	2B.2. Daily classroom walk-throughs; Lesson plan analysis	2B.2. Common assessments	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in reading.	3A.1.Most students have limited background knowledge to allow teachers to provide instruction at the grade or course level.	3A.1. Employ CISM using grade level text. Teachers build background knowledge prior to instruction. Student opportunity for journaling. Implement SpringBoard with fidelity	3A.1. Principal, AP/ C/A, Instructional Facilitators	3A.1. Daily classroom walk-throughs; informal and formal observations	3A.1.Aggregated data by teacher, grade level, and subject area Discovery Assessment		
Reading Goal #3A: ***By Spring 2013, 100% of students will make learning gains in Reading***.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	58% (420)	**100% (760)**					

		3A.2. Most students have limited vocabulary.	3A.2. Implementation of CISM in all subjects except Math Use of Marzano's 6 Step Processes for Teaching Vocabulary Implement SpringBoard with fidelity Implement the study of prefixes, suffixes, and roots	3A.2. Principal, AP/C/A, Instructional Facilitators	3A.2. Daily classroom walk-throughs; informal and formal observations	3A.2. Aggregated data by teacher, grade level, and subject area Discovery Assessment	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1.Slow rate of learning due to medical conditions	3B.1. Use a pacing guide to ensure that all access points have been taught prior to the testing window.	3B.1. Principal, AP/C/A, Instructional Facilitators	3B.1.Daily classroom walk-throughs; lesson plan analysis	3B.1. Aggregated data by teacher, grade level, and subject area		
Reading Goal #3B: ***By Spring 2013, 24% of students will make learning gains in Reading.***	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	23% (3)	**24% (3)**					

		3B.2. Lessons are not tied to the standards.	3B.2. Use a pacing guide to ensure that all access points have been taught prior to the testing window.	3B.2. Principal, AP/C/A, Instructional Facilitators	3B.2. . Data Chats to make curricular/instructional decisions based on review of student data and artifacts	3B.2. Common grade level assessments	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. .Most students have limited background knowledge to allow teachers to provide instruction at the grade or course level	4A.1. CISM with fidelity Teachers build background knowledge prior to instruction. Student opportunity for journaling. SpringBoard with fidelity	4A.1. Principal, AP/C/A, Instructional Facilitators	4A.1. Daily classroom walk-throughs; informal and formal observations	4A.1. Aggregated data by teacher, grade level, and subject area Discovery Assessment		
Reading Goal #4A: By Spring of 2013, 100% of students at the lowest 25% will make learning gains.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	58% (420)	**100% (760)**					

		4A.2. . Most students have limited vocabulary	4A.2. CISM with fidelity Use of Marzano's 6 Step Processes for Teaching Vocabulary Implement the study of prefixes, suffixes, and roots SpringBoard with fidelity	4A.2. Principal, AP/C/A, Instructional Facilitators	4A.2. Daily classroom walk-throughs; informal and formal observations	4A.2. Aggregated data by teacher, grade level, and subject area Discovery Assessment	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.	4B.1. Slow rate of learning due to medical condition.	4B.1. Use a pacing guide to ensure that all access points have been taught prior to the testing window.	4B.1. Principal, AP/C/A, Instructional Facilitators	4B.1. Daily classroom walk-throughs; informal and formal observations	4B.1. Common grade level assessments		
Reading Goal #4B: ***By Spring 2013, 10% of students at lowest 25% will make learning gains in reading.***	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0%	**10% (1)**					

		4B.2. Lessons are not tied to the standards.	4B.2. Use a pacing guide to ensure that all access points have been taught prior to the testing window.	4B.2. Principal, AP/C/A, Instructional Facilitators	4B.2. Daily classroom walk-throughs; informal and formal observations	4B.2. Common grade level assessments	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data** **2010-2011** 39% Proficient	**38% Proficient**	**49% Proficient**	**54% Proficient**	**59% Proficient**	**64% Proficient**	**70% Proficient**
Reading Goal #5A: By Spring 2017, 70% of our students will be proficient in Reading based on the standardized assessment.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5B.1. White: .Most students have limited background knowledge to allow teachers to provide instruction at the grade or course level Black: .Most students have limited background knowledge to allow teachers to provide instruction at the grade or course level Hispanic: .Most students have limited background knowledge to allow teachers to provide instruction at the grade or course level	5B.1. CISM with fidelity Teachers build background knowledge prior to instruction. Student opportunity for journaling. SpringBoard with fidelity	5B.1. Principal, AP/C/A, Instructional Facilitators	5B.1. Daily classroom walk-throughs; informal and formal observations	5B.1. Aggregated data by teacher, grade level, and subject area Discovery Assessment		
Reading Goal #5B: ***By Spring 2013, 54% of White students will make adequate learning gains in reading.*** ***By Spring 2013, 26% of Black students will make adequate learning gains in reading.*** ***By Spring 2013, 42% of Hispanic students will make adequate learning gains in reading.***	2012 Current **NOT** at level :*	2013 Expected **0N** Level :*					

