

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: Chasco Middle School	District Name: District School Board of Pasco County
Principal: David Huyck	Superintendent: Heather Fiorentino
SAC Chair: Danett Fahr	Date of School Board Approval: November 6, 2012

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

[High School Feedback Report](#)

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

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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	David Huyck	Educational Leadership (K-12), Middle Grades Integrated Curriculum, ESE (K-12), Specific Learning Disabilities, ESOL	2	5	This is Mr. Huyck's second year at Chasco Middle School. In his first year as Principal, CHMS was an "A" school. Prior to being named Principal of Chasco Middle School, David Huyck was an assistant principal at Crews Lake Middle School (CLMS) for the previous three years. During the 2010-2011 school year, CLMS improved to an A school grade. The two previous years, CLMS was a B. Assessment results for the 2011-12 school year are as follows: sixty-eight percent of the students met high standards in reading. Fifty-nine percent met high standards in math. Seventy-nine percent met high standards in writing. Forty-seven percent met high standards in science. Sixty-four percent of the students made learning gains in reading, seventy-two percent of the students made learning gains in math. Seventy percent of the lowest quartile students made learning gains in reading. Seventy-two percent of the lowest quartile students made learning gains in math. Eighty-two percent of the AYP criteria was met during the 2010-2011 school year.
Assistant Principal	Steve Fischer	Educational Leadership, Business 6-12, Math 6-12	11	25	Mr. Fischer opened Chasco Middle school in 2002. In that time he has led the school to impressive outcomes for students. Of his ten years at Chasco Middle, Mr Fisher has guided the school to an A or B school grade designation in all but 2 years. His performance over the last four years is summarized below: <div style="text-align: right;"> Year, School Grade, AYP Criteria Met: 2007-08 B 90% 2008-09 A 85% 2009-10 B 74% 2010-11 A 77% 2011-12 B XX </div>
Assistant Principal	Joel DiVincent	Educational Leadership, Chemistry 6-12, Middle Grades	6	7	Mr. DiVincent joined Chasco Middle school in 2006. Prior to that he spent a year as a high school assistant principal at Wesley Chapel High School. Mr. DiVincent was also a middle school science teacher. In his time at Chasco Middle school, he has guided the

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		Science 5-9			<p>school to impressive outcomes for students. Of his five years at Chasco Middle, Mr DiVincent has led the school to an A or B school grade designation each year. His performance over the last four years is summarized below:</p> <p style="text-align: right;">Year, School Grade, AYP Criteria Met: 2007-08 B 90% 2008-09 A 85% 2009-10 B 74% 2010-11 A 77% 2011-12 B XXX</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)
Math	Nelson Chasney		11	2	<p>Mr. Chasney has spent the previous 10 years as a middle school Math teacher at Chasco Middle School. This is his second year as a middle school math coach. As a first year coach in the math department, Mr. Chasney and the math department had the following performance data;</p> <p style="text-align: right;">2011-2012: 42% of students were proficient in Math 60% made a learning gain in Math 60% of the lowest quartile made a LG</p> <p style="text-align: right;">The school received a grade of B.</p>
Literacy	Lauren Pantoja		2	6	<p>This is Ms. Pantoja’s second year at Chasco Middle. Previously, she was literacy at Sunlake High School. Student performance in reading during the previous year was as follows:</p>

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					2010-2011 Reading Data: 47% of students were proficient 64% of students made a learning gain 66% of the bottom quartile made a gain 80% of students
Literacy/ Writing	Maria Brady		1	4	This is Ms.Brady's first year at Chasco Middle School as an instructional coach. Previously, she was a reading teacher at Crews Lake Middle School. While at CLMS, Ms. Brady contributed to the following results over the 2011-12 school year: 59% were proficient. 60% made a learning gain. 55% of the lowest 25% made a learning gain. 73% of students were proficient in writing.
Science	Jennifer Moore		1	1	This is Ms. Moore's first year as an instructional coach. She has taught science for 4 years at Crews Lake Middle School.

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Chasco Middle School uses a rigorous screening process and will post positions highlighting the fact that applicants must be highly qualified. All new teachers will be given a building level mentor to set up frequent observations and conferences. The school will conduct action research through study groups to ensure that high quality teaching is sustained and professionalism is encouraged.	Principal	Ongoing
2. Teachers are provided with monthly staff embedded professional development opportunities that is administered by our Reading Support Team.	Principal	Ongoing

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3. Teachers work in learning communities and conduct Action Research through interdisciplinary study groups to find and implement best practices.	Principal	Ongoing
4. All staff members have opportunities to participate in school based decision making through school improvement plan writing, committee work, department meetings, team meetings, school advisory council, and grade level meetings.	Principal	Ongoing

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Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
None	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
50	1% (2)	18% (9)	48% (21)	34% (17)	38% (19)	100% (50)	10% (5)	6.1% (3)	18% (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
Angelo Saroukos	David Lammie	First Year Teacher, Mentor teacher has experience in the content area.	Planning meetings, observations, monthly communication meetings.
Melanie Kozuch	Kellie Mallon	First Year Teacher, Mentor teacher has experience in content area	Planning meetings, observations, monthly communication meetings.

