

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).

FLORIDA DEPARTMENT OF EDUCATION



**DRAFT 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: JINKS MIDDLE SCHOOL	District Name: BAY
Principal: SAMUEL T. JACKSON	Superintendent: WILLIAM V. HUSFELT III
SAC Chair: ROBIN BARNES	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](#)

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Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Samuel T. Jackson	Degrees: Masters, Educational Leadership; Food & Nutrition Certifications: School Principalship, Ed. Leadership, Family & Consumer Science	2	5	<p>2011-2012: Jinks Middle School Principal: B school, 50% reading FCAT proficiency, 46% math FCAT proficiency, 61% reading learning gains, 58% math learning gains, 62% in reading for lowest 25%, 60% in math for lowest 25%, 66% Writing FCAT proficiency, 44% Science FCAT proficiency</p> <p>2010-2011: J.R. Arnold High School Assistant Principal: B school, 56% reading FCAT proficiency, 85% math FCAT proficiency, 56% reading learning gains, 79% math learning gains, 43% in reading for lowest 25%, 60% in math for lowest 25%, AYP was not met.</p> <p>2009-2010: J. R. Arnold High School, Assistant Principal: B school, 63% reading FCAT proficiency, 85% math FCAT proficiency, 58% reading learning gains, 79% math learning gains, 46% in reading for lowest 25%, 66% in math for lowest 25%, AYP was not met.</p> <p>2008-2009: J. R. Arnold High School Assistant Principal: A school, 62% reading FCAT proficiency, 86% math FCAT proficiency, 63% Reading Learning Gains, 80% Math Learning Gains, 63% in reading for lowest 25%, 70% in math for lowest 25%. AYP was not met.</p>
Assistant Principal	Helen E. Mitchell	Degrees: Masters, Educational Leadership; Social Sciences 6-12, Exceptional Student K-12 Ed. Leadership K-12	1	6	<p>2011-2012 School Grade Pending, 47% making proficiency in Reading, 47% making LG in Reading, 40% of the lowest 25% making LG in Reading, 78% making proficiency in Math, 75% making LG in Math, 69% of the lowest 25% making LG in Math, White students did meet AYP for 2011 but no other groups, 73% Meeting high standards in writing, 69% scored a 4 or above which is up from 64% in 2010 in writing, 42% Making high standards in Science.</p> <p>2010-2011 School Grade B, 50% making proficiency in Reading, 47% making LG in Reading, 44% lowest 25% making LG in Reading, 76% making proficiency in Math, 70% making LG in Math, 52% lowest 25% making LG in Math, 83% making proficiency in Writing, 41% making proficiency in Science</p>

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					<p>2009-2010 School Grade C, 51% making proficiency in Reading, 48% making LG in Reading, 44% lowest 25% making LG in Reading; 74% making proficiency in Math, 69% making LG in Math, 75% lowest 25% making LG in Math; 74% making proficiency in Writing, 47% making proficiency in Science</p> <p>2008-2009 School Grade B, 53% making proficiency in Reading, 56% making LG in Reading, 41% lowest 25% making LG in Reading; 79% making proficiency in Math, 76% making LG in Math, 67% lowest 25% making LG in Math; 47% making proficiency in Writing, 47% making proficiency in Science.</p>
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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Carey Sweet	BS-Elementary Education, Florida State University/Integrated Curriculum 5-0; Library k-12; National Board Certified in Middle Childhood Generalist	2	2	Jinks Middle School – 2010 – Present; Grade A, Reading Mastery-71%, Math Mastery – 73%, Science Mastery-46%, Writing Mastery-77%, AYP Criteria Met – 8%, All subgroups made AYP in writing, Black, Economically Disadvantaged and SWD’s did not may AYP n Reading, SWD’s did not may AYP in Math

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Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. New Teacher orientation prior to school start.	Principal	August, 2012
2. New teachers will be partnered with the Staff Training Specialist and a Teacher on Staff	Assistant Principal	September, 2012
3. New teachers will participate in Bay District's New Teacher Induction Program	Assistant Principal	June, 2013
4.		

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective

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Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
43	7.0%(3)	23%(20)	33%(14)	39.5%(17)	30%(13)	88%(38)	14%(6)	5(11%)	20.9%(9)

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
Cheryl Weaver	Susan Long, Ivelisse Mooneyham, Robert Morrison, Louise Crawford, William Cribbs, Pam Dillard, Lorraine Blastic, Dia Green	Cheryl is the ESE Staff Training Specialist and Resource Teacher. She will be able to lead the Jinks ESE team through training and new policies	Horizons Training IEP Scheduling
Tommy Smith	Work with MTSS Students	Tommy is the RTI Staff Training Specialist assigned to Jinks Middle School. He will assist Jinks in all areas of RTI	RTI Team meetings RTI Tier I, II, III Curriculum decisions
Margo Anderson	Laura Grissett, Michael Guthrie, Marta Nunez, William Cribb, George Fontain	ELA Resource Teacher working with new Teachers	Updated information

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.

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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	Carey Sweet	BS-Elementary Education, Florida State University/Integrated Curriculum 5-0; Library K-12; National Board Certified in Middle Childhood Generalist	2	2	Jinks Middle School -2010-Present; Grade A, Reading Mastery-71%, Math Mastery-73%, Science Mastery-46%, Writing Mastery-77%, AYP Criteria Met – 8%, All subgroups made AYP in writing, Black, Economically Disadvantaged and SWD’s did not make AYP in Reading, SWD’s did not make AYP in Math.

Additional Requirements

Coordination and Integration-Title I Schools Only

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

<p>Title I, Part A Jinks Middle School has been allocated \$229,441 to support school wide programs. Our 2012-2013 Title I allocation will be used to enhance instruction</p>
<p>Title I, Part C- Migrant Bay District Schools contract with PAEC to offer services to identified migrant students</p>
<p>Title I, Part D The District Title I, Part D allocation supports students from court ordered programs and neglected and delinquent students returning to Jinks</p>
<p>Title II The Bay District Schools Office of Staff Development provides the school with staff development opportunities, materials, and resources related to increasing student achievement. The Bay District Schools Office of Staff Development also provides Staff Training Specialists to deliver staff development for instructional staff and administrators</p>
<p>Title III District funds are used to provide supplemental materials and computer software to support English Language Learners (ELL), Title III also provides for a paraprofessional liaison that helps with Spanish speaking students and parents.</p>
<p>Title X- Homeless District provides resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.</p>
<p>Supplemental Academic Instruction (SAI) Jinks Middle School has partnered with the University of Cambridge to provide curriculum, instructional support, and standardized assessments to benchmark students for success in college level coursework.</p>

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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Violence Prevention Programs
The Bay District School Board has an approved policy on “Bullying, Harassment, or Cyberstalking” (Policy 7.2.7). This policy is reviewed annually, during Pre-School Inservice by the administrative and Instructional staff at each school. Jinks Middle School will implement a school-wide Bullying Prevention Curriculum
Nutrition Programs
All students who qualify for free or reduced lunch, in accordance with federal guidelines, are provided breakfast and lunch at the school site.
Housing Programs
N/A
Head Start
N/A
Adult Education
District provides Adult Education Services via Haney Vocational School.
Career and Technical Education
Jinks has partnered with Gulf Coast State College and Haney. Students will be given the opportunity to tour the campuses and attend fairs for career track or trade advancement.
Job Training
N/A
Other

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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Resource teacher-Tanja Roulhac, MTSS/RTI Staff Training Specialist –Tommy Smith, Samuel Jackson-Principal, Helen Mitchell-Assistant Principal, Janice Shipbaugh, Psychologist, Carey Sweet-Literacy Coach, Cindy Drew-Guidance, Evelyn Conway-Guidance,Susan Long, ESE Teacher, Cindy Fleming – teacher, Simone Copeland – teacher, Melanie Keesler-teacher, Brenda Harned-teacher, Kevin Sansbury-teacher

Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The MTSS coaches and Jinks Administration will meet regularly and work closely together when planning appropriate intervention and schedules. The Jinks Middle School MTSS team will meet monthly to facilitate discussion of FCAT data, Discovery Education data, and student grades to match intervention for all students. The MTSS team will provide staff development to the Jinks Faculty. The MTSS process will be integrated in the District Reading Plan, District Student Progression Plan, and School Improvement Plan. Integrated within the MTSS team will be an MTSS Case Review Team consisting of the Literacy Coach and MTSS Coaches.

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? The Jinks MTSS Team will collaborate with the School Improvement Team and School Advisory Council to help in the development of the School Improvement Plan. Many members will serve on more than one team to ensure the collaboration process. The MTSS Team will provide data on: Tier 1, 2 and 3 interventions; academic/social/emotional issues that need to be addressed; and help set clear expectations for instructions (Rigor, Relevance, and Relationships).

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. FCAT, Discovery Education Assessments, Classworks, Student Grades, Discipline Referrals, FOCUS, Dibels, Easy CBM, Data Towers

Describe the plan to train staff on MTSS. The MTSS Team will work with the Assistant Principal to deliver faculty-wide training during monthly professional development meetings. MTSS will also be discussed in monthly content area meetings. Teachers implementing Tier II and Tier III interventions will meet twice a month with the MTSS coach to consider current student data, interventions, and to discuss new students entering the program.

