Florida Department of Education

School Improvement Plan (SIP)
Form SIP-1

2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: James A. Shanks Middle School	District Name: Gadsden
Principal: Mr. Lamar Kirkland	Superintendent: Mr. Reginald C. James
SAC Chair: Mrs. Janey Dupont-Butler	Date of School Board Approval:

Student Achievement Data and Reference Materials:

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

Administrators

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)

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

| Principal | Mr. Lamar Kirkland | Certification: Educational Leadership (All levels) & Physical Education (K-12)

Educational Specialist, Educational Leadership; M.A. Human Resources Development;

B.S. Management, Human Resources; B.S. Management | 3 | 5 | 2010-2012: Principal, Carter-Parramore/HOPE Academy: Non-graded School

2010-2011: AP for Curriculum James A. Shanks Middle School: Grade: B, Reading Mastery 47%, Learning Gains 60%, 76% of Lowest 25% Students Making Learning Gains, Math Mastery 56%, Learning Gains 68%, 77% of Students in the Lowest 25% Making Learning Gains, Writing 93%, Science 31%. AYP 82%. Black, Hispanic, and ED students did not make AYP in Reading. Black and ED students did not make AYP in Math.

2009-2010: AP for Curriculum James A. Shanks Middle School: Grade: C, Reading Mastery 48%, Learning Gains 59%, 65% of Lowest 25% Students Making Learning Gains, Math Mastery 54%, Learning Gains 71%, 75% of Students in the Lowest 25% Making Learning Gains, Writing 89%, Science 15%. AYP 97%. Hispanic students did not make AYP in Reading.

2008-2009: AP for Student Services James A. Shanks Middle School: Grade: C, Reading Mastery 43%, Learning Gains 55%, 73% of Lowest 25% made Learning Gains, Math Mastery 41%, Learning Gains 61%, 69% of Lowest 25% Making Learning Gains, Writing 91%, Science 15%. AYP 82%. Black, Hispanic, and ED students did not make AYP in Reading. Black and Hispanic students did not make AYP in Math.

2007-2008: Teacher on Special Assignment St. John Elementary School: Grade: C, Reading Mastery 50%, Learning Gains 58%, 67% of Lowest 25% Making Learning Gains, Math Mastery 53%, Learning Gains 55%, 63% of Lowest 25% Making Learning Gains, Writing 91%, Science 53%. AYP 90%. ED students did not make |

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

					AYP in Reading. Black and ED students did not make AYP in Math.
Assistant Principal	Dr. Diane Viegbesie	Certification: Educational Leadership (All levels) Masters of Science- Business Education, PH.D. Degree- Educational Leadership & Human Services	1	5	2010-2012: Assistant Principal of Havana Elementary School, Grade C, Reading Mastery 47%, Math Mastery 34%, Writing Mastery 79%, Science Mastery 37%. 2006-2009: Assistant Principal of East Gadsden High School School Grade D Reading Mastery 47%, Math Mastery 59%, Writing Mastery 63% 2005-2006: Business Ed Teacher. Fairview Elementary School Grade: B Reading Mastery 47%, Math Mastery 78%, Writing Mastery 76%

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

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	Eugenia Combs	M.S. Educational Leadership; B.S. Psychology/ Sociology; Certification in Elementary Education & Reading Endorsed	11	5	Grade C: 81% Learning Gains 18.2% Proficiency in Intensive Reading
Math	Shirley Commodore	B.S. Elementary Education; Certification in Middle Grades (5-9) Math, Science, & Social Studies	11	6	Grade C: 87.1% Learning Gains 13.4% Proficiency in Intensive Math
Reading	Pamela Jones	M.S. Educational Leadership; B.S. Business Administration	10	1	

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. Every two weeks meetings with new teachers, mentor teachers, and administrators.	Principal and Assistant Principal for Curriculum	Ongoing
2. Assigning veteran teachers to mentor and coach new teachers as a part of our Beginning Teachers Program.	Assistant Principal for Curriculum	Ongoing
3. Attending job fairs to recruit and hire new faculty members.	Principal	Ongoing
4. Networking with local colleges and universities to recruit new teachers.	Principal	Ongoing

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

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and 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/or 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
6	The teachers will meet to collaborate on lesson plans and strategies, analyze student data, give feedback, and observe lead teachers. An individualized improvement plan will be developed.