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A
Title I, Part A SAI funds will be coordinated with Title I funds to provide summer school for the incoming 6 th grade Level 1 readers and Level 1 math students. Title I funds are being used to expand the summer school program focused on curriculum previewing to incoming 6th grade level 1 math and reading students. Title I funds will be used to provide supplemental previewing, focused skill development, and tutoring to reading and Math students Title III funds will be coordinated with Title I funds to support after school tutoring.
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI) In addition to the previewing camp for incoming level one and two 6 th grade students, the following supplemental academic support programs will be implemented this year; A Math/Science Camp to be held on Saturday's over a 35 weeks A writing Camp to be held on Saturday's over a 15 week period A tutoring program to be held 2 days a week over a 35 week period.
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education

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Career and Technical Education
Job Training
Other

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

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School-Based MTSS/RtI Team
<p>Identify the school-based MTSS leadership team. School administrators, general education teachers, special education teachers, literacy coach, ESE coach, school psychologist, school social worker, guidance team, technology specialist, media specialist</p>
<p>Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The school leadership team meets bi-weekly to discuss policies, processes, and procedures of the school. This team monitors on-going school implementation of the School Improvement Plan through both formal and informal strategies including walkthroughs, surveys, written and verbal communication with staff, and the review of both formative and summative student, performance data. In addition, The team will develop a school-wide action plan based on an analysis of school-wide achievement and discipline data. This analysis is ongoing and formative with the following structure and functions:</p> <ul style="list-style-type: none">•Holds regular team meetings (at least monthly)•Analyzes /monitor achievement and behavior data.•Maintain communication with staff and support staff to identify problem areas, facilitate collaborative problem-solving, assess staff support needs, and to monitor intervention fidelity/efficacy. <p>Additional readiness assessments are being conducted to identify additional implementation steps toward fully integrating a more comprehensive multi-tiered, problem solving framework.</p>
<p>Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? Chasco Middle School's Success Committee meets every summer to disaggregate and analyze school wide formative and summative data. This group of 15 to 20 teachers, administrators, and staff work collaboratively to look for areas of strength and weakness as well as school trends. The team then engages in an assessment of resources and barriers that will inform possible intervention strategies. They then make planning and goal recommendations to the entire staff and then ensure implementation of improvement strategies. The MTSS leadership team will serve to monitor formative data to make any necessary mid course corrections in support of the school improvement plan goals.</p>
MTSS Implementation
<p>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.</p> <ol style="list-style-type: none">1. The Pasco County School District provides the Pasco Star web-based data management system. This system provides a myriad of relevant and to date reports on academic, social, and emotional student data.2. FAIR data will be used to strengthen TIER 1 curriculum in literacy and provide TIER 2 supports to struggling students.3. Read 180, AMP, and Triumphs are the research based reading programs being implemented in intensive reading courses. Each program comes with formative assessment reports that will be analyzed for further TIER 2 and TIER 3 supports. <p>The Core K12 program will be used in math and science. Students will be assessed three times a year and planning time will be provided for both departments to decide on appropriate responses across the TIERED curriculum.</p>
<p>Describe the plan to train staff on MTSS. Our MTSS team has now had two days of formal training. Chasco Middle School has been actively preparing for implementation of the MTSS initiative. In August of 2008, the school completed a training session provided by district personnel. The school continues to develop study groups and committee workgroups around themes for implementation of various MTSS strategies. More recently, the school MTSS team has attended additional district readiness training sessions. The MTSS and leadership team continues to develop processes and systems for Tier I, Tier II, and Tier III levels of support for students. Activities for the coming year will include; staff development on tiered systems of support,</p>

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identifying resources to support a tiered response system of intervention, the identification of various student recognition and reinforcement strategies, as well as the integration of the problem solving model and collaborative structures within school work groups.

Describe the plan to support MTSS.

Our MTSS team has now had two days of formal training. Chasco Middle School has been actively preparing for implementation of the MTSS initiative. In August of 2008, the school completed a training session provided by district personnel. The school continues to develop study groups and committee workgroups around themes for implementation of various MTSS strategies. More recently, the school MTSS team has attended additional district readiness training sessions. The RtI and leadership team continues to develop processes and systems for Tier I, Tier II, and Tier III levels of support for students. Activities for the coming year will include; staff development on tiered systems of support, identifying resources to support a tiered response system of intervention, the identification of various student recognition and reinforcement strategies, as well as the integration of the problem solving model and collaborative structures within school work groups.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team (LLT) operating as a professional learning community is comprised of the principal and teachers who represent each grade level team and department. In addition, the team will include the Literacy Coach.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The LLT will meet bi-monthly to review data, discuss trends in the classroom, and to problem solve issues with respect to curriculum and making changes based on student and teacher data.