Describe the plan to support MTSS. Data Towers will be present during Faculty meetings so faculty can discuss the data.

Literacy Leadership Team (LLT)

June 2012

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School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT). Care Sweet-Literacy Coach, Samuel Jackson-Principal, Helen Mitchell, Assistant Principal, Cynthia Fleming – teacher, Brenda Harned - teacher

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The Jinks Middle School Literacy Leadership Team functions as the core leadership team of the school. It meets monthly to provide teachers with resources, ideas, and support in reading. Members are encouraged to participate in department meetings, staff development meetings, and faculty meetings by sharing new reading strategies that are working well in their classes. Members also play an integral part in looking at school-wide data for decisions concerning student placement, achievement levels, and curriculum concerns as well as how well we are implementing the school improvement plan. The Literacy Leadership Team will support the K12 CRP, with fidelity.

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

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.

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

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

***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?

***High Schools Only**

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

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

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

Postsecondary Transition

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

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

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
IA. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			IA.1 CRISS training, Parent participation in Parent Night	IA.1. Teachers will implement reading strategies into their specific content area classrooms. Incorporate common vocabulary (<i>Every Middle Schooler Needs to Know</i>), build a root word forest, Jinks ITV vocabulary, FOCUS calendar, incorporating CRISS strategies, implementing differentiated instruction strategies to address reading deficiencies determined by baseline data, Literacy Fair	IA.1. Principal, Assistant Principal, Literacy Coach, School Improvement Team.	IA.1. Evidence of common vocabulary used fluidly in content areas and teacher assessments, Discovery Education data, review of teacher lesson plans, 40 books per year – each student will read one book per content area per nine weeks; Literacy Leadership Team will develop a Jinks Reading Focus calendar based on data, Literacy Fair Parent Night,	IA.1. Classroom walk-through, teacher lesson plans, teacher assessments, student book projects, and DE assessments, Literacy Fair evaluations
<u>Reading Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
To increase FCAT level 3's 10% in reading on the Reading FCAT 2013	6 th grade 25% (55) 7 th grade 30% (64) 8 th grade 24% (48)	6 th grade 35% (70) 7 th grade 40% (85) 8 th grade 34% ((78)					
			IA.2. Time to plan; professional development	IA.2. Teachers will incorporate the practice of teaching writing in response to reading into all content area classrooms to increase rigor, Kagan strategies for ASPIRE, adding 2 extended response questions to each test;	IA.2. Administration, Literacy Coach, School Improvement Team	IA.2. Common assessments, Discovery Education scores, teachers will be able to work collaboratively on activities for writing in response to reading;	IA.2. FCAT Assessments, Discover Education assessments, common assessments

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			Speaking/listening/Oral language skills,			
		1A.3. Professional development, time to plan	1A.3. Teachers will use complex text to raise rigor and show real world relevance in the content area classrooms	1A.3. Administration, Literacy Coach	1A.3. Teachers will be able to work collaboratively with others on specific strategies to understand and teach complex text. High order questions on formative and summative assessments, Teacher lesson plans will be reviewed as well as DEA data	1A.3. Classroom walk-through, lesson plans and DEA Data,
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.		1B.1. Student's lack of interest in reading	1B.1. Functional teachers will provide a variety of books at students reading and interest level	1B.1. Functional teachers, Administration	1B.1. Teacher feedback on use of classroom library during independent reading	1B.1. lesson plans, walk throughs, classroom library
Reading Goal #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
Raise percentage of students achieving proficiency in reading by 10% on the 2013 Reading Florida Alternate Assessment	42%/8]	52%/10]				
		1B.2. Student's lack of attention to detail within text passages.	1B.2. Functional teachers will model re-reading strategies for students within guided reading sessions	1B.2. Functional teachers, Administration	1B.2. Evidence of improved comprehension of text within assessments	1B.2. lesson plans, walk throughs, FAA data
		1B.3. Student's inability to identify meaning of unknown words	1B.3. Functional teachers will teach context clue strategies for identifying unknown words	1B.3. Functional teachers, Administration	1B.3 Evidence of new vocabulary being used in teacher assessment and review of teacher lesson plan.	1B.3. lesson plans, FAA data

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.	2.A.1.CRISS training,	2A.1. Teachers will implement reading strategies into their specific content area classrooms. Incorporate common vocabulary (<i>Every Middle Schooler Needs to Know</i>), build a root word forest, Jinks ITV vocabulary, FOCUS calendar, incorporating CRISS strategies, implementing differentiated instruction strategies to address reading deficiencies determined by baseline data, Literacy Fair,	2A.1. Principal, Assistant Principal, Literacy Coach, School Improvement Team.	2A.1. Evidence of common vocabulary used fluidly in content areas and teacher assessments, Discovery Education data, review of teacher lesson plans, 40 books per year – each student will read one book per content area per nine weeks; Literacy Leadership Team will develop a Jinks Reading Focus calendar based on data, Literacy Fair Parent Night,	2A.1. Classroom walk-through, teacher lesson plans, teacher assessments, student book projects, and DE assessments,. Literacy Fair evaluations
Reading Goal #2A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>			
To increase proficiency in FCAT level 4's and above 5%	6 th grade 14% (31) 7 th grade 16% (34) 8 th grade 28% (56)	6 th grade 24% (47) 7 th grade 26% (56) 8 th grade 38% (83)			

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		2A.2. Time to plan; professional development	2A.2. Teachers will incorporate the practice of teaching writing in response to reading into all content area classrooms to increase rigor, Kagan strategies for ASPIRE, adding 2 extended response questions to each test; Speaking/listening/Oral language skills,	2A.2. Administration, Literacy Coach, School Improvement Team	2A.2. Common assessments, Discovery Education scores, teachers will be able to work collaboratively on activities for writing in response to reading	2A.2. FCAT Assessments, Discover Education assessments, common assessments
		2A.3. Professional development, time to plan	2A.3. Teachers will use complex text to raise rigor and show real world relevance in the content area classrooms	2A.3. Administration, Literacy Coach	2A.3. Teachers will be able to work collaboratively with others on specific strategies to understand and teach complex text. High order questions on formative and summative assessments, Teacher lesson plans will be reviewed as well as DEA data	2A.3. Classroom walk-through, lesson plans and DEA Data
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.		2B.1. Student's lack of exposure to higher order questioning	2B.1. The functional teachers will include higher order questioning in content area and reading instruction	2B.1. Functional teachers, Administration	2B.1. Evidence of higher order questioning in lesson plans, teacher assessments that include higher order questions	2B.1. lesson plans, classroom assessments, walk throughs
Reading Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Raise percentage of students scoring 7 or above in reading by 14% on the 2013 Reading Florida Alternate Assessment.	52% [10]	57% [11]				
		2B.2. Student's ability to identify what a passage is about	2B.2. The functional teachers will teach strategies in finding the main idea in a reading passage	2B.2 Functional teachers, Administration	2B.2. Improved results in response to main idea questions in teacher made assessments, evidence within lesson plans	2B.2. lesson plans, classroom assessments, walk throughs
		2B.3. Student's ability to identify underlying tones of a reading passage	2B.3. The functional teachers will teach inference strategies to students	2B.3. Functional teachers, Administration	2B.3. Improved results of response to inference questions in teacher made assessments, evidence within lesson plans	2B.3. lesson plans, classroom assessments.

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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
3A. FCAT 2.0: Percentage of students making learning gains in reading.			BA.1. Lack of parent support at parent nights,	BA.1. Incorporate content area vocabulary that will be enforced throughout all content area classes, Jinks ITV, Jinks website, as well as bell work, Common vocabulary will be used class-wide as well as in assessments	BA.1. Principal, Assistant Principal, Literacy Coach, School Improvement Team	BA.1. Evidence of common vocabulary used fluidly in content areas and teacher assessments, focused classroom walk-through documentation, review of teacher lesson plans.	BA.1. Classroom walk-through, teacher lesson plans, teacher assessments, and Discovery Education Assessments.
<u>Reading Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>To increase learning gains on the Reading FCAT 2013 with all students</i>	61% (392)	100% (630)					
			BA.2. Professional development, time to plan	BA.2. Teachers will incorporate the practice of teaching writing in response to reading into all content area classrooms to increase rigor, Kagan strategies for ASPIRE, adding 2 extended response questions to each test; Speaking/listening/Oral language skills, Construct and implement a reading focus calendar for all Reading and Language Arts classes	BA.2. Assistant Principal, Literacy Coach	BA.2. Ability of teachers to plan lesson studies, to work collaboratively and to ensure that the plan aligns with Jinks’ reading needs and data	BA.2. Teacher lesson plans, classroom walk-through, and Discovery Education Assessments.
			BA.3. Lack of time and/or resources;	BA.3. Higher order questions will be emphasized during content areas and reading instruction; offer a half-day Saturday FCAT Reading Camp for all students. Provide lunch for all who attend.	BA.3. Principal, Assistant Principal, Reading and Language Arts teachers and content area teachers, classroom teachers	BA.3. Focus calendar, DEA assessments and lesson plans; attendance rate of students who attend, probes and student station work, high order questions on formative and summative assessments,	BA.3. Common assessments, FCAT assessments and DEA assessments; attendance, lesson plans
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			BB.1. Unknown test structure	BB.1. Functional teachers will design and implement at least one performance assessments per month with the same structure as the Reading section of the Florida Alternate Assessment	BB.1. Functional Teachers, Administration	BB.1. Evidence of performance assessment, teacher lesson plans	BB.1. performance assessment data, FAA data
<u>Reading Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Increase learning gains to 72% [13] on the 2013 Reading Florida Alternate Assessment</i>	61%[11]	72% [13]					
			BB.2. Lack of time for reading instruction	BB.2. Functional teachers will incorporate reading strategies into content area lessons using the Unique Learning curriculum	BB.2. Functional Teachers, Administration	BB.2. Teacher lesson plans	BB.2. Lesson Plans, FAA data
			BB.3. Unknown words in text	BB.3. Functional teachers will teach context clue strategies for identifying unknown words	BB.3. Functional Teachers, Administration	BB.3. Evidence of new vocabulary being used in teacher assessment and review of teacher lesson plan	BB.3. classroom assessments, lesson plans, FAA data