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 rate	% of Reading Endorsed Teachers	% of National Board Certified Teac	% of ESOL Endorsed Teachers

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

						ting or higher		hers	
40	3%(1)	27%(11)	30%(12)	40%(16)	40%16	80%(32)	10%(4)	3%(1)	8%(3)

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
Eugenia Combs	Allison Bishop (Intensive Reading)	Eugenia Combs has 15 successful years of experience in teaching Reading. She also serves as our Reading Coach.	The teachers will meet biweekly to collaborate on lesson plans and strategies, analyze student data, give feedback, and observe lead teachers.

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

Shirley Commodore	Robert Copeland (Math)	Shirley Commodore has 31 successful years in teaching Math. She also serves as Math Coach.	The teachers will meet bi-weekly to collaborate on lesson plans and strategies, analyze student data, give feedback, and observe lead teachers in the areas of mathematics.
Kysha Hopkins	Robert Philpott (Math)	Kysha Hopkins has 9 successful years in teaching Math. She also served as a Math Coach.	The teachers will meet bi-weekly to collaborate on lesson plans and strategies, analyze student data, give feedback, and observe lead teachers in the areas of mathematics.

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

Pamela Jones	Paula Lay	Pamela Jones has 10 successful years in teaching Reading. She also serves as a Reading Coach.	The teachers will meet biweekly to collaborate on lesson plans and strategies, analyze student data, give feedback, and observe lead teachers.

Additional Requirements

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

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

Title I, Part A 1. Provide extended learning opportunities for low performing students during and beyond the regular school day.   2. Provide teachers with training to enhance skills, knowledge, and abilities to increase student achievement and teacher preparedness.   3. Provide parent trainings to support active engagement and partnership with James A. Shanks Middle School.
Title I, Part C- Migrant

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

Title I, Part D
Title II 1. Provide substitute teachers for individuals and teams who attend staff development.   2. James A. Shanks Middle School teachers will be trained in RtI, FCIM, Data Disaggregation, Using Data to Improve Instruction, and PLC.
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI) SAI funds will be used to supplement the instructional program during and beyond the regular school day.
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education

Job Training
Other

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

School-Based MTSS/RtI Team

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

Identify the school-based MTSS leadership team.

Lamar Kirkland (Principal)

Dr. Diane Viegbesie (Assistant Principal for Curriculum)

Rocky Pace (Assistant Principal for Student Services)

Jeanne Gunn (Guidance Counselor)

Rosita Ali (Guidance Counselor)

Sarah Knight (District Reading Coach)

Eugenia Combs (Reading Coach)

Shirley Commodore (Math Coach)

Pamela Jones (Reading Coach)

Melinda Michael (ESE Teacher)

Shalandria Jones (Behavior Specialist)

Damaris Fonticoba (School Psychologist)

Avondika Cherry (Program Specialist)

Julia Hilton (Media/Technology Specialist)

Melissa Gudatis (Speech Language Pathologist)

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

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 RtI Leadership Team meets monthly to strategize on interventions needed for increased student achievement. The team uses data to identify at risk students as well as those who are performing at or above expectations. School-based teams and departments work collaboratively in making decisions for implementation of appropriate services.
By implementing the RtI model school-wide, we will assure that students receive interventions based on reliable and valid data on a regular basis, identify specific areas of weakness, have greater numbers of level 1 and level 2 students achieve mastery of skills, aspire to meet (AYP and NCLB) federal mandates, and determine if students are achieving mastery of sunshine state standards regardless of whether the student is served in regular education, gifted education, or as a student with a disability.
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 RtI Leadership Team provided input and data needed in the development of the plan and serve as monitors throughout the year of the progress made toward meeting overall SIP goals and objectives. The RtI Leadership Team meet with the principal to provide & analyze data for progress monitoring of academic and social/emotional areas; develop clear goals and expectations for instruction (Rigor, Relevance, and Relationship); and develop an action plan for teaching and aligning benchmarks and intervention procedures, as well as implementing researched-based strategies across the curriculum.
MTSS Implementation

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

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.