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

Continued refinement and implementation of researched based reading strategies (before, during, and after) across the content areas. The LLT will also monitor the implementation of writing across the curriculum. This year's implementation focus will be on the continued use of shared anchor conventions, elaboration strategies, and increasing the student's proficiency in their use of varied sentence structure. The LLT will also be responsible for directing strategies for differentiation regarding school-wide literacy efforts. The LLT will work with teams to assist students with their navigation of increasing complex text, using support from text to support argumentation, and to use writing as primary disciplinary literacy strategy. Finally, the LLT will continue to develop and implement professional development opportunities to support to use of high leverage reading strategies across the content areas.

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.

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

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

**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?

Chasco Middle School earned a B for the 2011-2012 school year. With that comes celebration and reflection. After data analysis, it becomes apparent that even a B school still has a lot of work to do, specifically in the area of literacy. CHMS, like a lot of other schools in the county, seems to have hit a ceiling. This means that our reading proficiency scores will continue to fluctuate along a small margin. In addition, the higher scores and increased cognitive complexity of the assessments have renewed our focus on reading being the responsibility of every teacher. Our focus this year will be on the integration of a consistent school-wide use of reading strategies through a shared commitment to differentiation, based on formative measures of student performance and professional development training on those high leverage reading strategies that are critical to success in the content areas. A special focus will be given to text complexity and text evidence to support argumentation. Evidence will be reflected through administrative and peer monitoring and will be reflected in teacher lesson plan.

**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](#).

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1.1. Inconsistency in the use of research-based reading strategies (pre, during, post) across the curriculum and content areas.	1.1 Continue implementation of a Core Literacy that identifies and teaches high leverage content reading strategies (pre, during, and post) across the curriculum (preview/predict, vocabulary, writing while reading, explaining connections, summarization) and includes a literacy calendar that focuses on a reading strategy of the week.	1.1. Principal, Assistant Principal, Literacy Coach, All Teachers	1.1. Lead Literacy Team, Action Research study groups, 5X5 fidelity checks, administrative walkthroughs.	1.1. Consistent documentation and evidence of reading strategies in lesson plans. Administrative walkthrough data and feedback to teachers. FAIR, FCAT.
Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
June 2013, 65% (490) of students will be proficient in reading as Measured by the FCAT Reading summative assessment.	47% (352) of CHMS students are currently proficient in reading	65% (490) of CHMS Students will be proficient in reading					
			1.2. Inconsistent or delayed response to meeting individual/group need with respect to reading skill areas across the school environment.	1.2. Implementation of a system of frequent formative assessment and analysis in reading.	1.2. Principal, Assistant Principal, Literacy Coach, All Teachers	1.2. Lead Literacy Team, Action Research study groups, 5X5 fidelity checks, administrative walkthroughs.	1.2. Consistent documentation and evidence of reading strategies in lesson plans. Administrative walkthrough data and feedback to teachers. FAIR, FCAT.

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		1.3 Increased emphasis on text complexity and text support for argumentation	1.3. Differentiation of reading instruction based on student need (formative and summative data) and text complexity	1.3. Principal, Assistant Principal, Literacy Coach, All Teachers	1.3. Lead Literacy Team, Action Research study groups, 5X5 fidelity checks, administrative walkthroughs.	1.3. Consistent documentation and evidence of reading strategies in lesson plans. Administrative walkthrough data and feedback to teachers. FAIR, FCAT.
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:	<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.
		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 in reading.			1.1. Inconsistency in the use of research-based reading strategies (pre, during, post) across the curriculum and content areas.	1.1 Continue implementation of a Core Literacy that identifies and teaches high leverage content reading strategies (pre, during, and post) across the curriculum (preview/predict, vocabulary, writing while reading, explaining connections, summarization) and includes a literacy calendar that focuses on a reading strategy of the week.	1.1. Principal, Assistant Principal, Literacy Coach, All Teachers	1.1. Lead Literacy Team, Action Research study groups, 5X5 fidelity checks, administrative walkthroughs.	1.1. Consistent documentation and evidence of reading strategies in lesson plans. Administrative walkthrough data and feedback to teachers. FAIR, FCAT.
<u>Reading Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
June 2013, 25% (188) of students will score at an achievement level 4 or above in reading as Measured by the FCAT Reading summative assessment.	19% (143 students) of CHMS students scored at or above achievement level 4.	25% (188 students) will score at or above a level 4 in reading					
			1.2. Inconsistent or delayed response to meeting individual/group need with respect to reading skill areas across the school environment.	1.2. Implementation of a system of frequent formative assessment and analysis in reading.	1.2. Principal, Assistant Principal, Literacy Coach, All Teachers	1.2. Lead Literacy Team, Action Research study groups, 5X5 fidelity checks, administrative walkthroughs.	1.2. Consistent documentation and evidence of reading strategies in lesson plans. Administrative walkthrough data and feedback to teachers. FAIR, FCAT.
			1.3 Increased emphasis on text complexity and text support for argumentation	1.3. Differentiation of reading instruction based on student need (formative and summative data) and text complexity	1.3. Principal, Assistant Principal, Literacy Coach, All Teachers	1.3. Lead Literacy Team, Action Research study groups, 5X5 fidelity checks, administrative walkthroughs.	1.3. Consistent documentation and evidence of reading strategies in lesson plans. Administrative walkthrough data and feedback to teachers.