	White: 51% (159) Black: 76% (144) Hispanic: 62% (113) Asian: NA	White: 54%(167) Black: 26% (49) Hispanic: 42% (76) Asian:					
		5B.2. White: Most students have limited vocabulary. Black: Most students have limited vocabulary. Hispanic: Most students have limited vocabulary.	5B.2 CISM with fidelity Use of Marzano's 6 Step Processes for Teaching Vocabulary Implement the study of prefixes, suffixes, and roots SpringBoard with fidelity	5B.2. Principal, AP/C/A, Instructional Facilitators	5B.2. Daily classroom walk-throughs; informal and formal observations	5B.2. Aggregated data by teacher, grade level, and subject area Discovery Assessment	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. Most students have limited background knowledge to allow teachers to provide instruction at the grade or course level	5C.1. CISM with fidelity Teachers build background knowledge prior to instruction. Student opportunity for journaling. Endurance Reading Passages SpringBoard with Fidelity	5C.1. Principal, AP/C/A, Instructional Facilitators	5C.1. Daily classroom walk-throughs; informal and formal observations	5C.1. Aggregated data by teacher, grade level, and subject area CELLA and Discovery Assessment		

Reading Goal #5C: ***By Spring 2013, 44% of ELL students will make satisfactory progress in reading.***	2012 Current NOT at Level	2013 Expected ON Level					
	60% (32)	**44% (21)**					
		5C.2. Most students have limited vocabulary.	5C.2. CISM with fidelity SpringBoard with fidelity Use of Marzano's 6 Step Processes for Teaching Vocabulary Implement the study of prefixes, suffixes, and roots	5C.2. Principal, AP/C/A, Instructional Facilitators	5C.2. Daily classroom walk-throughs; informal and formal observations	5C.2. Aggregated data by teacher, grade level, and subject area CELLA and Discovery Assessment	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. . Most students have limited background knowledge to allow teachers to provide instruction at the grade or course level	5D.1 CISM with fidelity SpringBoard with fidelity Endurance Reading Passages Teachers build background knowledge prior to instruction. Student opportunity for journaling.	5D.1. Principal, AP/C/A, Instructional Facilitators	5D.1. Daily classroom walk-throughs; informal and formal observations	5D.1. Aggregated data by teacher, grade level, and subject area Discovery Assessment		
Reading Goal #5D: ***By Spring 2013, 34% of SWD students will make satisfactory progress in reading.***	2012 Current NOT at level	2013 Expected ON Level					
	69% (79)	***34% (39)***					

	–	5D.2. Most students have limited vocabulary.	5D.2. CISM with fidelity SpringBoard with fidelity Use of Marzano's 6 Step Processes for Teaching Vocabulary Implement the study of prefixes, suffixes, and roots	5D.2.Principal, AP/C/A, Instructional Facilitators	5D.2. Daily classroom walk-throughs; informal and formal observations	5D.2. Aggregated data by teacher, grade level, and subject area Discovery Assessment	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Most students have limited background knowledge to allow teachers to provide instruction at the grade or course level	5E.1. CISM with fidelity SpringBoard with fidelity Endurance Reading Passages Teachers build background knowledge prior to instruction. Student opportunity for journaling.	5E.1. Principal, AP/C/A, Instructional Facilitators	5E.1. Daily classroom walk-throughs; informal and formal observations	5E.1. Aggregated data by teacher, grade level, and subject area Discovery Assessment		

Reading Goal #5E: ***By Spring 2013, 47% of Economically Disadvantaged students will make satisfactory progress in reading.***	2012 Current NOT at Level	2013 Expected ON Level					
	57% (394)	**47% (328)**					
		5E.2. Most students have limited vocabulary.	5E.2 CISM with fidelity SpringBoard with fidelity Use of Marzano's 6 Step Processes for Teaching Vocabulary Implement the study of prefixes, suffixes, and roots	5E.2. Principal, AP/C/A, Instructional Facilitators	5E.2. Daily classroom walk-throughs; informal and formal observations	5E.2. Aggregated data by teacher, grade level, and subject area Discovery Assessment	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

Reading Professional Development

Professional Development (PD) aligned with Strategies through

Professional Learning Community (PLC) or PD Activities

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

PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Marzano 6 step Vocab	6-8	Fisher/Scott	All	Early Release/PLCs	Walk-Throughs; Lesson Plans	Principal, AP/C/A, Instructional Coaches
SpringBoard	6-8	District Facilitators	All	Various dates Sept – Oct 2012	Walk-Throughs; Lesson Plans	Principal, AP/C/A, Instructional Coaches
Complex Text	6-8	Fisher/Scott	All	Early Release/PLCs	Walk-Throughs; Lesson Plans	Principal, AP/C/A, Instructional Coaches
CISM	6-8	District Facilitators	6^{th}, 7^{th}, 8^{th} New teachers	Various dates Sept-Oct 2012	Walk-Throughs; Lesson Plans	Principal, AP/C/A, Instructional Coaches