Reading:

Data Source: Baseline Assessments, Teacher-made assessments, Benchmark Assessments, FCAT Simulation (twice a year for all students), Florida Assessments for Instruction in Reading (FAIR)-3 times a year, all students, SuccessMaker 3 (throughout the year), FCAT 2.0, Scholastic Reading Inventory (SRI)- 3 times per year

Data Management Systems: Progress Monitoring and Reporting Network (PMRN), SuccessMaker 4, Performance Matters, Read 180 software

Math:

Data Source: Baseline Assessments (Acaletics), Teacher-made assessments, Benchmark Assessments, FCAT Simulation(twice a year for all students), Acaletics Comprehensive Assessments, FCAT 2.0

Data Management System: SuccessMaker 4

Writing:

Data Source: School-wide Writes Upon Request (6-8) 4 times a year

Data Management System: Write Score (Grade 8)

Science:

Data Source: Baseline Assessment, FCAT Simulation (twice a year), Study Island (Grade 8)

End of Year: FCAT (math, reading, science, writing)

Frequency of Data Days: twice a month for data analysis

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

Describe the plan to train staff on MTSS.
Professional development is provided during the summer for members of the leadership team. In addition, training will be provided for faculty and staff during faculty meetings, team meetings, and department meetings throughout the year. The RtI team will evaluate additional staff development needs during regular RtI Leadership Team meetings.
Describe the plan to support MTSS.
The RtI team members attended district-wide RtI training and key members will provide training to other faculty and staff members. RtI training will be ongoing with fidelity to identify and implement research based interventions to identify and address student needs both academically and behavioral.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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

Lamar Kirkland (Principal)

Dr. Diane Viegbesie (AP for Curriculum)

Rosita Ali (Guidance)

Eugenia Combs (Reading Coach)

Pamela Jones (Reading Coach)

Shirley Commodore (Math Coach)

Roosevelt Sea (Science)

Tomeka Lightfoot (Language Arts)

Tawanda Scott (Social Studies)

Melinda Michael (ESE)

Rosa Hudgins (PE)

Rosalyn Thomas (Art)

Julia Hilton (Media)

Stanley Norton (Music)

Kimberly McNeal (ESOL)

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

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
The Literacy Leadership Team meets monthly to discuss reading initiatives and to address students' needs. The team provides input and suggestions for effective implementation of reading programs, oral and written communication strategies, class schedules, instructional materials, and resources.
We will assure that students receive interventions based on reliable and valid data on a regular basis, identify specific areas of weakness, have greater numbers of level 1 and level 2 students achieve mastery, aspire to meet (AYP and NCLB) federal mandates, and know if students are achieving mastery of the Next Generation Sunshine State Standards regardless of whether the student is served in regular education, gifted education, or as a student with a disability.

What will be the major initiatives of the LLT this year?
To create a capacity of reading knowledge across the curriculum. The team will assure that every child takes the STAR tests, monitor progress, and assist students with setting reading goals.

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.

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

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?

Focus will be across the curriculum on reading as evidenced by lesson plans and school-wide pacing guides. All students will be instructed to use reading strategies such as Read-Think-Explain and UNRAAVEL to assist with comprehension of content area benchmarks being taught. All Social Studies teachers will incorporate a structured 15 minute reading block into their daily lesson. Words of the Day are provided school-wide to increase students' vocabulary. In addition, classroom libraries and technology assisted reading programs will be available for all classrooms.