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						FAIR, FCAT.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.		2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Reading Goal #2B: <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>				
			2B.2.	2B.2.	2B.2.	2B.2.
			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 reading.			3A.1. Lack of implementation focus and clarity in the consistent use of high leverage reading strategies.	3A.1 Continued implementation of a Core Literacy that identifies and teaches high leverage content reading strategies (pre, during, and post) across the curriculum (preview/predict, vocabulary, writing while reading, explaining connections, summarization) and the creation of a matrix of strategies across disciplines.	3A.1. Lead Literacy Team, Action Research study groups, 5X5 fidelity checks, administrative walkthroughs.	3A.1. Consistent documentation and evidence of reading strategies in lesson plans. Administrative walkthrough data and feedback to teachers. FAIR, FCAT.	3A.1. Consistent documentation and evidence of reading strategies in lesson plans. Administrative walkthrough data and feedback to teachers. FAIR, FCAT.
<u>Reading Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>By June 2013, 75% (562) of Chasco Middle Students will make a learning gain in reading as measured by the 2013 FCAT Reading assessment</i>							
			3A.2. Inconsistent collaboration and problem solving through formative data analysis	3A.2. Implementation of a FAIR calendar detailing each assessment window, testing schedule, and collaborative planning for each team and department.	3A.2. . Lead Literacy Team (FAIR), Action Research study groups, 5X5 fidelity checks, administrative walkthroughs.	3A.2. Staff development refresher on FAIR data analysis, grouping strategies based on FAIR data	3A.2. FAIR Calendar, ½ day collaborative planning schedule,
			3A.3 Limited background knowledge and connections to topic.	3A.3. Focus on the pervasive use of research-based strategies to activate and build background knowledge and increased ability to make connections to self, text, and world.	3A.3. Principal, Assistant Principal, Literacy Coach, All Teachers	3A.3. Lead Literacy Team, Action Research study groups, 5X5 fidelity checks, administrative and peer walkthroughs.	3A.3. Consistent documentation and evidence of reading strategies in lesson plans. Administrative walkthrough data and feedback to teachers. FAIR, FCAT.

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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: <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>					
			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 reading.			4A.1. Inconsistency in the use of research-based reading strategies (pre, during, post) across the curriculum and content areas.	4A.1. Development and implementation of a Core Literacy that identifies and teaches high leverage content reading strategies (pre, during, and post) across the curriculum (preview/predict, vocabulary, writing while reading, explaining connections, summarization) and includes a literacy calendar that focuses on a reading strategy of the week.	4A.1. Principal, Assistant Principal, Literacy Coach, All Teachers	4A.1. Lead Literacy Team, Action Research study groups, 5X5 fidelity checks, administrative and peer walkthroughs.	4A.1. Consistent documentation and evidence of reading strategies in lesson plans. Administrative walkthrough data and feedback to teachers. FAIR, FCAT.
<u>Reading Goal #4A:</u> <i>By June, 2013, 75% of the lowest 25% of students will make a learning gain in Reading basec on the 2013 FCAT Reading Assessment.</i>	<u>2012 Current Level of Performance:*</u> <i>66% of the lowest 25% of students made a learning gain</i>	<u>2013 Expected Level of Performance:*</u> <i>75% of the lowest 25% will make a learning gain by June 2013</i>					
			4A.2. Need for tiered approach to data analysis for the purpose of differentiation of interventions and supports.	4A.2. Implementation of an "Early Warning System" to categorize students as "on track, at risk, or off track" for the purpose of providing appropriate tiered interventions with respect to each performance category.	4A.2. Principal, Assistant Principal, Literacy Coach, Math Coach, science Coach, Guidance, social worker, All Teachers	4A.2. Semi quarterly analysis of academic(grades), attendance, discipline, and formative assessment data. Use of tiered classroom, team, department, and school-wide interventions.	4A.2. Consistent documentation and evidence of reading strategies in lesson plans. EWS tired data.
			4A.3 Limited background knowledge and connections to topic.	4A.3. Focus on the pervasive use of research-based strategies to activate and build background knowledge and increased ability to make connections to self, text, and world., as well as focusing on text complexity	4A.3. Principal, Assistant Principal, Literacy Coach, All Teachers	4A.3. Lead Literacy Team, Action Research study groups, 5X5 fidelity checks, administrative and peer walkthroughs.	4A.3. Consistent documentation and evidence of reading strategies in lesson plans. Administrative walkthrough data and feedback to teachers. FAIR, FCAT.