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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
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. CRISS training, KAGAN training, lack of students participation in FCAT camp	4A.1. Teachers will implement reading strategies into their specific content area classrooms. Incorporate common vocabulary (<i>Every Middle Schooler Needs to Know</i>), <i>build a root word forest</i> , <i>Jinks ITV vocabulary</i> , <i>FOCUS calendar</i> , <i>incorporating CRISS strategies</i> , <i>KAGAN strategies in ASPIRE</i> , <i>implementing differentiated instruction strategies</i> , <i>FCAT Camp in the Spring</i> , <i>Literacy Fair</i> (Lower quartile are n intensive reading which uses the Reading Frameworks)	4A.1. Principal, Assistant Principal, Literacy Coach, School Improvement Team	4A.1. Evidence of common vocabulary used fluidly in content areas and teacher assessments, Discovery Ed. Data, review of teacher lesson plans, 40 books per year, Turnout of involvement at FCAT Camp parent information night, Jinks reading focus calendar, Literacy Fair Parent Night	4A.1. Classroom walk-through, teacher lesson plans, teacher assessments, and Discovery Education Assessments
Reading Goal #4A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
To raise the number of students achieving learning gains to 74% in the lowest 25% on the 2013 Reading FCAT	64% (98)	74%(113)					
			4A.2. Teacher participation in implementing FOCUS calendar	4A.2. Construct and implement a reading focus calendar for all Reading and Language Arts classes to support our school wide literacy program	4A.2. Assistant Principal, Literacy Coach	4A.2. Ability of teachers to plan lesson studies, to work collaboratively and to ensure that the plan aligns with Jinks' reading needs and data	4A.2. Teacher lesson plans, classroom walk-through, and Discovery Education Assessments
			4A.3. Lack of time and/or resources; lack of funding and/or student willingness to attend Saturday School, teacher participation in implementing FOCUS calendar	4A.3. Higher order questions will be emphasized during content areas and reading instruction; reading and writing	4A.3. Principal, Assistant Principal, Reading and Language Arts teachers and content area teachers, classroom teachers	4A.3. Focus calendar, DEA assessments and lesson plans; attendance rate of students who attend, probes and student station work, high order questions on formative and summative assessments,	4A.3. Common assessments, FCAT assessments and DEA assessments; attendance, lesson plans
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.			4B.1. Student lack of basic sight word knowledge	4B.1. Functional teachers or paraprofessionals will use sight words flashcards or Great Leaps reading will be used in small group or individual basis as a part of reading group rotation	4B.1. Functional teachers, Administration	4B.1 Pre/post sight word tests, teacher lesson plans.	4B.1. pre/post test data, lesson plans, FAA data
Reading Goal #4B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase percentage of the lowest 25%[5]making learning gains to 60% [3] on the 2013 Reading Florida Alternate Assessment.	20% (1)	60% (3)					
			4B.2. Student's inability to read unknown words	4B.2. Functional teachers will teach word attack skills in guided reading groups	4B.2. Functional teachers,, Administration	4B.2. Teacher lesson plans, Scores of student reading fluency	4B.2. lesson plans, fluency data, FAA data
			4B.3. Student lack of basic vocabulary	4B.3. Functional teachers use direct instruction to teach new vocabulary and context clue strategies	4B.3. Functional teachers, Administration	4B.3. Evaluation of student work , teacher lesson plans	4B.3. lesson plans, student work

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%. Reading Goal #5A: In 2016/2017 77% of all 6 th , 7 th and 8 th grade students at Jinks will be considered proficient in reading.	Baseline data 2010-2011	58%	62%	66%	69%	73%	77%	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B: To decrease the numbers in our subgroups from not making satisfactory progress in reading 20%	2012 Current Level of Performance:* White: 46% (112/268) Black: 66% (176/268) Hispanic: 75% (30/40) Asian: N/A American N/A Indian: N/A	2013 Expected Level of Performance:* White: 26% (67/306) Black: 46% (141/307) Hispanic: 55% (19/42) Asian: N/A American Indian: N/A	5B.1. Teachers will implement reading strategies into their specific content area classrooms, incorporate common vocabulary, JINKS ITV vocabulary, building root word forest, CRISS and KAGAN strategies, implementing differentiated instruction, Speaking/listening/oral skills Teachers trained in CRISS and KAGAN	5B.1. Evidence of common vocabulary, DE data, review of lesson plans, Jinks FOCUS calendar, Literacy Fair Parent Night.	5B.1. lesson plans, display of root trees, DE assessment scores	5B.1. Classroom walk-through, teachers lesson plans, teacher assessments, student book projects, DE assessments, Literacy Fair evaluations		
			5B.2. Time to plan, professional development	5B.2. Teachers will incorporate the practice of teaching writing in response to reading into all content area classrooms to increase rigor, adding 2 extended response	5B.2. Administration, Literacy Coach, School Improvement Team	5B.2. Common assessments, DE assessment scores,	5B.2. classroom walk through, lesson plans, DE data, common assessments, FCAT assessments	
			5B.3. professional development, time to plan	5B.3. Teachers will use complex text to raise rigor and show real world relevance in the content area classrooms	5B.3. Administration, Literacy Coach	5B.3. Teachers work collaboratively on specific strategies to understand and teach complex text, teacher lesson plans, DE assessment data	5B.3. classroom walk through, lesson plans, DE data	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. Language Barrier, teachers' trained in CRISS and KAGAN	5C.1. Teachers will implement reading strategies into their specific content area classrooms, incorporate common vocabulary, use of Bilingual labels for vocabulary, JINKS ITV vocabulary, building root word forest, CRISS and KAGAN strategies, Rosetta Stone, implementing differentiated instruction,	5C.1. Principal, Assistant Principal, Literacy Coach, ESOL para,	5C.1. Evidence of common vocabulary, DE data, review of lesson plans, Jinks FOCUS calendar, Literacy Fair Parent Night, Bilingual labels in classrooms, ELL students will read a book in content areas each nine weeks,	5C.1. Classroom walk-through, teacher lesson plans, teacher assessments, student book projects, DE assessments, Literacy Fair evaluations.
N/A	Reading Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
		N/A	N/A				
				5C.2. Time to plan, professional development	5C.2. Teachers will incorporate the practice of teaching writing in response to reading into all content area classrooms to increase rigor, adding 2 extended response questions to each test. Speaking/listening/oral language skills	5C.2. Administration, Literacy Coach, School Improvement Team	5C.2. Common assessments, DE assessment scores,
			5C.3. Professional development, time to plan	5C.3. Teachers will use complex text to raise rigor and show real world relevance in the content area classrooms	5C.3. Administration, Literacy Coach	5C.3. Teachers work collaboratively on specific strategies to understand and teach complex text, teacher lesson plans, DE assessment data	5C.3. classroom walk throughs, lesson plans, DE data.
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. Teachers' trained in CRISS and KAGAN	5D.1. Teachers will implement reading strategies into their specific content area classrooms, incorporate common vocabulary, JINKS ITV vocabulary, building root word forest, CRISS and KAGAN strategies, implementing differentiated instruction, Speaking/listening/oral skills	5D.1. Principal, Assistant Principal, Literacy Coach,	5D.1. Evidence of common vocabulary, DE data, review of lesson plans, Jinks FOCUS calendar, Literacy Fair Parent Night,	5D.1. Classroom walk-through, teacher lesson plans, teacher assessments, student book projects, DE assessments, Literacy Fair evaluations
To decrease our number of Students with Disabilities not making satisfactory progress in reading 20%	Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
		90%(105/117)	70% (80/114)				
				5D.2. Time to plan, professional development	5D.2 Teachers will incorporate the practice of teaching writing in response to reading into all content area classrooms to increase rigor, adding 2 extended response questions to each test. language skills	5D.2. Administration, Literacy Coach, School Improvement Team	5D.2. Common assessments, DE assessment scores,
			5D.3. Professional development, time to plan	5D.3. Teachers will use complex text to raise rigor and show real world relevance in the content area	5D.3. Administration, Literacy Coach	5D.3. Teachers work collaboratively on specific strategies to understand and teach	5D.3. classroom walk throughs, lesson plans, DE data.