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?

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.

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

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		

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

1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1. Student motivation, ineffective instructional delivery techniques, teacher turnover rate, and insufficient staff development.	1A.1. Incorporate additional hands-on/ motivational techniques using researched-based strategies, provide more opportunities for staff training, and continue ongoing progress monitoring, mentoring, and coaching through learning communities. Modified student scheduling will be implemented.	1A.1. Principal APC Reading Coach Teachers LLT	1A.1. Observations Progress Monitoring Conferences	1A.1. FAIR, FCAT, Benchmark Assessments, Portfolios, IPDPs, ePDC Documents		

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

Reading Goal #1A: To increase by 7%, (33% to 40%) the number of students scoring level 3 or above in Reading on the 2012 FCAT 2.0.	2012 Current Level of Performance:* 33%	2013 Expected Level of Performance:* 40%					
		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 reading.**	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Reading Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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

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

2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	2A.1. Instructional delivery, lack of timely staff development.	2A.1. Incorporate Best Practices, such as Cooperative Learning Strategies, Higher Order/ Critical Thinking, Technology-Assisted Instruction and hands on activities into instructional delivery and participate in training sessions to increase competency level. Differentiated instruction to meet the needs of all students.	2A.1. Principal APC Teachers Reading Coach Department Chair	2A.1. Observations Progress monitoring	2A.1. Formal & Informal Assessments		

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

Reading Goal #2A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
In 2013, the number of students scoring at level 4 and 5 will increase by 4% on the FCAT Reading 2.0.	28%	32%				
		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 reading.**	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.	

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

Reading Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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

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

3A. FCAT 2.0: Percentage of students making learning gains in reading.	3A.1. Lack of interventions and differentiated instruction.	3A.1. Incorporate Kagan cooperative learning strategies, best practices, differentiated instructions, accommodations, and modifications across the curriculum.	3A.1. Principal APC Teachers	3A.1. Observations lesson plans data progress checks	3A.1. Mini Assessments, FAIR, FCAT 2.0		
Reading Goal #3A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In 2013, the number of students making learning gains will increase by 5%.							
	55%	60%					

		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		Inadequate Vocabulary, Fluency Comprehension Skills	Provide differentiated instruction, researched-based strategies, routine fluency probes, intensive courses, and school-wide reading across the curriculum.	Principal APC Teachers Reading Coach	Classroom observations biweekly data checks Department/Literacy Meetings	Formal & Informal Assessments	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: **Percentage of students making learning gains in reading.**	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
Reading Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. Student Readiness: Inadequate Fluency, Comprehension, and Vocabulary Skills.	4A.1. Provide intensive reading classes, Flexible Scheduling, Provide RtI, differentiated instruction, school-wide reading & word of the day. Strengthen our AR Program. Extended Day Program (TCC/21st Century)	4A.1. Principal APC Teachers Reading Coach 21st Century Coordinator	4A.1. Observations Progress Monitoring	4A.1. Formal & Informal Assessments		

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

Reading Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In 2013, the number of students making learning gains in the lowest 25% will increase by 6%.							
	74%	80%					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		Attendance	Develop a student compact, set academic and attendance goals, and increase parent communication.	Principal APC Teachers	Formal and Informal Assessments	FAIR, FCAT 2.0, Mini Assessments	

		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
		Inadequate Fluency/ Comprehension, Vocabulary Skills	Provide RtI, differentiated instruction, school-wide reading & word a day strategies & AR program.	Principal APC Teachers	Observations, Progress Monitoring Data Chats	FCAT, FAIR	

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

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**						
Reading Goal #5A:							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5B.1. White: Black: Hispanic: **Student** **Readiness** Asian: American Indian:						

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

Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.							
Reading Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		

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

Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	_	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
Reading Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