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4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading. Reading Goal #4B: <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>	4B.1.	4B.1.	4B.1.	4B.1.
			4B.2.	4B.2.	4B.2.	4B.2.
			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		67%	70%	73%	76%	79%	82%
<u>Reading Goal #5A:</u> <i>By 2016-2017, 82% of students will score proficient (level 3 or higher) in reading.</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 reading.			5B.1. Inconsistency in the use of research-based reading strategies (pre, during, post) across the curriculum and content areas.	5B.1. Continued implementation of a Core Literacy that identifies and teaches high leverage content reading strategies (pre, during, and post) across the curriculum (preview/predict, vocabulary, writing while reading, explaining connections, summarization) and the creation of a matrix of strategies across disciplines.	5B.1. Principal, Assistant Principal, Literacy Coach, All Teachers	5B.1. Lead Literacy Team, Action Research study groups, 5X5 fidelity checks, administrative and peer walkthroughs.	5B.1. Consistent documentation and evidence of reading strategies in lesson plans. Administrative walkthrough data and feedback to teachers. FAIR, FCAT, ELA Benchmark Assessment	
<u>Reading Goal #5B:</u>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
White: <i>Sixty percent (307) of the white subgroup will score a level 3 or above as measured by the 2013 FCAT.</i>	<i>Enter numerical Level of Performance:*</i> White: <i>Forty three percent (220) of the white subgroup scored below grade level as measured by the 2012 FCAT.</i>	<i>Enter numerical Level of Performance:*</i> White: <i>Sixty percent (307) of the white subgroup will score a level 3 or above as measured by the 2013 FCAT.</i>						
Black: <i>Fifty percent (5) of the black subgroup will score a level 3 or above as measured by the 2013 FCAT.</i>	Black: <i>Seventy percent (7) of the black subgroup scored below grade level as measured by the 2012 FCAT.</i>	Black: <i>Fifty percent (5) of the black subgroup will score a level 3 or above as measured by the 2013 FCAT.</i>						
Hispanic: <i>Sixty percent (101) of the Hispanic subgroup will score a level 3 or above as measured by the 2013 FCAT.</i>	Hispanic: <i>Forty six percent (78) of the Hispanic subgroup scored below grade level as measured by the 2012 FCAT.</i>	Hispanic: <i>Sixty percent (101) of the Hispanic subgroup will score a level 3 or above as measured by the 2013 FCAT.</i>						
Asian: N/A	Asian: N/A	Asian: N/A						

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		5B.2. Need for tiered approach to data analysis for the purpose of differentiation of interventions and supports.	5B.2. Implementation of an “Early Warning System” to categorize students as “on track, at risk, or off track” for the purpose of providing appropriate tiered interventions with respect to each performance category.	5B.2. Principal, Assistant Principal, Literacy Coach, Math Coach, science Coach, Guidance, social worker, All Teachers	5B.2. Semi quarterly analysis of academic (grades), attendance, discipline, and formative assessment data. Use of tiered classroom, team, department, and school-wide interventions.	5B.2. Consistent documentation and evidence of reading strategies in lesson plans. EWS tiered data.
		5B.3. Limited background knowledge and connections to topic.	5B.3. . Focus on the pervasive use of research-based strategies to activate and build background knowledge and increased ability to make connections to self, text, and world, as well as focusing on text complexity	5B.3. Principal, Assistant Principal, Literacy Coach, All Teachers	5B.3. Lead Literacy Team, Action Research study groups, 5X5 fidelity checks, administrative and peer walkthroughs.	5B.3. . Consistent documentation and evidence of reading strategies in lesson plans. Administrative walkthrough data and feedback to teachers. FAIR, FCAT, ELA Benchmark 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 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.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C: <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>	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 reading.			5D.1. Inconsistency in the use of research-based reading strategies (pre, during, post) across the curriculum and content areas.	5D.1. Continued implementation of a Core Literacy that identifies and teaches high leverage content reading strategies (pre, during, and post) across the curriculum (preview/predict, vocabulary, writing while reading, explaining connections, summarization) and the creation of a matrix of strategies across disciplines.	5D.1. Principal, Assistant Principal, Literacy Coach, All Teachers	5D.1. Lead Literacy Team, Action Research study groups, 5X5 fidelity checks, administrative and peer walkthroughs.	5D.1. . Consistent documentation and evidence of reading strategies in lesson plans. Administrative walkthrough data and feedback to teachers. FAIR, FCAT, ELA Benchmark Assessment
Reading Goal #5D: <i>Fifty percent (66) of the students with disabilities will perform at grade level in reading, as measured by the 2013 FCAT Reading.</i>	2012 Current Level of Performance:* <i>Seventy-two percent (94) of students with disabilities were below grade level as measured by the 2011-2012 Reading FCAT.</i>	2013 Expected Level of Performance:* <i>Fifty percent (66) of the students with disabilities will perform at grade level in reading, as measured by the 2013 FCAT Reading.</i>	5D.2. Need for tiered approach to data analysis for the purpose of differentiation of interventions and supports.	5D.2. Implementation of an "Early Warning System" to categorize students as "on track, at risk, or off track" for the purpose of providing appropriate tiered interventions with respect to	5D.2. Principal, Assistant Principal, Literacy Coach, Math Coach, science Coach, Guidance, social worker, All Teachers	5D.2. Semi quarterly analysis of academic (grades), attendance, discipline, and formative assessment data. Use of tiered classroom, team, department, and school-	5D.2. Consistent documentation and evidence of reading strategies in lesson plans. EWS tiered data.