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			classrooms		complex text, teacher lesson plans, DE assessment data	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Teachers' trained in CRISS and KAGAN	5E.1. Teachers will implement reading strategies into their specific content area classrooms, incorporate common vocabulary, JINKS ITV vocabulary, building root word forest, CRISS and KAGAN strategies, implementing differentiated instruction, Speaking/listening/oral skills	5E.1. Administration, Literacy Coach	5E.1. Evidence of common vocabulary, DE data, review of lesson plans, Jinks FOCUS calendar, Literacy Fair Parent Night,	5E.1. Classroom walk-through, teacher lesson plans, teacher assessments, student book projects, DE assessments, Literacy Fair evaluations
Reading Goal #5E: <i>To decrease the number of Economically Disadvantaged students not making satisfactory progress in reading by 20%</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	61% (305/499)	41% (218/532)					
				5E.2. Time to plan, professional development	5E.2. Teachers will incorporate the practice of teaching writing in response to reading into all content area classrooms to increase rigor, adding 2 extended response	5E.2. . Administration, Literacy Coach, School Improvement Team	5E.2. . Common assessments, DE assessment scores,
			5E.3. Professional development, time to plan	5E.3. Teachers will use complex text to raise rigor and show real world relevance in the content area classrooms	5E.3. . Administration, Literacy Coach	5E.3. Teachers work collaboratively on specific strategies to understand and teach complex text, teacher lesson plans, DE assessment data	5E.3. . classroom walk throughs, lesson plans, DE data

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
Reading Strategies, Differentiated Instruction	6-8th	Grade Chairs	All Jinks Teachers	Every 2 nd Wednesday of the month at 7:55 a.m.	Meeting notes, Actionable items	Grade Chair/Administration
Reading Strategies in the Content Area Class	6-8th	Literacy Coach	All Jinks Teachers	Monthly	Meeting notes, Actionable items	PMRN-Online coaches' log
Reading to write using evidence in the text and more complex text	6-8 th	Lang. Arts Teachers & Literacy Coach	All Jinks Teachers	Monthly	Follow-up will be conducted teacher analysis of student samples, classroom walk throughs, Literacy coach	Literacy Coach
Reading Framework Training Review	Open to all 6-8 th	Kathy Fontaine	Open to all Jinks Language Arts and Reading Teachers	January, 2013	Follow-up will be conducted teacher analysis of student samples, classroom walk throughs, Literacy	Literacy Coach

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					Coach meetings	
Jinks Reading Make and Take	Open to all 6-8th	Literacy Coach	All Jinks Teachers	Monthly	Follow-up discussion with Literacy Coach and Literacy Team	Literacy Coach

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
Classroom Libraries	Math and Science will have a set of classroom reading materials	School Budgets	\$3000

Subtotal: \$3000

Technology

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Professional Development

Strategy	Description of Resources	Funding Source	Amount
Improve Reading instruction	Stipends and subs for teacher professional development	Title 1	\$2650

Subtotal: \$2650

Other

Strategy	Description of Resources	Funding Source	Amount
Books and Materials for Literacy Team and School Leadership Team		General Fund	\$500
Morning Reading Club	Supervision and teacher for morning	Title 1	\$2021

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Intensive interventions for both reading and math	FCAT Camp Teacher Stipends	Title 1	\$3430
Reduce student/teacher ratio	Salaries and benefits for two classroom teachers.	Title 1	\$79,013
Provide for teachers and students	Stipends and benefits for resource teacher	Title 1	\$13,810
Improve Reading Instruction	Supplemental materials and supplies	Title 1	\$500
Improve Reading Instruction	Cambridge materials and assessments	Title 1	\$2267
Intensive intervention	Salary and benefits for paraprofessional	Title 1	\$10,844
Improve Reading instruction	Salary and benefits of media para	Title 1	\$13,100
			Sub Total: \$125,485.00
			Total: \$131,135.00

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		1.1.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #1: Enter narrative for the goal in this box.	2012 Current Percent of Students Proficient in Listening/Speaking:					
	Enter numerical data for current level of performance in this box.					
		1.2.	1.2.	1.2.	1.2.	1.2.
		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.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #2: Enter narrative for the goal in this box.	2012 Current Percent of Students Proficient in Reading:					
	Enter numerical data for current level of performance in this box.					
		2.2.	2.2.	2.2.	2.2.	2.2.
		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

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3. Students scoring proficient in writing.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #3: Enter narrative for the goal in this box.	2012 Current Percent of Students Proficient in Writing :					
	Enter numerical data for current level of performance in this box.					
		2.2.	2.2.	2.2.	2.2.	2.2.
		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

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	Subtotal:
	Total:

End of CELLA Goals

Elementary School Mathematics Goals

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

Elementary 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.	1A.1.	1A.1.	1A.1.	1A.1.
<u>Mathematics Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Mathematics Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.

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		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.
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Elementary School Mathematics Goals

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

Elementary 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.	1A.1.	1A.1.	1A.1.	1A.1.
Mathematics Goal #1A: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			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 mathematics.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
<u>Mathematics Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Mathematics Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.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
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			BA.1.	BA.1.	BA.1.	BA.1.	BA.1.
Mathematics Goal #3A: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			BA.2.	BA.2.	BA.2.	BA.2.	BA.2.
			BA.3.	BA.3.	BA.3.	BA.3.	BA.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			BB.1.	BB.1.	BB.1.	BB.1.	BB.1.
Mathematics Goal #3B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			BB.2.	BB.2.	BB.2.	BB.2.	BB.2.
			BB.3.	BB.3.	BB.3.	BB.3.	BB.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
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
<u>Mathematics Goal #4A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			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.	4B.1.	4B.1.	4B.1.	4B.1.
<u>Mathematics Goal #4B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%. Mathematics Goal #5A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2010-2011							
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. Mathematics Goal #5B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	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.	5C.1.	5C.1.	5C.1.	5C.1.
<u>Mathematics Goal #5C:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
<u>Mathematics Goal #5D:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.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
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
<u>Mathematics Goal #5E:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1. Lack of student understanding and background knowledge	1A.1. Increase student's knowledge of their personal need in areas of number sense, measurement, algebraic thinking, and geometry	1A.1. Math Teacher/ Assistant Principal	1A.1. Data Chats with students about their results from Discovery Think/Link, Focused walk-throughs by administration will be used to ensure all math teachers are covering standards and benchmarks	1A.1. Teacher Lesson Plans and walk-through reports
<u>Mathematics Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
To increase the number of Level 3 math students from 28.46% to 38% on the Math FCAT	28.46% (177)	38% (239)					

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		IA.2. Flexibility of schedule	IA.2. Continuous progress monitoring through Discovery education. Use scores from 1st Discovery Education Assessment to properly place students in Math Class	IA.2. Classroom Teacher, Assistant Principal	IA.2. Student Assessment, constructed through Discovery Education	IA.2. Teacher Lesson plans. Discovery Education assessments, Classroom Walk-throughs
		IA.3. Student lack of fluency in Math vocabulary and how Math vocabulary ties to understanding Math concepts	IA.3. Use of a variety of strategies such as word walls or strategies from Kagan or CRISS to increase students comprehension of Math vocabulary	IA.3. Math teachers, Assistant Principal	IA.3. Evidence of student's work, Focused walk-throughs by administration will be used to ensure all math teachers are covering math vocabulary	IA.3. Progress of students' scores on vocabulary assessments, reports generated from walk-throughs
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.		IB.1. Students' unfamiliarity with using pictographs	IB.1. Functional teachers will incorporate reading and using graphs in content area lessons	IB.1. Functional teachers, Administration	IB.1. Lesson plans, FAA results,	IB.1. lesson plans, student work, walk-throughs, FAA data
Mathematics Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	89% (17)	95% (18)				
Raise percent of students achieving proficiency in Math by 6% (1) on the 2013 Math Florida Alternative Assessment		IB.2. Students' lack of practice using measurement tools	IB.2. Functional teachers will use the measurement enrichment activities from the Unique Learning program once a month	IB.2. Functional teachers, Administration	IB.2. Unique learning pre/post tests, lesson plans, FAA results	IB.2. Student walk-throughs, classroom assessments, lesson plans, FAA data
		IB.3. Students unfamiliarity with basic geometric figures and terms	IB.3. Functional teachers will use a student created, visual word wall of geometric terms and figures	IB.3. Functional teachers, Administration	IB.3. Teacher feedback on effectiveness of student products, FAA results, lesson plans	IB.3. Student work, walk-throughs, FAA data, lesson plans