Reading Professional Development

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

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

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
Effective implementation of the instructional pacing guide	6-8/ Reading & Language Arts Teachers	APC Reading Coach	Reading/Language Arts Teachers	August 2012	Lesson plans Classroom Visits Department Meetings	Principal Assistant Principal for Curriculum
Effective use of the Reading Coach						
Effective Reading Strategies/Best Practices, Reading across the curriculum						
READ 180 Training,						
Successmaker4, Edge Training						
Glencoe Training						
Effective use of the Reading Coach	6-8	District Reading Coordinator	All Teachers	August – September 2012	The reading coach's data logs will be shared with the Principal and Assistant Principal.	Principal, Assistant Principal or Curriculum, District Reading Coordinator
Effective Reading Strategies/Best Practices, Reading across the curriculum	6-8	Reading Teachers Reading Coach	All Teachers	September 2012	Focused walkthroughs with Principal to observe the frequency and effectiveness of shared activities.	Principal, Assistant Principal for Curriculum

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

| READ 180 Training, Successmaker4, Edge Training | 6-8 | District Resource | All Teachers | September 2012 | Classroom walkthroughs and monitoring students' data | Principal, Assistant Principal for Curriculum, District Reading Coach |
| Glencoe Training | 6-8 | Glencoe Representative | Reading/ Language Arts Teachers | September 2012 | Lesson plans and classroom walkthroughs will document use of core resources. | Principal, Assistant Principal, Reading 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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

	Total:		

End of Reading Goals

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:	2012 Current Percent of Students Proficient in Listening/Speaking:				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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

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:	2012 Current Percent of Students Proficient in Reading:					
		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	
3. Students scoring proficient in writing.	2.1.	2.1.	2.1.	2.1.	2.1.	

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

CELLA Goal #3:	2012 Current Percent of Students Proficient in Writing :					
		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
Subtotal:			
Total:			

End of CELLA 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		

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

1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1. Student Readiness/ Prior knowledge	1A.1. Provide a variety of grade level and above grade level math and enrichment activities. Utilize SuccessMaker4 to target areas of difficulty for differentiated instruction.	1A.1. Principal APC Math Coach Dept. Chair Teachers	1A.1. Analyze data from Biweekly Focus Calendar Assessments, Acaletics, and SuccessMaker3	1A.1. District Benchmark Assessments, Acaletics Assessments, SuccessMaker4, & FCAT 2.0		
Mathematics Goal #1A: To increase by 5% (40% to 45%) the number of students scoring level 3 or above in math on the 2013 FCAT.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

	40%	45%					
		1A.2. Low comprehension, problem solving, and critical thinking skills	1A.2. Math teachers will use real world situations in order to help students make connections. Advanced math classes and after school tutorials (extended day programs) will be provided.	1A.2. Principal, APC, Math Teachers, Math Coach, TCC/21st Century Coordinator	1A.2. Classroom visits Progress Monitoring SuccessMaker 3	1A.2. District Benchmark Assessments, Acaletics Assessments, SuccessMaker4, & FCAT 2.0	
		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:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	

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

		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		
Mathematics Goal #2A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		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.		

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

Mathematics Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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

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

3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1. Inadequate reading, problem-solving skills among students scoring above level 1.	3A.1. Math teachers will continue to incorporate Acaletics, computer-assisted instruction, word problems, higher-order questioning, critical thinking, and problem-solving strategies in their daily lessons. Displaying an Interactive Word Wall in each class and improving upon the students' Math terminology. Teachers will model unravel strategies daily.	3A.1. Principal, APC, Teachers, Math Coach	3A.1. Biweekly Focus Calendar Assessments	3A.1. Formal & Informal Assessments		

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

Mathematics Goal #3A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
To increase by 7%, the number of students making learning gains.							
	53%	60%					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		Inadequate reading, problem-solving skills among students scoring level 1.	Intensive Math teachers will use Glencoe McGraw-Hill Math Triumphs with all Level 1 students. (Math Triumphs will be used with other math students as needed.). Displaying an Interactive Word Wall and improving upon the students' Math terminology. Teachers will model UNRAAVEL strategies daily.	Administration, Math Teachers	Acaletics Assessments, SuccessMaker 4	Formal & Informal Assessments	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	