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			each performance category.		wide interventions.	
		5D.3. . Limited background knowledge and connections to topic.	5D.3. Focus on the pervasive use of research-based strategies to activate and build background knowledge and increased ability to make connections to self, text, and world., as well as focusing on text complexity	5D.3. Principal, Assistant Principal, Literacy Coach, All Teachers	5D.3. Lead Literacy Team, Action Research study groups, 5X5 fidelity checks, administrative and peer walkthroughs	5D.3. Consistent documentation and evidence of reading strategies in lesson plans. Administrative walkthrough data and feedback to teachers. FAIR, FCAT, ELA Benchmark 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 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. Inconsistency in the use of research-based reading strategies (pre, during, post) across the curriculum and content areas.	5E.1. Continued implementation of a Core Literacy that identifies and teaches high leverage content reading strategies (pre, during, and post) across the curriculum (preview/predict, vocabulary, writing while reading, explaining connections, summarization) and the creation of a matrix of strategies across disciplines.	5E.1. Principal, Assistant Principal, Literacy Coach, All Teachers	5E.1. Lead Literacy Team, Action Research study groups, 5X5 fidelity checks, administrative and peer walkthroughs.	5E.1. Consistent documentation and evidence of reading strategies in lesson plans. Administrative walkthrough data and feedback to teachers. FAIR, FCAT, ELA Benchmark Assessment
Reading Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Sixty percent (340) of the economically disadvantaged students will perform at grade level in reading, as measured by the 2013 FCAT Reading.</i>	<i>Fifty percent (284) of the economically disadvantaged students were below grade level as measured by the 2012 FCAT.</i>	<i>Sixty percent (340) of the economically disadvantaged students will perform at grade level in reading, as measured by the 2013 FCAT.</i>					
			5E.2. Need for tiered approach to data analysis for the purpose of differentiation of interventions and supports.	5E.2. Early Warning System" to categorize students as "on track, at risk, or off track" for the purpose of providing appropriate tiered interventions with respect to each performance category.	5E.2. Principal, Assistant Principal, Literacy Coach, Math Coach, science Coach, Guidance, social worker, All Teachers	5E.2. Semi quarterly analysis of academic (grades), attendance, discipline, and formative assessment data. Use of tiered classroom, team, department, and school-wide interventions.	5E.2. Consistent documentation and evidence of reading strategies in lesson plans. EWS tiered data.
			5E.3. Limited background knowledge and connections to topic.	5E.3. Focus on the pervasive use of research-based strategies to activate and build background knowledge and increased ability to make connections to self, text, and world., as well as focusing on text complexity	5E.3. Principal, Assistant Principal, Literacy Coach, All Teachers	5E.3. . Lead Literacy Team, Action Research study groups, 5X5 fidelity checks, administrative and peer walkthroughs	5E.3. Consistent documentation and evidence of reading strategies in lesson plans. Administrative walkthrough data and feedback to teachers. FAIR, FCAT, ELA Benchmark Assessments

Reading Professional Development

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

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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
NG Content Area Reading Professional Development	ALL	Denise Crabtree		12 evening sessions		Literacy Coach
“POWER” Reading Strategies Training (focused on pre-reading, during reading, and post reading)	Grades 6-8, All subject areas	Literacy Coach, District Resources, administration	All Teachers and Administrators	Review of “POWER” reading strategies during quarter 1. Refinement and application across content areas will be on-going.	Lesson plans, walkthroughs, action research and study group documentation	Administrative team, academic coaches, team leaders, and department heads
Grade Level Collaboration	ALL	Instructional Coaching Team	All Teachers	Introduction – quarter 1 Implementation – quarters 2-4		
FALN Grant	Grades 7-8	State Resources	Maria Rooney, Lauren Pantoja, Dave Lammie			