Reading Budget (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Kagan Cooperative Learning for new teachers	Prof Development with Kagan Trainer	Title I Funds	$ 4500.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Teacher Resource/Support	Provide support, PD, Various Tiered Intervention for targeted students	Title I Funds	$ 42,000.00
Before School Tutoring	Materials and Tutor Pay	Title I Funds	$ 1500.00
Total:$ 48, 000.00			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1. Most students have limited background knowledge to allow teachers to provide instruction at the grade or course level.	1.1. Teachers build background knowledge prior to instruction.	1.1. Principal, AP/C/A, Instructional Facilitators	1.1. Daily classroom walk-throughs; informal and formal observations	1.1. Aggregated data by teacher, grade level, and subject area CELLA and Discovery	
CELLA Goal #1: ***By Spring 2013, 58% of ELL students will be proficient in listening/ speaking.***	2012 Current Percent of Students Proficient in Listening/Speaking:					
	55% (21)					
		1.2. Most students have limited vocabulary.	1.2. Use of Marzano's 6-Step Process for Teaching Vocabulary Implement student of prefixes, suffixes, and roots.	1.2. Principal, AP/C/A, Instructional Facilitators	1.2. Daily classroom walk-throughs; informal and formal observations	1.2. Aggregated data by teacher, grade level, and subject area CELLA and Discovery

		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	2.1. Teachers may not be implementing ESOL strategies with fidelity	2.1. PLCs include ESOL teachers to share appropriate strategies.	2.1. Principal, AP/C/A, Instructional Facilitators	2.1. Daily classroom walk-throughs; informal and formal observations	2.1. Aggregated data by teacher, grade level, and subject area CELLA and Discovery	
CELLA Goal #2: In Spring 2013, 35% of ELL students will be proficient in reading.	2012 Current Percent of Students Proficient in Reading:					
	32% (12)					
		2.2. Most students have limited vocabulary.	2.2. Use of Marzano's 6-Step Process for Teaching Vocabulary Implement student of prefixes, suffixes, and roots.	2.2. Principal, AP/C/A, Instructional Facilitators	2.2. Daily classroom walk-throughs; informal and formal observations	2.2. Aggregated data by teacher, grade level, and subject area
		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	
3. Students scoring proficient in writing.	2.1. Teachers may not be implementing ESOL strategies with fidelity	2.1.PLCs include ESOL teachers to share appropriate strategies	2.1. Principal, AP/C/A, Instructional Facilitators	2.1. Daily classroom walk-throughs; informal and formal observations	2.1. Aggregated data by teacher, grade level, and subject area CELLA and Discovery	
CELLA Goal #3: ***By Spring 2013, 27% of ELL students will be proficient in writing.***	2012 Current Percent of Students Proficient in Writing : **24% (9)**					
		2.2. Most students have limited vocabulary.	21.2. Use of Marzano's 6-Step Process for Teaching Vocabulary Implement student of prefixes, suffixes, and roots.	1.2. Principal, AP/C/A, Instructional Facilitators	2.2. Daily classroom walk-throughs; informal and formal observations	2.2. Aggregated data by teacher, grade level, and subject area CELLA and Discovery
		2.3.	2.3.	2.3.	2.3.	2.3.

CELLA Budget (Insert rows as needed)

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

Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 0.00			

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]).

Middle School Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1. Some teachers struggle to design HOT assignments and assessments.	1A.1. Using item specs (including Content Limits and Benchmark Clarifications sections) to design common assessments	1A.1. Principal, AP/C/A, Instructional Facilitators	1A.1. Daily classroom walk-throughs; informal and formal observations	1A.1. Aggregated data by teacher, grade level, and subject area Discovery Assessment		

Mathematics Goal #1A: ***By Spring 2013, 25% of students will score at achievement level 3 in mathematics.***	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	22% (162)	**25% (181)**					
		1A.2. Most teaching tasks, & assignments are not at the proficient level.	1A.2. Implement Springboard with fidelity	1A.2. Principal, AP/C/A, Instructional Facilitators	1A.2. Daily classroom walk-throughs; informal and formal observations	1A.2. Aggregated data by teacher, grade level, and subject area Discovery Assessment	
		1A.3. Conceptual Understanding	1A.3. Teach how to analyze, justify, and explain problem solving	1A.3. Principal, AP/C/A, Instructional Facilitators	1A.3. Daily classroom walk-throughs; informal and formal observations	1A.3. Aggregated data by teacher, grade level, and subject area Discovery Assessment	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1. Slow rate of learning due to medical condition.	1B.1. Use a pacing guide to ensure that all access points have been taught prior to the testing window	1B.1. Principal, AP/C/A, Instructional Facilitators	1B.1. Daily classroom walk-throughs; informal and formal observations	1B.1.Common grade level assessments		