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.							
<u>Mathematics Goal</u> #2A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Raise student achievement in math from 20.42% to 30%	20.42% (127)	30% (188)	2A.1. Students perception that there is only one way or procedure to arrive at a correct solution	2A.1. Varied student groupings in content, process, and product, openness to doing things in more than one way	2A.1. Classroom teacher/ Assistant Principal / Principal	2A.1. Evidence of student's work Focused walk-through by administration will be used to ensure all math teachers are using consistent math vocabulary	2A.1. Lesson Plans, reports generated from walk throughs
			2A.2. Student lack of fluency in Math Vocabulary and how Math vocabulary ties to Math concepts	2A.2. Use a variety of strategies such as word walls or strategies from Kagan or CRISS to increase students comprehension of Math vocabulary	2A.2. Math teachers, Principal, Assistant Principal	2A.2. Evidence of student's work. Focused walk-throughs by administration will be used to ensure all math teachers are using consistent math vocabulary	2A.2. Progress of students' scores on vocabulary assessments
			2A.3. Lack of academic challenge	2A.3. Create a more rigorous math program for high achieving students	2A.3. Assistant Principal, Mathematics Department Chair	2A.3. FCAT scores, Think Link data and classroom assessments	2A.3. Progress Reports and Report Cards
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.							
<u>Mathematics Goal</u> #2B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Raise percentage of students scoring 7 or above in math by 11% [2] on the 2013 Math Florida Alternate Assessment.	5% [1]	16%[3]	2B.1. Student's unfamiliarity with creating pictographs from given information	2B.1. Functional teachers will model creating graphs and students will create graphs once per month in content area courses	2B.1. Functional teachers, Administration	2B.1. Teacher made assessments, teacher lesson plans and FAA results	2B.1. lesson plans, student work, classroom walkthroughs, FAA data
			2B.2. Student's unfamiliarity with using formulas to measure geometric figures	2B.2. Functional teachers will incorporate hands on activities for students to practice using formulas to measure geometric figures.	2B.2. Functional teachers, Administration	2B.2. Teacher made assessments, teacher lesson plans and FAA results	2B.2. lesson plans, student work, classroom walkthroughs, FAA data
			2B.3. Student's lack of exposure to algebraic thinking	2B.3. Functional teachers will use the monthly algebra lesson from the Unique Learning program as well as enrichment activities.	2B.3. Functional teachers, Administration	2B.3. Unique Learning pre/post tests, teacher lesson plans and FAA results	2B.3. lesson plans, student work, classroom walkthroughs, FAA data

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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
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1. Possible student frustration at 2 math classes a day/materials for another course	3A.1. Implement Intensive Math course for all struggling level 1's in addition to regular math class. Intensive teachers are teaching prerequisites to new standards as well as grouping students based on skill level	3A.1. Intensive math classroom teachers, Principal, Assistant Principal, Guidance Counselors	3A.1. Diagnostics given at beginning of year using Discovery Education Assessment progress monitoring scores. Student's ability to maintain in regular math classes	3A.1. Discovery Education data, Diagnostic scores, Teacher lesson plans
<u>Mathematics Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
To increase percentage of students making learning gains in mathematics from 58% to 68%	58% (370)	68%(427)					
			3A.2. Lack of student understanding and background knowledge	3A.2. Increase student knowledge of their personal need in areas of number sense, measurement, algebraic thinking, and geometry	3A.2. Math teachers, Principal, Assistant Principal	3A.2. Data Chats with students about their results from Discovery Think/Link	3A.2. Teacher Lesson Plans, Signed Discovery Education reports
			3A.3. Lack of student understanding of how Math vocabulary ties to Math concepts	3A.3. Use a variety of strategies such as word walls or strategies from Kagan or CRISS to increase student comprehension of Math vocabulary	3A.3. Math teachers, Principal, Assistant Principal	3A.3. Evidence of student's work. Focused walk-through by administration will be used to ensure all math teachers are using consistent math vocabulary	3A.3. Progress of students' scores on vocabulary assessments Reports generated by walk throughs
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<u>Mathematics Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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. Student frustration at the length of math classes a day and losing an elective	4A.1. Implement Intensive Math course for all struggling level 1's and 2's in math in addition to regular math class. Intensive teachers are teaching prerequisites to new standards as well as grouping students based on skill level	4A.1. Intensive classroom teachers, Principal, Assistant Principal, Guidance Counselors	4A.1. Diagnostics given at beginning of year using Discovery Education Assessment progress monitoring scores. Student's ability to maintain in regular math classes	4A.1. Discovery Education data, Diagnostic scores, Teacher lesson plans
Mathematics Goal #4A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
To raise the number of students making learning gains to 70% in the lowest 25% on the 2013 Math FCAT	62%(95)	72% (110)					
			4A.2. Lack of Student understanding and background knowledge	4A.2. Increase student knowledge of their personal need in areas of number sense, measurement, algebraic thinking, and geometry	4A.2. Math teachers, Principal, Assistant Principal	4A.2. Data Chats with students about their results from Discovery Think/Link. Focused walk-through by administration will be used to ensure all math teachers are math vocabulary	4A.2. Teacher Lesson Plans, Discovery Education Reports
			4A.3. Lack of funding, Student availability to attend on a Saturday	4A.3. Offer a Math FCAT Saturday camp for all students consisting of math stations, games, and Discovery Education Probes	4A.3. Principal, Assistant Principal, Classroom teachers	4A.3. Student attendance at camp, Student work	4A.3. Discovery Education Probes, Student station work, student motivation
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Mathematics Goal #4B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.

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		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.
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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011	58%	62%	66%	69%	73%	77%
Mathematics Goal #5A: <i>In 2016-2017, 77% of Jinks students will be considered proficient in Math</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.		5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1. Implement Intensive Math course for all struggling level 1's and 2's in math in addition to regular math class. Intensive teachers are teaching prerequisites to new standards as well as grouping students based on skill level	5B.1. Intensive classroom teachers, Principal, Assistant Principal, Guidance Counselors	5B.1. Diagnostics given at beginning of year using Discovery Education Assessment progress monitoring scores. Student's ability to maintain in regular math classes	5B.1. Discovery Education data, Diagnostic scores, Teacher lesson plans	
Mathematics Goal #5B: <i>To decrease the number of students in our subgroups not making satisfactory progress in mathematics 20%</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Student frustration at the length of math classes a day and losing an elective				
	White: 46% 124/271 Black: 71% 191/260 Hispanic: 73% 29/40 Asian: N/A American Indian: N/A	White: 26% 67/306 Black: 51% 156/307 Hispanic: 53% 2442 Asian: N/A American Indian: N/A					
		5B.2. Lack of Student understanding and background knowledge	5B.2. Increase student knowledge of their personal need in areas of number sense, measurement, algebraic thinking, and geometry	5B.2. Math teachers, Principal, Assistant Principal	5B.2. Data Chats with students about their results from Discovery Think/Link. Focused walk-through by administration will be used to ensure all math teachers are math	5B.2. Teacher Lesson Plans, Discovery Education Reports	

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					vocabulary	
		5B.3. Lack of funding, Student availability to attend on a Saturday	5B.3. Offer a Math FCAT Saturday camp for all students consisting of math stations, games, and Discovery Education Probes	5B.3. Principal, Assistant Principal, Classroom teachers	5B.3. Student attendance at camp, Student work	5B.3. Discovery Education Probes, Student station work, student motivation

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.	5C.1.	5C.1.	5C.1.	5C.1.
<u>Mathematics Goal</u> #5C:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. Student frustration at the length of math classes a day and losing an elective	5D.1. Implement Intensive Math course for all struggling level 1's and 2's in math in addition to regular math class. Intensive teachers are teaching prerequisites to new standards as well as grouping students based on skill level	5D.1. Intensive classroom teachers, Principal, Assistant Principal, Guidance Counselors	5D.1. Diagnostics given at beginning of year using Discovery Education Assessment progress monitoring scores. Student's ability to maintain regular math classes	5D.1. Discovery Education data, Diagnostic scores, teacher lesson plans
<u>Mathematics Goal</u> #5D:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>To decrease our number of Students with Disabilities not making satisfactory progress in reading 20%</i>	87% (102)	67% (78)					
			5D.2. Lack of student understanding and background knowledge	5D.2. Increase student knowledge of their personal need in areas of number sense, measurement, algebraic thinking, and geometry	5D.2. Math teachers, Principal, Assistant Principal	5D.2. Data Chats with students about their results from DEA. Focused walkthrough by administration will be used to ensure all math teachers are using math vocabulary	5D.2. Teacher lesson plans, DEA data reports

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		5D.3.Lack of funding, student availability to attend on a Saturday	5D.3. Offer a Math FCAT Saturday camp for all students consisting of math stations, games, and Discovery Education Probes	5D.3. Principal, Assistant Principal, classroom teachers	5D.3. Student attendance at camp, student work	5D.3. Discovery Education Probes, student station work, student motivation
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1.	5E.1. Implement Intensive Math course for all struggling level 1's and 2's in math in addition to regular math class. Intensive teachers are teaching prerequisites to new standards as well as grouping students based on skill level	5E.1. Intensive classroom teachers, Principal, Assistant Principal, Guidance Counselors	5E.1. beginning of year using Discovery Education Assessment progress monitoring scores. Student's ability to maintain regular math classes	5E.1. Discovery Education data, Diagnostic scores, teacher lesson plans
Mathematics Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>To decrease the number of Economically Disadvantaged students not making satisfactory progress in math by 20%</i>	63% (314/499)	43% (230/535)					
			5E.2. Lack of student understanding and background knowledge	5E.2. Increase student knowledge of their personal need in areas of number sense, measurement, algebraic thinking, and geometry	5E.2. Math teachers, Principal, Assistant Principal	5E.2. Data Chats with students about their results from DEA. Focused walkthrough by administration will be used to ensure all math teachers are using math vocabulary	5E.2. Teacher lesson plans, DEA data reports
			5E.3. Lack of funding, student availability to attend on a Saturday	5E.3. Offer a Math FCAT Saturday camp for all students consisting of math stations, games, and Discovery Education Probes	5E.3. Principal, Assistant Principal, classroom teachers	5E.3. Student attendance at camp, student work	5E.3. Discovery Education Probes, student station work, student motivation

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

High 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
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1.1.	1.1.	1.1.	1.1.	1.1.
Mathematics Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	
			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. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2.1.	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	
			2.3.	2.3.	2.3.	2.3.	