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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
E Solutions	Materials, program site license	Title One Funds	\$100.00
Vocabulary	Materials	District Funds	\$100.00
			Subtotal:\$200.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Text Complexity	Materials	District funds/Title One funds	\$100.00
Unwrapping CCSS	Materials	District funds/Title One funds	\$100.00
Quarterly Planning	Substitutes/Stipends	Title One Funds/District Funds	\$1560.00
			Subtotal: \$1760
Other			
Strategy	Description of Resources	Funding Source	Amount
Literacy Camp	Enrichment program (18 weeks) Staff, materials	Title One	\$2,200
			Subtotal:\$2,200
			Total: \$4160.00

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. CELLA Goal #1: <i>Sixty-Five percent (13 students) of the students will be proficient in listening/Speaking as measured by the 2013 CELLA test.</i>	2012 Current Percent of Students Proficient in Listening/Speaking: 58%	1.1. Language Limited access to resources Out of field teachers	1.1. Use of best practices in the classroom.	1.1. Classroom teacher ESOL Resource Teacher	1.1. Administrative walk-throughs Lesson Plans	1.1. CELLA FCAT Florida Writes
		1.2. Language Limited access to resources Out of field teachers	1.2. Coaching by the ESOL Resource Teacher for faculty and staff	1.2. ESOL Resource Teacher Assistant Principal Classroom teacher	1.2. Administrative walk-throughs Lesson Plans	1.2. CELLA FCAT Florida Writes
		1.3. Language Limited access to resources Out of field teachers	1.3. Parent involvement and education	1.3. Principal, classroom teacher Assistant Principals ESOL Resource teacher	1.3. Student data from FCAT, CELLA, teacher observations	1.3. CELLA FCAT Florida Writes
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. CELLA Goal #2: <i>25% of the students will be proficient in Reading as measured by the 2013 CELLA test</i>	2012 Current Percent of Students Proficient in Reading: 14%.	2.1. Language Limited access to resources Out of field teachers	2.1. Use of best practices in the classroom.	2.1. Classroom teacher ESOL Resource Teacher	2.1. Administrative walk-throughs Lesson Plans	2.1. CELLA FCAT Florida Writes
		2.2. Language Limited access to resources Out of field teachers	2.2. Coaching by the ESOL Resource Teacher for faculty and staff	2.2. ESOL Resource Teacher Assistant Principal Classroom teacher	2.2. Administrative walk-throughs Lesson Plans	2.2. CELLA FCAT Florida Writes
		2.3. Language Limited access to resources Out of field teachers	2.3. Parent involvement and education	2.3. Principal, classroom teacher Assistant Principals ESOL Resource teacher	2.3. Student data from FCAT, CELLA, teacher observations	2.3. CELLA FCAT Florida Writes

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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.		3.1. Language Limited access to resources Out of field teachers	3.1. Use of best practices in the classroom.	3.1. Classroom teacher ESOL Resource Teacher	3.1. Administrative walk-throughs Lesson Plans	3.1. CELLA FCAT Florida Writes
CELLA Goal #3: <i>Forty percent of the students will be proficient in Writing as measured by the 2013 CELLA test</i>	2012 Current Percent of Students Proficient in Writing : 34%. Proficient with a 3.0					
	1.2. Language Limited access to resources Out of field teachers	3.2. Language Limited access to resources Out of field teachers	3.2. Coaching by the ESOL Resource Teacher for faculty and staff	3.2. ESOL Resource Teacher Assistant Principal Classroom teacher	3.2. Administrative walk-throughs Lesson Plans	3.2. CELLA FCAT Florida Writes
	1.3. Language Limited access to resources Out of field teachers	3.3. Language Limited access to resources Out of field teachers	3.3. Parent involvement and education	3.3. Principal, classroom teacher Assistant Principals ESOL Resource teacher	3.3. Student data from FCAT, CELLA, teacher observations	3.3. CELLA FCAT Florida Writes

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

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

End of CELLA Goals

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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:	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>					
			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:	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>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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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:	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>					
			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:	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>					
			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.
Mathematics Goal #2A: <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>	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
			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.
Mathematics Goal #2B: <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>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
			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.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
<u>Mathematics Goal</u> #3A:	<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>					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
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</u> #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>					
			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.	4A.1.	4A.1.	4A.1.	4A.1.
Mathematics Goal #4A: <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>					
			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.
Mathematics Goal #4B: <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>					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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%. 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.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			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.
Mathematics Goal #5C: <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>	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.
Mathematics Goal #5D: <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>	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.
Mathematics Goal #5E: <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>					
			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