Mathematics Goal #1B: By Spring 2013, 79% of students will score at levels 4, 5, and 6 in mathematics.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	77% (10)	**79% (12)**					
		1B.2. Lessons are not tied to the standards	1B.2. Use a pacing guide to ensure that all access points have been taught prior to the testing window	1B.2. Principal, AP/C/A, Instructional Facilitators	1B.2. Data chats to make curricular/instructional decisions based on review of student data and artifacts	1B.2.Common grade level assessments	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1. Most teachers are not assigning advanced work to these students.	2A.1. Implement Springboard with fidelity	2A.1. Principal, AP/C/A, Instructional Facilitators	2A.1. Daily classroom walk-throughs; informal and formal observations	2A.1. Aggregated data by teacher, grade level, and subject area Discovery Assessment		
Mathematics Goal #2A: By Spring 2013, 12% of students will score at or above Levels 4 and 5 in mathematics.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	11% (82)	**12% (87)**					
		2A.2. Some students are not challenged and authentically engaged in activities that require to reason and problem solve.	2A.2. Generating and testing hypotheses Error analysis, justify answer, and explain problem solving	2A.2. Principal, AP/C/A, Instructional Facilitators	2A.2. Daily classroom walk-throughs; informal and formal observations	2A.2 Aggregated data by teacher, grade level, and subject area. Discovery Assessment	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1. Lessons are not tied to standards.	2B.1. Use a pacing guide to ensure that all access points have been taught prior to the testing window	2B.1. Principal, AP/C/A, Instructional Facilitators	2B.1. Daily classroom walk-throughs; informal and formal observations	2B.1. Common grade level assessments		
Mathematics Goal #2B: ***By Spring 2013, 16% of students will score at or above Level 7 in mathematics.***	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	15% (2)	**16% (4)**					
		2B.2. Slow rate of learning due to medical condition.	2B.2. Implement the curriculum provided by the district.	2B.2. Principal, AP/C/A, Instructional Facilitators	2B.2. Daily classroom walk-throughs; informal and formal observations	2B.2.Common grade level assessments	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1. Some students are not challenged & authentically engaged in activities that require students to reason and problem solve.	3A.1. Implement Springboard with fidelity. Use of advanced organizers and collaborative structures.	3A.1. Principal, AP/C/A, Instructional Facilitators	3A.1. Daily classroom walk-throughs; informal and formal observations	3A.1. Aggregated data by teacher, grade level, and subject area Discovery Assessment		
Mathematics Goal #3A: ***By Spring 2013, 100% of students will make learning gains in mathematics.***	2012 Current Level of Performance:* ***58% (421)***	2013 Expected Level of Performance:* ***100% (760)***					

		3A.2. Some teachers are in need of accessing resources/ ideas/strategies to improve pedagogical practices in the classroom.	3A.2. Discuss with colleagues during PLC or lesson study Have teachers attend professional learning opportunities	3A.2. Principal, AP/C/A, Instructional Facilitators	3A.2. Daily classroom walk-throughs; informal and formal observations	3A.2 Aggregated data by teacher, grade level, and subject area. Discovery Assessment	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1. Lessons are not tied to the standards.	3B.1. Use a pacing guide to ensure that all access points have been taught prior to the testing window.	3B.1. Principal, AP/C/A, Instructional Facilitators	3B.1. Daily classroom walk-throughs; informal and formal observations	3B.1. Common grade level assessments		
Mathematics Goal #3B: By Spring 2013, 70% of students will make learning gains in mathematics.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	69% (9)	**70% (9)**					
		3B.2. Slow rate of learning due to medical condition.	3B.2. Implement the curriculum provided by the district.	3B.2. Principal, AP/C/A, Instructional Facilitators	3B.2. Daily classroom walk-throughs; informal and formal observations	3B.2.Common grade level assessments	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1. Students have limited background knowledge.	4A.1. Discuss with colleagues during PLC or lesson study Remediation of math concepts through the instructional process	4A.1. Principal, AP/C/A, Instructional Facilitators	4A.1. Daily classroom walk-throughs; informal and formal observations	4A.1. Aggregated data by teacher, grade level, and subject area Discovery Assessment		
Mathematics Goal #4A: ***By Spring 2013, 100% of students in the lowest 25% will make learning gains in mathematics.***	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	61% (442)	**100% (760)**					

		4A.2. Some teachers are in need of increasing integration of manipulatives effectively to enhance classroom instruction.	4A.2. Professional learning opportunities on appropriate use of manipulatives. Integrate math within electives	4A.2. Principal, AP/C/A, Instructional Facilitators	4A.2. Daily classroom walk-throughs; informal and formal observations	4A.2 Aggregated data by teacher, grade level, and subject area. Discovery Assessment	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.	4B.1. Slow rate of learning due to medical condition.	4B.1. Use a pacing guide to ensure that all access points have been taught prior to the testing window	4B.1. Principal, AP/C/A, Instructional Facilitators	4B.1. Daily classroom walk-throughs; informal and formal observations	4B.1.Common grade level assessments Discovery Assessment		
Mathematics Goal #4B: By Spring 2013, 1% of students in the lowest 25% will make learning gains in mathematics.	2012 Current Level of Performance:* **0%**	2013 Expected Level of Performance:* **1% (1)**					

		4B.2. Lessons are not tied to the standards	4B.2. Use a pacing guide to ensure that all access points have been taught prior to the testing window.	4B.2. Principal, AP/C/A, Instructional Facilitators	4B.2. Daily classroom walk-throughs; informal and formal observations	4B.2.Common grade level assessments Discovery Assessment	

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 31% Proficient	**33% Proficient**	**43% Proficient**	**48% Proficient**	**54% Proficient**	**60% Proficient**	**66% Proficient**
Mathematics Goal #5A: By Spring 2017, 66% of our students will be proficient in Math based on the standardized assessment.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5B.1. Students have limited background knowledge.	5B.1. Discuss with colleagues during PLC or lesson study Differentiated Instruction Remediation of math concepts through the instructional process	5B.1. Principal, AP/C/A, Instructional Facilitators	5B.1. Daily classroom walk-throughs; informal and formal observations	5B.1. Aggregated data by teacher, grade level, and subject area Discovery Assessment		