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
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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		3.2.	3.2.	3.2.	3.2.	3.2.
		3.3.	3.3.	3.3.	3.3.	3.3.
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
4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.		4.1.	4.1.	4.1.	4.1.	4.1.
Mathematics Goal #4: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.				
			4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.

End of Florida Alternate Assessment High School Mathematics Goals

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

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1.			1.1. Pacing guide does work on polynomials until the last third of the school year	1.1. To increase understanding of polynomials earlier in the school year by working by probes in DEA (DEA's first assessment shows 27% scored level 2 and 42% scored level 3)	1.1. Algebra 1 teacher, administration	1.1. Data chats with students about their DEA and FCAT results dealing with polynomials, focused walk-throughs	1.1. teacher's lesson plan, DEA results
Algebra 1 Goal #1: To maintain 100% pass rate on the state EOC exam for Algebra I	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	100% (24)	100%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1. . Pacing guide does work on polynomials until the last third of the school year	2.1. To increase understanding of polynomials earlier in the school year by working by probes in DEA (DEA's first assessment shows 27% scored level 2 and 42% scored level 3)	2.1. Algebra 1 teacher, administration	2.1. . Data chats with students about their DEA and FCAT results dealing with polynomials, focused walk-throughs	2.1. teacher's lesson plan, DEA results
Algebra Goal #2: To maintain 100% pass rate on the state EOC exam for Algebra I	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	100% (24)	100%					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017														
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011																				
Algebra 1 Goal #3A: <i>Enter narrative for the goal in this box.</i>																					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool															
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1. Algebra 1 Goal #3B: <i>Enter narrative for the goal in this box.</i>		3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.															
	<table border="1"> <tr> <td>2012 Current Level of Performance:*</td> <td>2013 Expected Level of Performance:*</td> </tr> <tr> <td><i>Enter numerical data for current level of performance in this box.</i></td> <td><i>Enter numerical data for expected level of performance in this box.</i></td> </tr> <tr> <td>White:</td> <td>White:</td> </tr> <tr> <td>Black:</td> <td>Black:</td> </tr> <tr> <td>Hispanic:</td> <td>Hispanic:</td> </tr> <tr> <td>Asian:</td> <td>Asian:</td> </tr> <tr> <td>American Indian:</td> <td>American Indian:</td> </tr> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>	White:	White:	Black:	Black:	Hispanic:	Hispanic:	Asian:	Asian:	American Indian:	American Indian:	3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
2012 Current Level of Performance:*	2013 Expected Level of Performance:*																				
<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>																				
White:	White:																				
Black:	Black:																				
Hispanic:	Hispanic:																				
Asian:	Asian:																				
American Indian:	American Indian:																				
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.															

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Algebra 1 Goal #3C: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			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.	3D.1.	3D.1.	3D.1.	3D.1.
Algebra 1 Goal #3D: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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

End of Algebra 1 EOC Goals

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

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

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

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		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 Geometry.		2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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

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making satisfactory progress in Geometry.			Hispanic:				
			Asian:				
			American Indian:				
Geometry Goal #3B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
	White:	White:					
	Black:	Black:					
	Hispanic:	Hispanic:					
	Asian:	Asian:					
	American Indian:	American Indian:					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Geometry Goal #3C:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>			
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>			
			3C.2.	3C.2.	3C.2.
			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

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3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Geometry Goal #3D: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* 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 Geometry.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Geometry Goal #3E: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.			
			3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.

End of Geometry EOC Goals

Mathematics Professional Development

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

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

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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
Use of Centers and Hands on Activities	6 th -8 th Math	Various JMS Math teachers	JMS Math Teachers	Monthly Team Meetings	Action Items on Math Meeting Agenda/Notes taken at meeting	Grade Chair
Writing and Math	6 th -8 th Math	Jinks Language Arts Teachers and Literacy Coach	JMS Math Teachers	Monthly Team Meetings	Students samples and teacher lesson plans	Principal/ Grade Chair
Next Generation Sunshine Math Standards & Common Core	6 th -8 th	Cylle Rowell	JMS Math Teachers	October 2012/February 2013	Sharing at monthly meetings	Grade Chair

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Math Library in all Math Classrooms	Math Reading materials to support school wide literacy	School Budget	\$1500
Improve math instruction	Cambridge materials and assessments	Title 1	\$2267
			Subtotal:\$3,736.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Utilizing technology	Classworks, KHAN Academy		\$0
			Subtotal:\$ 0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Math, Writing and Text Complexity	Teachers meeting to using rubric for writing and identify ways to measure text complexity	School Budget	\$4000
Improve math instruction	Stipends and substitutes for teachers' professional development	Title 1	\$2,650
			Subtotal:\$6,650.00

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Other			
Strategy	Description of Resources	Funding Source	Amount
Book Study with District Math Training Specialist	Book Study in Math Stations twice monthly	District Reward for Math Days Attendance in 2013	\$500
Intensive Interventions	Stipends for FCAT tutors	Title 1	\$3,430
Reduce student/teacher ratio	Salaries and benefits of one classroom teacher	Title 1	\$39,507
Support for students/teachers	Salaries and benefits of resource teacher	Title 1	\$13,810
Improve math instruction	Supplemental materials and supplies	Title 1	\$1,500
Intensive interventions	Salary and benefits for Para	Title 1	\$10,844
			Subtotal:\$69,591.00
			Total:\$79,977.00

End of Mathematics Goals

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 do not have enough hands on experience with the scientific method	1A.1. School will increase rigor and participation in Three rivers science fair.	1A.1. Science Teachers, Principal, Assistant Principal, SRC representative	1A.1. Teacher feedback, nature of science assessments	1A.1.
Science Goal #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Raise percentage of students achieving proficiency in science by 10% on the 2013 Science FCAT 2.0	28% (56)	38%(82)					
			1A.2. Students need more practice with cumulative science tests	1A.2. All science students will participate in a midterm and final cumulative examination for each science class	1A.2. Science Teachers, Principal, Assistant Principal	1A.2. scores on mid terms and finals will be recorded and compared against FCAT scores	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1 Students do not have adequate background science knowledge	1B.1. Functional teachers will increase student participation in Unique Learning, News-2-you and AIMS Science activities and lessons	1B.1. Functional teachers, administration	1B.1. Functional teacher will determine the science access points covered in the science lessons	1B.1. Lesson plans, teacher assessments, FAA tests
Science Goal #1B: Raise percentage of students achieving proficiency in Science by 15% on the 2013 Science Florida Alternate Assessment	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	42% (3)	57% (4)					
			1B.2. Students lack basic science vocabulary	1B.2. All functional students will participate in class science lessons and performance activities.	1B.2. Functional teachers, administration	1B.2. The completed performance activities will be scored and a percentage taken to determine if the science access points are mastered	1B.2. Lesson plans, teacher assessments, FAA tests
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. Students do not have enough practice at answering high level questions and defending their conclusions	2A.1. Teacher will guide students in writing assignments to answer essential questions in science	2A.1. Science Teachers, Principal, Assistant Principal	2A.1. Teacher feedback, nature of science assessments	2A.1.
Science Goal #2A: Raise percentage of students scoring a 4 or 5 by 15% on the 2013 Science FCAT 2.0	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	13% (26)	28% (61)					
			2A.2. Students are not exposed to a wide variety of science experience which build background knowledge.	2A.2. Implementation of essential labs to guarantee all students at Jinks experience a variety of labs and hands on activities	2A.2. Implementation of essential labs to guarantee all students at Jinks experience a variety of labs and hands on activities.	2A.2. Teacher feedback, Mid terms, finals, and FCAT scores	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1. Students' lack of higher order processing	2B.1. The students will participate in a group	2B.1. Functional Teachers, Administration	2B.1. Student participate in the process of	2B.1. Lesson plans, classroom walk throughs