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

3B. Florida Alternate Assessment: **Percentage of students making learning gains in mathematics.**	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
Mathematics Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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

4. **FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.**	4A.1. Student Readiness of students scoring level 2 and above.	4A.1. Math teachers will create assessments using examples from FCAT 2.0 Item Specs	4A.1. Principal and Assistant Principal for Curriculum	4A.1. Acaletics Assessments	4A.1. Formal & Informal Assessments		
Mathematics Goal #4: To increase by 4%, the number of students making learning gains on the 2012 FCAT 2.0.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	76%	80%					

		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		Student Readiness of students scoring level 1.	Intensive Math teachers will use Glencoe McGraw-Hill Math Triumphs with all Level I students. (Math Triumphs will be used with other math students as needed.)	Math Teachers	SuccessMaker 4	Formal & Informal Assessments	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Mathematics Goal #5A:							

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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.	5B.1.	5B.1.	5B.1.		
Mathematics Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					
	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.		
	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.		

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Mathematics Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		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.		

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

Mathematics Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	_	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		

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

Mathematics Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Middle School Mathematics Goals

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

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

Algebra 1 EOC Goals	Problem-Solving Process to Increase Student Achievement				

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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.	1.1.	1.1.	1.1.	1.1.		
Algebra 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		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.	2.1.	2.1.	2.1.	2.1.		

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

Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
		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	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:							

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra 1.**	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		
Algebra 1 Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		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		

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

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:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		

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

Algebra 1 Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Algebra 1 EOC Goals

Mathematics Professional Development

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

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

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

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

Mathematics Budget (Insert rows as needed)

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

Subtotal:			
Total:			

End of Mathematics Goals

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	

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

1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
	Lack of real-world applications.	Utilize hands-on experiments to illustrate scientific ideas and procedures. Students will also use a common lab report format to document hands-on investigations.	Principal APC Science Dept. Chair Science Teachers	Lesson plans reviewed weekly, test data reviewed bi-weekly, classrooms monitored continuously by administration. Science department will meet monthly to analyze instructional focus.	Bi-weekly assessments, FCAT Explorer and Study Island		
Science Goal #1A: To increase by 6% (26% to 32%) the number of students scoring level 3 or above in science on the 2013 FCAT 2.0.	2012 Current Level of Performance:* 26%	2013 Expected Level of Performance:* 32%					

		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		Limited reading comprehension, problem solving and critical thinking skills.	Provide real-world science experiences, higher-order questioning, and engaging activities through labs, field trips, projects, computer-assisted instruction and reading comprehension activities. Improving students' scientific vocabulary.	Principal APC Science Teachers	Follow-up discussions, activities, projects, and homework logs will be used to monitor appropriate engagement of learners.	Pearson Science assessments and bi-weekly assessments	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in science.**	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Science Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	

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

		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		

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

2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2A.1. Readiness Level	2A.1. Re-teach skills, utilize graphic organizers, integrate reading strategies into the science curriculum, small group instruction, computer-assisted instruction, written responses-3-2-1 method (List 3, Explain 2, give 1 reason).	2A.1. Science Dept. Chair, Principal, APC, Science Teachers, and RtI Team	2A.1. Test data reviewed bi-weekly classrooms monitored by school administration. Science department will meet weekly to analyze data, problem solve, and redirect the instructional focus	2A.1. Bi-weekly assessments, FCAT Explorer, FCAT 2.0, and Study Island		

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

Science Goal #2A:	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
At least 5% of students will achieve a level 4 or 5 on the 2013 Science FCAT.							
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: **Students scoring at or above Level 7 in science.**	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Science Goal #2B:	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	