Mathematics Goal #5B: By Spring 2013, 49% of white students will make satisfactory progress in mathematics. By Spring 2013, 20% of black students will make satisfactory progress in mathematics. By Spring 2013, 32% of Hispanic students will make satisfactory progress in mathematics.	2012 Current NOT at Level	2013 Expected ON Level					
	White: 55% (169) Black: 82% (155) Hispanic: 71% (130) Asian: NA	White: 49% (151) Black: 20% (38) Hispanic: 32% (58) Asian: NA					

		5B.2. Some teachers are in need of increasing integration of manipulatives effectively to enhance classroom instruction.	5B.2. Professional learning opportunities on appropriate use of manipulatives. Horizontal-Collaborative Planning	5B.2. Principal, AP/C/A, Instructional Facilitators	5B.2. Daily classroom walk-throughs; informal and formal observations	5B.2 Aggregated data by teacher, grade level, and subject area. Discovery Assessment	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1. Students with limited background knowledge.	5C.1. Integrate a variety of technology tools with curriculum to engage students. ELL Para support	5C.1. Principal, AP/C/A, Instructional Facilitators	5C.1. Daily classroom walk-throughs; informal and formal observations	5C.1 Aggregated data by teacher, grade level, and subject area. Discovery Assessment		
Mathematics Goal #5C: ***In Spring 2013, 41% of ELL students will make satisfactory progress in mathematics.***	2012 Current NOT at Level	2013 Expected ON Level					
	62% (21)	**41% (14)**					

		5C.2. Some teachers are in need of increasing integration use of manipulatives effectively to enhance classroom instruction.	5C.2. Professional learning opportunities on appropriate use of manipulatives.	5C.2. Principal, AP/C/A, Instructional Facilitators	5C.2. Daily classroom walk-throughs; informal and formal observations	5C.2. Aggregated data by teacher, grade level, and subject area Discovery Assessment	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1. . Some students may not be motivated to learn.	5D.1 Present content in an engaging way that will help motivate students. Integrate a variety of tech tools with curriculum to engage students.	5D.1. Principal, AP/C/A, Instructional Facilitators	5D.1. Daily classroom walk-throughs; informal and formal observations	5D.1. Aggregated data by teacher, grade level, and subject area Discovery Assessment		

Mathematics Goal #5D: ***In Spring 2013, 31% of SWD students will make satisfactory progress in mathematics.***	2012 Current NOT at Level	2013 Expected ON Level					
	71% (81)	**31% (35)**					
	–	5D.2. Students with limited background knowledge.	5D.2. Integrate a variety of technology tools with curriculum to engage students.	5D.2. Principal, AP/C/A, Instructional Facilitators	5D.2. Daily classroom walk-throughs; informal and formal observations	5D.2. Aggregated data by teacher, grade level, and subject area Discovery Assessment	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1. Students may not be motivated to learn.	5E.1. Presenting materials in an engaging way that will help motivate students. Integrate a variety of tech tools with curriculum to engage students.	5E.1. Principal, AP/C/A, Instructional Facilitators	5E.1. Daily classroom walk-throughs; informal and formal observations	5E.1. Aggregated data by teacher, grade level, and subject area Discovery Assessment		
Mathematics Goal #5E: ***In Spring 2013, 33% of economically disadvantaged students will make satisfactory progress in mathematics.***	2012 Current NOT at Level	2013 Expected ON Level					
	70% (432)	**33% (204)**					

		5D.2.Students with limited background knowledge.	5D.2. Integrate a variety of technology tools with curriculum to engage students. Make it relevant/Real World	5E.2. Principal, AP/C/A, Instructional Facilitators	5E.2. Daily classroom walk-throughs; informal and formal observations	5E.2. Aggregated data by teacher, grade level, and subject area Discovery Assessment	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Middle School Mathematics Goals

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

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

Algebra 1 EOC Goals	**Problem-Solving Process to Increase Student Achievement**						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Algebra 1.	1.1. Students with limited background knowledge.	1.1. Provide extended learning opportunities for remediation.	1.1. Principal, AP/C/A, Instructional Facilitators	1.1. Daily classroom walk-throughs; informal and formal observations	1.1. Aggregated data by teacher, grade level, and subject area Discovery Assessment		
Algebra 1 Goal #1: ***In Spring 2013, 26% of students will score at AL 3 in mathematics.***	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	24% (5)	**26% (7)**					

		1.2. Students not making learning gains may need additional time to learn.	1.2. Provide extended learning opportunities for remediation	1.2. Principal, AP/C/A, Instructional Facilitators	1.2. Daily classroom walk-throughs; informal and formal observations	1.2. Aggregated data by teacher, grade level, and subject area Discovery Assessment	
		1.3. Conceptual Understanding	1.3. Teach how to analyze, justify, and explain problem solving	1.3. Principal, AP/C/A, Instructional Facilitators	1.3. Daily classroom walk-throughs; informal and formal observations	1.3.Aggregated data by teacher, grade level, and subject area Discovery Assessment	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.	2.1. Most teachers are not assigning grade level/advanced work to these students.	2.1.Implement Springboard with fidelity.	2.1.Principal, AP/C/A, Instructional Facilitators	2.1. Daily classroom walk-throughs; informal and formal observations	2.1. Aggregated data by teacher, grade level, and subject area Discovery Assessment		
Algebra Goal #2: ***In Spring 2013,74% of students will score at or above AL 4 and AL 5 in mathematics.***	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	76% (16)	**74% (18)**					

		2.2. Most teaching tasks & assignments are not at the proficient/ advanced level.	2.2.Implement Springboard with fidelity	2.2.Principal, AP/C/A, Instructional Facilitators	2.2. Daily classroom walk-throughs; informal and formal observations	2.2. Aggregated data by teacher, grade level, and subject area Discovery Assessment	
		2.3.	2.3.	2.3.	2.3.	2.3.	