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Science Goal #2B: Raise percentage of students achieving proficiency in Science by 14% on the 2013 Science Florida Alternate Assessment	2012 Current Level of Performance: *	2013 Expected Level of Performance: *	skills	science fair project to be displayed in the school science fair.		completing a science fair project.	
	28% (2)	42% (3)					
			2B.2. The inability to participate in scientific lab experiences	2B.2. The functional class will team with other science classes to participate in scientific lab experiments	2B.2. Functional teachers, administration	2B.2. Teacher feedback, FAA scores	2B.2. lesson plans, classroom walk throughs, FAA scores
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

Florida Alternate Assessment High School Science Goals

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

High School 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
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1.1.	1.1.	1.1.	1.1.	1.1.
Science Goal #1:	2012 Current Level of Performance: *	2013 Expected Level of Performance: *					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Florida Alternate Assessment High School Science Goals

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

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

Biology 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology 1.			1.1.	1.1.	1.1.	1.1.	1.1.
Biology 1 Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology 1 Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Biology 1 EOC Goals

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
Jinks Science Dept.	6 th -8 th Science	Kevin Sansbury	6 th -8 th Grade Science Teachers	Grade meets every 2nd Wednesday of the month from 7:40-8:20	Grade Team Leader will submit meeting agenda and notes and highlights along with sign-in sheets of participants	Principal/Assistant Principal
Content Area Comprehension & Writing using evidence from the text	6 th -8 th Science	Literacy Coach	6 th -8 th Grade Science	Monthly	Literacy Coach/PMRN analysis of student work	PMRN Online Coaches Log

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
Improve science instruction	Cambridge materials and assessments	Title 1	\$2267

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				Subtotal: \$2,267.00
Technology				
Strategy	Description of Resources	Funding Source	Amount	
Continued commitment to STEM	Robotics Materials & 3-D Printer	General Fund	\$1800	
				Subtotal:\$1,800.00
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
Train Teachers in determining Text Complexity	Complex Text	School Budget	\$1500	
Improve science instruction	Substitutes and stipends for teacher professional development	Title 1	\$2,650	
				Subtotal:\$4,150.00
Other				
Strategy	Description of Resources	Funding Source	Amount	
Reduce teacher/student ratio	Stipend for teacher teaching during planning	Title 1	\$7,431	
Improve science instruction	Instructional supplies and materials	Title 1	\$1,946	
				Subtotal:\$9,377.00
				Total:\$17,594.00

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. Professional development in assessment	1A.1. . Increase text complexity of materials used	1A.1. All teachers	1A.1. Student folders, rubrics	1A.1. Lesson plans, classroom walk throughs,

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Writing Goal #1A: To increase level 3's and above 10% in writing on the 2013 FCAT Writes	2012 Current Level of Performance:* 63% (126)	2013 Expected Level of Performance:* 73% (158)	of writing	in classroom and have students write responses after reading the material.		Classroom assessments, FCAT Writing Scores	
			1A.2. Professional development	1A.2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (e.g., personal or narrative exposition, short research report, response to literature).	1A.2. All teachers	1A.2. Student samples, folders	1A.2. Lesson plans, classroom walk throughs classroom assessments, FCAT Writing Scores
			1A.3. Professional development	1A.3. Teach that writing in response to anything means creating a topic sentence that combines the question in the answer. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	1A.3. All teachers	1A.3. Writing samples, student folders, rubrics	1A.3. Lesson plans, classroom walk throughs, classroom assessments, FCAT Writing Scores
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1. Student lack of prior knowledge of correct grammar and punctuation	1B.1. All functional students will participate in Daily Language activities to increase knowledge of correct grammar and punctuation	1B.1. Functional Teachers, Administration	1B.1. Functional teachers' alignment of Daily Language work with Access Points to ensure complete coverage of standards	1B.1. Lesson plans, classroom walk throughs,
Writing Goal #1B: Maintain percentage of students achieving proficiency of 100% (7) in writing on the 2013 Science Florida Alternative Assessment	2012 Current Level of Performance:* 100% (7)	2013 Expected Level of Performance:* 100% (7)					
			1B.2. Student unfamiliarity with writing test structure	1B.2. Functional teachers will design and implement at least two performance assessments per month with the same structure as the Writing section of the FAA	1B.2. Functional Teachers, Administration	1B.2. The completed performance activities will be scored and a percentage taken to determine if the writing access points are being mastered.	1B.2. Lesson plans, classroom walk throughs, classroom assessments, FAA scores

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		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.
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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing in the content area	6 th -8 th /all subjects	Language Arts/Literacy Coach, Margo Anderson ELA/STS	All Teachers will participate	October, 2012	Language Arts teachers and Literacy Coach will follow-up with teachers examining student samples	Literacy Coach
Essay rubric training	6 th -8 th grade	Lang. Arts Teachers	All Teachers will participate	October, 2012	Student samples from teachers will be examined using the Essay rubric and correlated across teachers and subjects.	Grade Chair, Principal
Reading from complex text write using evidence	6 th -8 th Grade	Literacy Coach and Lang. Arts Teachers	All Jinks Teachers	January, 2013	Compilation and cataloging of chosen text from various sources and student samples	Literacy Coach

Writing Budget (Insert rows as needed)

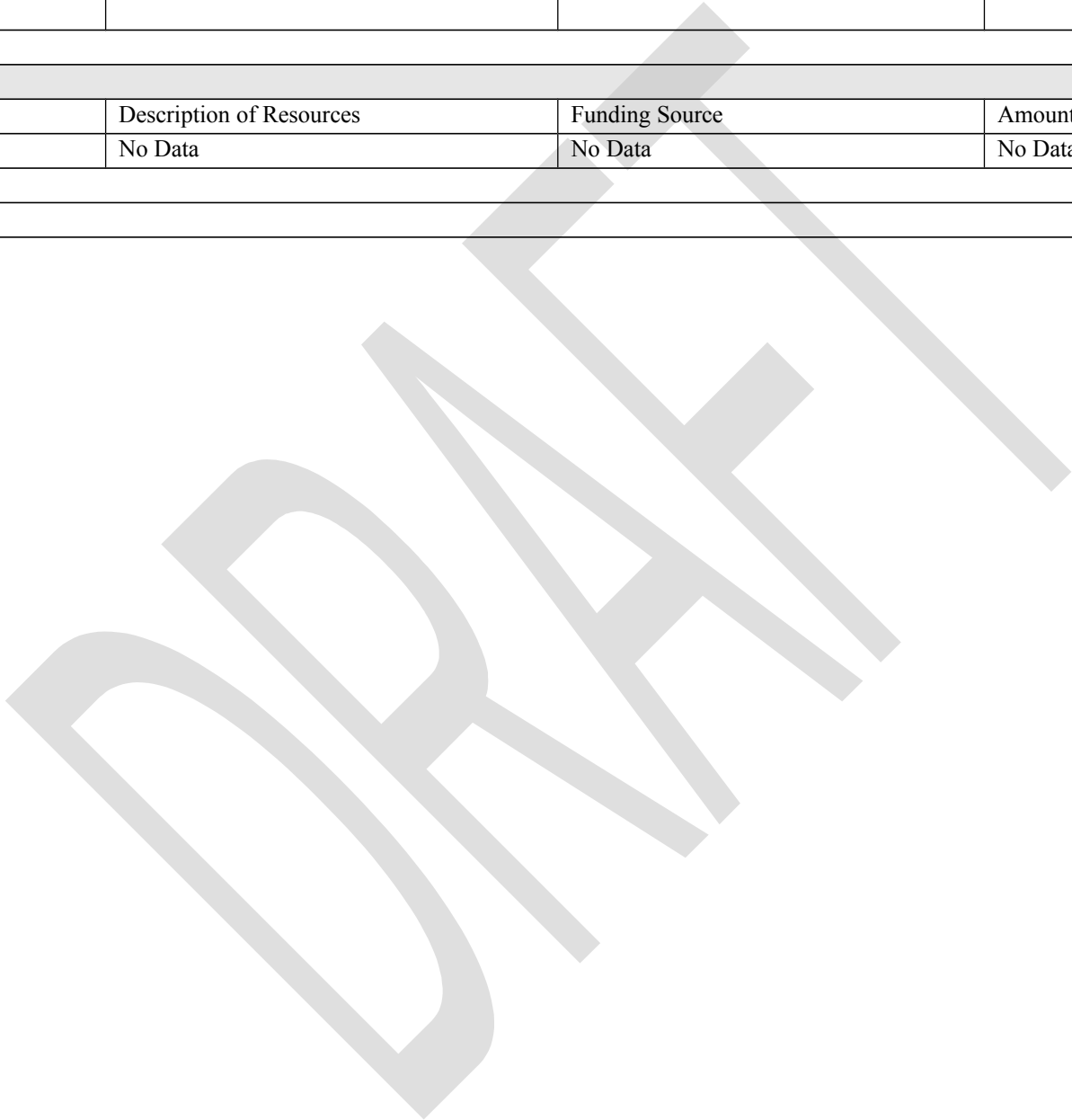
Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	No Data
			Subtotal: \$0
Technology			
Strategy	Description of Resources	Funding Source	Amount
Obtain an essay scoring	Computer program to score essays and writing	School Budget	\$1500
			Subtotal:\$1500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Improve writing instruction	Substitute and stipends for teacher professional development	Title 1	\$2650