		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

End of Elementary and Middle School Science Goals

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
NGSSS Item Specifications Training, FCAT Strategies, Common Core, STEM, and Lesson Study	8th/Science	DOE Specilist, District Supervisor, Science Dept. Chair, PAEC Facilitator	All Science Teachers	Aug.-Nov. 2012	Common planning minutes will be reviewed to ensure data trends are discussed and lesson plans are developed.	Principal APC Department Chair
Data Analysis Training, Development of science focus calendars	8th/Science	Principal, APC, Science Chair	All Science Teachers	Aug.-Sept. 2012	Classroom visits, lesson plans, focus calendars, biweekly progress monitoring	Principal APC

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

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
Students will utilize computer-assisted instruction and researched-based materials to gain comprehension skills and knowledge in science.	Study Island, FCAT Explorer, Pearson Science	Title 1	
Utilize researched –based materials, hands-on experiences, lab experiments, extended day programs, and projects to remediate and enhance learning.	National Geographic Magazines, Pearson Science Series MAD Science TCC/21st Century Tutorial Program	TCC Grant (DOE) Title I funds School Improvement Funds	
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Provide computer-assisted instruction for skill differentiation, remediation, enhancement, and student motivation.	GLOBE instrument kits, Study Island (computer- based progress monitoring program), Achievement Series, Document Projectors (2)	Title l	
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Provide technology and core materials training to increase teacher competency level.	Reading Strategies Training and NGCAR-PD	Title II	
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount

Subtotal:			
Total:			

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		

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

1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. Time/ Scheduling Constraints	1A.1. Language Arts teachers will focus on writing two days each week (Wednesday and Thursday). On Monday, Wednesday and Friday, reading is the focus, and grammatical mechanics for writing will be the bell ringer activity.	1A.1. Principal APC Language Art Teachers	1A.1. Classroom Observations, FCAT Writing Process practice, FCAT Release Test Practice	1A.1. Weekly Writing Assessments, Biweekly reading assessments, FCAT 2.0		
Writing Goal #1A: To increase by 4% (88% to 92%) the number of students scoring level 4 or above in writing on the 2013 FCAT 2.0.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

		92%					
	88%						
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		Limited vocabulary development, writing, and grammatical skills	Writing is taught school wide beginning at the 6th grade level. All Language Arts teachers will be provided with the guidelines to teach the writing process, as well as information on what students should know prior to 8th grade. Students will also do school-wide Writes Upon Request once during each nine week period.	Principal

APC

Language Arts Teachers | Classroom Observations

FCAT Writing Process Practice-Writes Upon Request | Weekly Writing Assessments | |
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: **Students scoring at 4 or higher in writing.**	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Writing Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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
FCAT Process Writing Strategies	6-8	Language Arts Teachers	School-wide	October 2012	Observations will be conducted to ensure implementation of strategies. Data trends are discussed and lesson plans are developed.	Principal Assistant Principal

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

	6-8	FLDOE	School-wide	October 2012	Data check meetings & Professional Learning Communities will be utilized to monitor progress.	Principal
Performance Task Scoring						Assistant Principal for Curriculum
						Teachers

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
Provide at least 4 Writes Upon Request writing assessments.	Sample FCAT prompts, writing folders and Write Score Program	School Improvement	
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
The school will use a web-based program to assist with scoring writing samples.	Write Score program	Title I	
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Provide technology-based and core materials training to increase teacher competency level.	FCAT Writing Process and Performance Task Scoring Training(using the 6 point rubric)	Title II	
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount

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

Writing Best Practices, Nonfiction Writing, and Modeling through Language Arts Department and District	School Improvement funds		
Subtotal:			
Total:			

End of Writing Goals

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

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

Civics EOC Goals	**Problem-Solving Process to Increase Student Achievement**						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Civics.	1.1.	1.1.	1.1.	1.1.	1.1.		

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

Civics Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
		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:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
		2.2.	2.2.	2.2.	2.2.	2.2.