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Algebra 1 Goal #3A: Not applicable because 100% of our students are proficient based on the FCAT assessment.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra 1.**	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

Not applicable because 100% of our students are proficient based on the FCAT assessment	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	*Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.	3C.1. N/A	3C.1.	3C.1.	3C.1.	3C.1.		
Algebra 1 Goal #3C: Not applicable because 100% of our students are proficient based on the FCAT assessment	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.	3D.1. N/A	3D.1.	3D.1.	3D.1.	3D.1.		
Algebra 1 Goal #3D: Not applicable because 100% of our students are proficient based on the FCAT assessment	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
Algebra 1 Goal #3E: Not applicable because 100% of our students are proficient based on the FCAT assessment	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Algebra 1 EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with

Strategies through Professional Learning Community (PLC) or PD Activities

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

PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Springboard Math	6th, 7th, 8th	District Facilitator	All Math Teachers	August 6-16, 2012	Walk-throughs; lesson plan analysis	Principals, AP/C/A, Instructional Facilitators
Unpacking Standards	6th, 7th, 8th	Instructional Facilitators	All Math Teachers	November 2012-March 2013	NGSSS-v-CC comparison Diagram	Principals, AP/C/A

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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Before School Tutoring	Materials and Tutor Pay	Title I Funds	$1500.00
Resource/Support Teacher	Math Teacher Resource and Materials	Title I Funds	$45,000.00
Subtotal:			
Total: $46,500.00			

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		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1A.1. Students have gaps in their background knowledge of essential science concepts.	1A.1. Apply a variety of instructional strategies, such as video clips, on-line resources and printed materials differentiated for individual student needs.	1A.1. Principal, AP/C/A, Instructional Facilitators	1A.1. Daily classroom walk-throughs; informal and formal observations	1A.1. Aggregated data by teacher, grade level, and subject area Discovery Assessment		

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Science Goal #1A: ***In Spring 2013, 25% of students will score at AL 3 in science.***	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	18% (49)	**25% (68)**					
		1A.2. Reading and writing strategies are not utilized to increase learning from science text.	1A.2. Implementation of Comprehensive Instructional Sequence Module (CISM) in all science classes.	1A.2. Principal, AP/C/A, Instructional Facilitators	1A.2. . Daily classroom walk-throughs; informal and formal observations	1A.2. Aggregated data by teacher, grade level, and subject area Discovery Assessment	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1B.1. Teacher has lack of knowledge in the content area.	1B.1. Implement curriculum provided by district.	1B.1. Principal, AP/C/A, Instructional Facilitators	1B.1. . Daily classroom walk-throughs; informal and formal observations	1B.1. Common grade level assessments		

Science Goal #1B: By Spring 2013, 51% of students will score at Levels 4, 5, and 6 in science.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	50% (4)	**51% (5)**					
		1B.2. Slow rate of learning due to medical condition.	1B.2. Implement the curriculum provided by the district.	1B.2. Principal, AP/C/A, Instructional Facilitators	1B.2. Daily classroom walk-throughs; informal and formal observations	1B.2.Common grade level assessments	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2A.1. Students are not provided opportunity to utilize critical thinking skills.	2A.1. Incorporate inquiry based lessons with content connected to ethical issues.	2A.1. Principal, AP/C/A, Instructional Facilitators	2A.1. . Daily classroom walk-throughs; informal and formal observations	2A.1. Aggregated data by teacher, grade level, and subject area Discovery Assessment		
Science Goal #2A: ***In Spring 2013, 4% of students will score at or above AL 4 and 5 in science.***	2012 Current Level of Performance:* **3% (7)**	2013Expected Level of Performance:* **4% (8)**					
		2A.2. Lessons focus on memorization and lower level thinking	2A.2. Increase the use of higher order questioning techniques to drive teacher to student and student to student discourse.	2A.2. Principal, AP/C/A, Instructional Facilitators	2A.2. . Daily classroom walk-throughs; informal and formal observations	2A.2. Aggregated data by teacher, grade level, and subject area Discovery Assessment	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2B.1. Teacher has lack of knowledge in the content area.	2B.1. Implement curriculum provided by district.	2B.1. Principal, AP/C/A, Instructional Facilitators	2B.1. . Daily classroom walk-throughs; informal and formal observations	2B.1.Common grade level assessments		
Science Goal #2B: In Spring 2013, 39% of students will score at or above Level 7 in science.							
	38% (3)	**39% (3)**					
		2B.2. Slow rate of learning due to medical condition.	2B.2. Implement the curriculum provided by the district.	2B.2. Principal, AP/C/A, Instructional Facilitators	2B.2. . Daily classroom walk-throughs; informal and formal observations	2B.2.Common grade level assessments	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

End of Elementary and Middle School Science Goals

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CISM	6 – 8	District	Science 6th, 7th, 8th	Targeted dates in Sept/Oct	Administrative observation	Administrative team
Science Fair	6-8	District	Science 6th, 7th, 8th	October 2012	Walk-throughs; lesson plan review	Administrative team