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			Subtotal:\$2,650.00
Other			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	No Data
			Subtotal:
			Total:\$4,150.00

End of Writing Goals



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

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

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Civics.			1.1.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

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End of Civics Goals

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

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History.			1.1.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
U.S. History Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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U.S. History Professional Development

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

U.S. History Budget (Insert rows as needed)

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

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End of U.S. History Goals

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance							
Attendance Goal #1: To improve attendance to 95% of Jinks Middle School students with the assistance of parents, teachers, and a new discipline program	2012 Current Attendance Rate:* 93.02%	2013 Expected Attendance Rate:* 95%	1.1. Difficulty reaching parents of habitual absentees due to lack of information, mobility rates, and disconnected phones. Students not wanting to come to school, homelessness, transient parents Excessive tardies: Lack of parent support, transportation to school, students' lack of motivation to be on time, unclear expectations by school.	1.1. Communication with parent. Connecting parent to community services for support; Creating a school where students want to come each day. Providing rewards and incentives for attendance. 1.1.A. Clarify expectations of being on time to class, practice being on time each day, reward students who are on time, assist parent with transportation issues.	1.1. Principal, Guidance Counselors, data clerk, resource teacher	1.1. Attendance clerk, administration monitoring absence/tardy reports.	1.1. Letters sent home to parents, signed attendance agreements, data reports on students who are currently on attendance agreement, and records from attendance child study team reports. FOCUS absence/tardy report.
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
		Less than 20% (126)					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
		Less than 5% (31)					
			1.2. Excessive tardies: Lack of parent support, transportation to school, students' lack of motivation to be on time, unclear expectations by	1.2. Clarify expectations of being on time to class, practice being on time each day, reward students who are on time, assist parent with	1.2. Classroom Teachers, Principal, Assistant Principal	1.2. Incorporate participation in school activities into attendance agreement for habitually absent students.	1.2. Attendance data reports will demonstrate the effectiveness of motivational programs on increasing

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		school.	transportation issues.			attendance.
		1.3.	1.3.	1.3.	1.3.	1.3.

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
Attendance Child Study Teams	Guidance Dept., All teachers	Assistant Principal/Guidance	Guidance will lead the child student teams and attendance meetings with the help of classroom teachers and administration. Attendance will be a school-wide focus	Letters will be first sent home to parents, then student will be set up on an attendance agreement, and if attendance does not improve, a child student team will meet with parent and child and review strategies for attendance	Letters will be first sent home to parents, then student will be set up on an attendance agreement, and if attendance does not improve, a child student team will meet with parent and child and review strategies for attendance	Administrative Assistant

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
No Data	No Data	No Data	\$0
			Subtotal:
Technology			

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

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Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0
			Subtotal:
			Total:0

End of Attendance Goals

Suspension Goal(s)

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

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Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1. Funding for support staff	1.1. Provide social skills training to students referred for all discipline	1.1. Intervention Teacher/Princip	1.1. Review discipline data to see if there is a decrease in referrals	1.1. Suspension rates of all students
Suspension Goal #1:	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
To reduce student suspensions at Jinks Middle School to 20% of the student population in the 2012-2013 school year.	<i>No Data</i>	<i>20% (126)</i>					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	<i>No Data</i>	<i>)</i>					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	<i>No Data</i>	<i>20% (126)</i>					
<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>						
<i>No Data</i>							
			1.2. Funds for rewards	1.2. Provide school-wide reward program for students with good discipline and no discipline referrals each 9 weeks	1.2. Classroom teachers and administration	1.2. Increase in attendance rate and decrease in discipline reports monitored by FOCUS	1.2. FOCUS and Discipline Referrals
			1.3.	1.3.	1.3.	1.3.	1.3.

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Suspension Professional Development

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

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
Provide support for teachers and students	Stipends and benefits for resource teacher	Title 1	\$27,620
			Subtotal:\$27,620.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Signs, forms and Media for PBS	Create signs and media to promote PBS Expectations	School Budget	\$1,000
			Subtotal:\$1000.00

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Total:\$28,620.00

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention			1.1.	1.1.	1.1.	1.1.	1.1.
Dropout Prevention Goal #1: <i>Enter narrative for the goal in this box.</i> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

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

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Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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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
I. Parent Involvement							
Parent Involvement Goal #1: To increase parent participation by 15%	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*	1.1. Parent transportation and conflict with work schedules	1.1. Provide quarterly activities to foster parent involvement during hours parents are available	1.1. Teachers and Administration	1.1. Increased attendance at School Advisory Parent Meetings, Increase Parent Involvement in school activities	1.1. Sign in logs, Parent surveys, SAC participation
	No Data	25%					
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District Bullying Program	6-8	Cindy Drew, Helen Mitchell	Students and teachers	October 15-October 19	Assignments	Cindy Drew, Helen Mitchell
Parent Night		Cindy Drew, Helen Mitchell	Parents	Winter, 2012-2013	Climate survey	Cindy Drew, Helen Mitchell, Parent Liaison

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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:\$0
Technology			
Strategy	Description of Resources	Funding Source	Amount
No data	No data	No data	\$0
			Subtotal:\$0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
	Parent Liaison Para Professional	Title 1	\$14,200
			Subtotal:\$14,200.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Involve parents through parent nights and Academic Camps	Parent Orientation, Science Fair/History Fair Nights/FCAT Academic Camps	Title 1	\$1,851
Increase communication methods	Send out flyers, post cards, forms, and mailers, student planners	Title 1	\$3,000
School Advisory Council Parent Involvement Budget will provide for Parent Nights and student/parent award ceremonies	Parent Nights, Award Ceremonies	SAC Budget	\$700

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Parent Liaison Para Professional increase parent involvement	Salary and benefits of parent liaison	Title 1	\$10,240
			Subtotal:\$15,791.00
			Total:\$29,991.00

End of Parent Involvement Goal(s)

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
<p><u>STEM Goal #1:</u> To increase student participation in STEM activities</p> <p><u>STEM Goal #2:</u> To increase access to robotics education to students in the ASPIRE program</p>	<p>1.1. Many students do not have room in their schedule for a STEM Elective course</p>	<p>1.1. Form a Student STEM club to give all students access STEM opportunities, as well as to promote STEM education in the school.</p>	<p>1.1. Chris Bauer and Kevin Sansbury – Club Sponsors</p>	<p>1.1. Number of students who sign up and participate in courses and club</p>	<p>1.1. Sign-up, class roles</p>
	<p>1.2. Lack of equipment and teacher training</p>	<p>1.2. STEM and ASPIRE teachers will work together to adapt Lego Mindstorm NXT equipment and lessons to the needs of the students. Activities will culminate in an on campus robotics competition</p>	<p>1.2. Amanda Ramsey and Kevin Sansbury</p>	<p>1.2.</p>	<p>1.2.Finished products</p>
	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>

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STEM Professional Development

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

STEM Budget (Insert rows as needed)

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

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Total:

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

CTE Professional Development

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

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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)

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Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1. Absent Students	Provide School-Wide Bullying Curriculum across the curriculum.	1.1. Guidance	1.1. Teachers ability to effectively present material, student participation at Bullying rallies, participation in Special Events	1.1. Climate Survey, Discipline Referrals and Guidance Concerns
Additional Goal #1: <i>To reduce the number of students who perceive that bullying is a problem at Jinks Middle School to 10% of the school population</i>	2012 Current Level :*	2013 Expected Level :*					
	No data.	10% (63).					
			1.2. Available Funding	1.2 Provide additional cameras for outside areas not currently being watched	1.2. Administration	1.2. Arrival and installation of new cameras	1.2. Usefulness of cameras to deter students from bullying in non-watched areas.
		1.3.	1.3.	1.3.	1.3.	1.3.	

Additional Goals Professional Development

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Provide all students with Bully Proofing your School Curriculum in all social studies classrooms	Bully Proofing Your School Education	District Provided	\$0
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:\$131,135.00
CELLA Budget	Total:
Mathematics Budget	Total:\$79,977.00
Science Budget	Total:\$17,594.00
Writing Budget	Total:\$4,150.00
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:\$28,620.00
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total: \$29,991.00
STEM Budget	Total:
CTE Budget	Total:
Additional Goals: Bullying Reduction	Total:\$0
	Grand Total:\$291,467.00

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes X No

If No, describe the measures being taken to comply with SAC requirements.	
During parent gathering obtain more parent contact information including email addresses. Create a survey to look at changing meeting times, resulting in changing meeting times. More community outreach to include businesses and community agencies	

Describe the activities of the SAC for the upcoming school year.	
Work to try and get SAC demographics to align with school’s demographics. Increase parental participation by sponsoring parent nights, award ceremonies, parent workshops, science fair and history fair. Utilize remaining funds to provide grant opportunities to teachers.	

Describe the projected use of SAC funds.	Amount