		2.3.	2.3.	2.3.	2.3.	2.3.	

Civics Professional Development

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

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

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

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

End of Civics Goals

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					

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	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.		

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

U.S. History Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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:			

End of U.S. History Goals

Attendance Goal(s)

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

* 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		

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

1. Attendance	1.1.	1.1.	1.1.	1.1.	1.1.		
	Have correct parent contact information. Student mobility.	During Open House have registration cards completed at that time. Teachers building relationships to communicate with parents Parent link access	Principal Assistant Principals Teachers	Parent link communication system	Daily attendance reports.		
Attendance Goal #1: We will increase its attendance rate to 90%.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	85%	90%					

	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	91	40					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	10	20					
		1.2. Monitor student movement from class to class.	1.2. Monitor tardies and call parent when 3 or more occur.	1.2. Principal Assistant Principals Teachers	1.2. Parent link communication system	1.2. Daily attendance report.	

		1.3.	1.3.	1.3.	1.3.	1.3.	
		Limited monitoring systems in place to keep track of student absences and tardiness.	Increase monitoring through administrator offices	Assistant Principals	Analyze weekly attendance records to make sure proper tracking takes place.	Attendance reports	

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

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

Attendance Budget (Insert rows as needed)

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

End of Attendance Goals

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

Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1.1. Referrals increase during the approaching holiday and Fridays.	1.1. Teachers will teach behavioral expectations	1.1. Assistant Principals Team Leaders	1.1. Review of suspension data (grade level, team)	1.1. Referral and suspension rates		

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

Suspension Goal #1:	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions				
Reduce the number of suspensions by 50%.						
	0	0				
	1.2. Lack of student motivation.	1.2. Students will be scheduled with specific academic support to meet or exceed identified needs.	1.2. Principal Assistant Principals RtI Team	1.2. Review of suspension data, student, teacher and parent feedback Review of academic growth as evidenced by (progress reports, report card grades, assessments).	1.2. Referral and suspension rates	

		1.3.	1.3.	1.3.	1.3.	1.3.	
		Lack of consistent behavior expectations school-wide.	Implement school wide behavior management program.	Administration	Discipline data	Discipline data	

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

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

Suspension Budget (Insert rows as needed)

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

End of Suspension Goals

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)).

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	1.1. Ability to keep parents involved due to outside scheduling and work issues.	1.1. Connect with parents through email, interest groups and school website	1.1. Title I coordinator School Volunteer Coordinator Assistant Principals	1.1. Parent Surveys and sign-in sheets	1.1. Parent Surveys and Sign-in sheets		
Parent Involvement Goal #1: We had about 30% of our parents involved.	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*					

	30%	50%					
		1.2. Appropriate timing of meeting and parent functions	1.2. Continue to increase the number of parents involved at the school level	1.2. Principal Assistant Principals	1.2. Parent link system Parent surveys	1.2. Parent surveys	
		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

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

Parent Involvement Budget

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

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

STEM Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (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:			

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

CTE Goal #1:	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

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

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

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

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

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)

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

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.	1.1.	1.1.	1.1.	1.1.		

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

Additional Goal #1:	2012 Current Level :*	2013 Expected Level :*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		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

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

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
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)

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

Final Budget (Insert rows as needed)

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

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

	Grand Total:

Differentiated Accountability

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

School Differentiated Accountability Status		
□Priority	□Focus	□Prevent

Are you reward school? □Yes X No
(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

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

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

X Yes   □ No

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

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

Describe the activities of the SAC for the upcoming school year.
The School Advisory Council meets monthly to discuss the advancement of the school toward its specific goals. The Council provides support and input in the operation of the school. In addition, the Council serves to approve budget expenditures of the School Improvement Funds. The members of the SAC are representative of the student body makeup of the school and its community. The Council's primary goals are to assist in developing plans for increasing achievement, as well as monitoring students' progress and initiatives for continued school improvement.

Describe the projected use of SAC funds.	Amount