Science Budget (Insert rows as needed)

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

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Hands-On Science Labs	Various Materials	Title I Funds	$500.00
Before School Tutoring	Materials and Tutor Pay	Title I Funds	$1000.00
Subtotal:			
Total: $1500.00			

End of Science Goals

Writing Goals

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

Writing Goals	**Problem-Solving Process to Increase Student Achievement**						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1.Students have difficulty making connections to text/prompt.	1A.1.Implementation of Springboard with fidelity	1A.1. Principal, AP/C/A, Instructional Facilitators	1A.1.Daily classroom walk-throughs; informal and formal observations	1A.1. Aggregated data by teacher, grade level, and subject area Writing Progress Monitoring (3x per year)		
Writing Goal #1A: In Spring 2013, 81% of students will score at Level 4.0 or higher in writing.	2012 Current Level of Performance:* **74% (199)**	2013 Expected Level of Performance:* **81% (218)**					
		1A.2. Most students have limited background knowledge to allow teachers to provide instruction at the grade level.	1A.2. Teachers build background knowledge prior to instruction SpringBoard with fidelity	1A.2. Principal, AP/C/A, Instructional Facilitators	1A.2. Daily classroom walk-throughs; informal and formal observations	1A.2. Aggregated data by teacher, grade level, and subject area Writing Progress Monitoring (3x per year)	
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1B.1.Slow rate of learning due to medical conditions	1B.1. Use of pacing guide to ensure that all access points have been taught prior to the testing window	1B.1. Principal, AP/C/A, Instructional Facilitators	1B.1. Daily classroom walk-throughs; informal and formal observations	1B.1. Common grade level assessments		

Writing Goal #1B: In Spring 2013, 89% of students will score at Level 4.0 or higher in writing	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	88%(7)	**89% (7)**					
		1B.2. Lessons are not tied to the standards.	1B.2. Use a pacing guide to ensure that all access points have been taught prior to the testing window.	1B.2. Principal, AP/C/A, Instructional Facilitators	1B.2. Daily classroom walk-throughs; informal and formal observations	1B.2.Common grade level assessments	

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Springboard	6-8	District Facilitator	Lang. Arts Teachers	Aug. 6 – 16, 2012	Walk-throughs; Lesson plan analysis	Principal, AP/C/A, Instructional facilitators
CISM	6-8	District Facilitator	New Lang. Arts Teachers	Various Sept and Oct Dates 2012	Walk-throughs; Lesson plan anlaysis	Principal, AP/C/A, Instructional facilitators

Writing Budget (Insert rows as needed)

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

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Collaborative Planning LA & Reading	Payroll for before and/or after school planning sessions	Title I Funds	3,000.00
Subtotal:			
Total: 3,000.00			

End of Writing Goals

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

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

Civics EOC Goals	**Problem-Solving Process to Increase Student Achievement**						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Civics.	1.1 Many teachers lack a strong knowledge of their content	1.1. Professional development related to content	1.1. Principal, AP/C/A Instructional Facilitators	1.1. Online professional development from the Florida Joint Center for Citizenship : 5 hour overview or 27 module course with content and pedagogy. Free. Http://mscivics.floridacitizen.org	1.1. Aggregated data by teacher Common Assessments		

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Civics Goal #1: By Spring 2014, 55% of students will score at the proficient range in Civics based on the End of Course Exam.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	-NA-	**This is the year that the Civics EOC will be field tested. Only select schools will take this EOC.**					
		1.2. Need for additional rigor focused on the skills needed to test well.	1.2. Instruction should focus on interpreting and analyzing photographs, cartoons, maps and charts.	1.2. Principal, AP/C/A Instructional Facilitators	1.2. Document based questions (DBQ Project) training and materials	1.2. Aggregated data by teacher Common Assessments	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	2.1 Many teachers lack a strong knowledge of their content	2.1. Professional development related to content	2.1. Principal, AP/C/A Instructional Facilitators	2.1. Online professional development from the Florida Joint Center for Citizenship : 5 hour overview or 27 module course with content and pedagogy. Free. Http://mscivics.floridacitizen.org	2.1. Aggregated data by teacher Common Assessments		

Civics Goal #2: **By Spring 2014, 15% of students will score at Achievement Level 4 or above in Civics based on the End of Course Exam.**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	**This is the year that the Civics EOC will be field tested. Only select schools will take this EOC.**					
		2.2. Need for additional rigor focused on the skills needed to test well.	2.2. Instruction should focus on interpreting and analyzing photographs, cartoons, maps and charts.	2.2. Principal, AP/C/A Instructional Facilitators	21.2. Document based questions (DBQ Project) training and materials	2.2. Aggregated data by teacher Common Assessments	

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

Civics Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District DBQ PD	6th and 7th	Disctrict Facilitator	Soc. Studies (6th Grade) Civics (7th Grade)	TBA	Lesson Plan analysis; Daily Classroom walk-throughs	Principal, AP/C/A

Civics Budget (Insert rows as needed)

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

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

Attendance Goal(s)

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

Attendance Goal(s)	**Problem-solving Process to Increase Attendance**						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

1. Attendance	1.1.Lack of Parental Assistance	1.1.Home visits by Social Worker, Migrant Liaison and Parent Outreach Facilitator Daily call-outs from connect-Ed system to parents to inform about child's absence on a daily basis Attendance Contracts PBS -- Ongoing review of expectations with students throughout the school year	1.1.Leadership Team, Counselor	1.1. Analysis of Data by Attendance Committee Problem Solve as needed	1.1. Attendance Data Early Warning System Report		

Attendance Goal #1: Those students in 6th, 7th, and 8th grades missing 10 or more days will decrease by 5% through continuous monitoring and quick and effective responses to truant students.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	94.9% (725)	**96% (729)**					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	26.93% (122)	**26.35% (117)**					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	15.45% (70)	**13.5% (60)**					
		1.2. Not motivated to attend Disengagement academically & socially	1.2. Sign in and Sign Out tier 2 support strategy Mentoring Differentiated Instruction	1.2. Counselors, Leadership Team, and Social Worker	1.2. Positive Behavior support Plan Analysis of Data and Problem Solve—PBS Team	1.2. Attendance Data	

Attendance Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
MTSS/PBS	6th, 7th, 8th	Sherry Scott and Marilyn Sheffield	All Teachers	August 17, 2012	Classroom walk-throughs, data analysis to monitor student behavior	MTSS/PBS Leadership Team

Attendance Budget (Insert rows as needed)

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

Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: 0.00			

End of Attendance Goals

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

Suspension Goal(s)

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

Suspension Goal(s)	**Problem-solving Process to Decrease Suspension**						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1.1.Community Issues: like gangs, racial tension	1. PBS/Behavior Tracking Community Advocate Migrant Liaison Written communication to parents Mentoring Sporting Activities Chess & Robotics Clubs	1.1. MTSS Leadership Team	1.1. Analysis of Data by PBS Team along with problem solving as needed	1.1. Discipline Data Early Warning System Report		

Suspension Goal #1: In 6th, 7th, and 8th grades, those students suspended either ISS or OSS will decrease by 10% through continuous monitoring and quick and effective interventions.	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	1261	**1134**					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	264	**238**					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	1091	**982**					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	176	**159**					
		1.2.Home Environment	1.2. Home visits	1.2. Parent Outreach Facilitator/ Migrant Liaison	1.2.Analysis of Data and problem solving as needed	1.2.Early Warning system report	

Suspension Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Suspension Budget (Insert rows as needed)

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

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:0.00			

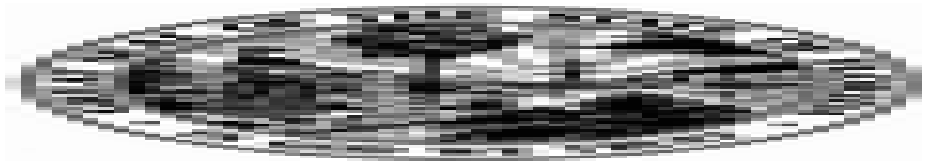
End of Suspension Goals

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		
1. Parent Involvement	1.1.	1.1.	1.1.	1.1.	1.1.		



Parent Involvement Goal #1: By Spring 2013, building capacity activities between the school, parents, and community will increase by 10%. By Spring 2013, school communication to parents will increase by 10%	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*					
	Enter numerical data for current level of parent involvement in this box.	*Enter numerical data for expected level of parent involvement in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	

Parent Involvement Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Parent Education Nights	Food, Manipulatives, and various materials	Title I Funds	$1200.00
Subtotal:			
Total:$1,200.00			

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	**Problem-Solving Process to Increase Student Achievement**				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: **Not applicable at this time**	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

STEM Budget

(Insert rows as needed)Include only school-based funded activities/materials and exclude district funded activities /materials.

Evidence-based Program(s)/Materials(s) Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Technology

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Professional Development

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Other

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Total:

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: **By the Spring of 2013, student enrollment in Agriculture will increase by 3%.** **By the Spring of 2013, student enrollment in our STEM lab will increase by 10%.**	1.1. Limited background knowledge about Agriculture by our student population	1.1. During 5th grade and parent tours, include Agriculture within the tour Include AG and FAA highlights on the morning show each week	1.1. Principal, AP/C/A	1.1. Analysis of class enrollment along with new year scheduling processes	1.1. Data Analysis of class enrollment via Genesis reporting system
	1.2.	1.2.	1.2.	1.2.	1.2.

CTE Professional Development

Professional Development (PD) aligned with Strategies through

Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total: $48,000
CELLA Budget	
	Total:0
Mathematics Budget	
	Total: $46,500
Science Budget	
	Total: $1,500
Writing Budget	
	Total: $3,000
Civics Budget	
	Total:0
U.S. History Budget	
	Total:0
Attendance Budget	
	Total:0
Suspension Budget	
	Total:0
Dropout Prevention Budget	
	Total:0
Parent Involvement Budget	
	Total: $1,200
STEM Budget	
	Total:0
CTE Budget	
	Total0:
Additional Goals	
	Total:0
	Grand Total: 100,200.00

Differentiated Accountability

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

School Differentiated Accountability Status		
Priority	Focus	Prevent

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

School Advisory Council (SAC)

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

Yes No

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

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

Describe the projected use of SAC funds.	Amount

See School Parent Involvement Plan
Attached to SIP