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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.			1.1. Frequency of data to inform appropriate instructional strategies.	1.1. CHMS will implement a system of frequent formative assessment and analysis in Math through the use of Data teams. CHMS will use the results of formative measures to provide targeted interventions and enrichment through differentiation.	1.1. Math Coach, administration, Math Department head, and CORE K12 Team	1.1. -Log of assessments, -Database with student results. -Department analysis of data and processes through data teams.	1.1. -Core K12 assessment calendar. -Core k-12 data - Data team analysis documentation.
Mathematics Goal #1A: <i>By June 2013, 66% (485) of CHMS students will be proficient in Math as measured by the FCAT 2.0 statewide assessment.</i>	2012 Current Level of Performance:* <i>Currently, only 42% (315) of CHMS students are proficient in Math</i>	2013 Expected Level of Performance:* <i>66% (485) of CHMS students will be proficient in Math</i>					
1.2. Alignment of instruction to student need.							
1.3. Student engagement, basic skills deficiencies.			1.3. CHMS will integrate the use of technology and manipulatives to reinforce basic skills and vocabulary, extend/refine conceptual understanding, and promote increased student engagement.	1.3. Math Coach, administration, Math Department head, math teachers	1.3. Integration of technology evidenced in lesson plans, review of computer lab schedule,	1.3.. CORE K12 formative assessments in math, FCAT summative assessment, classroom curriculum-based performance.	

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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>	<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>				
			1B.2.	1B.2.	1B.2.	1B.2.
			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.			2.1. Use of appropriate enrichment opportunities	1.2. CHMS will differentiate instruction based on student need through an ongoing analysis of formative assessment data.	1.2. Math Coach, administration, Math Department head, and CORE K12 Team	1.2. Lesson plans, walk-throughs, peer review, action research study group documentation.	1.2. CORE K12 formative assessments in math, FCAT summative assessment, curriculum based assessments.
Mathematics Goal #2A: <i>Currently, only 7% (52 students) of students are performing at the top two achievement levels (level 4 and 5). By the end of the 2013 school year, at least 15% (113 students) of CHMS students will achieve a level 4 or 5 on the FCAT 2.0 state Math assessment.</i>	2012 Current Level of Performance:* 7% (52 students) of students are performing at the top two achievement levels (level 4 and 5).	2013 Expected Level of Performance:* 15% (113 students) of CHMS students will achieve a level 4 or 5.					
			2.2. Alignment of instruction to student need.	2.2. CHMS will differentiate instruction based on student need and learning style with level 4 and 5 students scheduled in advanced math courses.	2.2. Math Coach, administration, Math Department head, and CORE K-12 Team	2.2. Lesson plans, walkthroughs, peer review, action research study group documentation.	2.2. CORE K12 formative assessments in math, FCAT summative assessment, curriculum based assessments.
			2.3. Student engagement, need for enrichment.	2.3. CHMS will integrate the use of technology to extend/refine conceptual understanding, and promote increased student engagement and enrichment.	2.3. Math Coach, administration, Math Department head, math teachers	2.3. Integration of technology evidenced in lesson plans, review of computer lab schedule,	2.3.. CORE K12 formative assessments in math, FCAT summative assessment, classroom curriculum-based performance.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: <i>Enter narrative for the goal in this box.</i>	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.					
			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.			3A.1. Need for tiered approach to data analysis and data teams for the purpose of differentiation of interventions and supports.	3A.1. Implementation of an "Early Warning System" to categorize students as "on track, at risk, or off track" for the purpose of providing appropriate tiered interventions with respect to each performance category.	3A.1. Principal, Assistant Principal, Literacy Coach, Math Coach, science Coach, Guidance, social worker, All Teachers	3A.1. Semi quarterly analysis of academic(grades), attendance, discipline, and formative assessment data. Use of tiered classroom, team, department, and school-wide interventions.	3A.1. Consistent documentation and evidence of reading strategies in lesson plans. EWS tired data.
Mathematics Goal #3A: <i>70%(525))of CHMS students will make a learning gain as measured by the 2012 FCAT 2.0 Stewide assessment</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>60% of students (450) made a learning gain.</i>	<i>70%(525))of CHMS students will make a learning gain</i>					
			3A.2. Only 40% of students were proficient in math.	3A.2. Use of formative assessment data and data teams process to drive collaborative alignment of curriculum with targeted strategies and supplemental supports which may include; collaborative planning, intensive math, use of technology, math manipulative "toolkits	3A.2. Math coach, department head, administration, 6 th grade math teachers	3A.2. Lesson plans, walk-throughs. Course grades, EWS data analysis	3A.2. CORE K12 Math assessments, curriculum and classroom based assessments. Department planning agendas.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
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: <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>					
			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.			4.1. Need for tiered approach to data analysis for the purpose of differentiation of interventions and supports.	4.1. Implementation of an "Early Warning System" to categorize students as "on track, at risk, or off track" for the purpose of providing appropriate tiered interventions with respect to each performance category.	4.1. Principal, Assistant Principal, Literacy Coach, Math Coach, science Coach, Guidance, social worker, All Teachers	4.1. Semi quarterly analysis of academic (grades), attendance, discipline, and formative assessment data. Use of tiered classroom, team, department, and school-wide interventions.	4.1. Consistent documentation and evidence of reading strategies in lesson plans. Semi quarterly EWS tiered data.
<u>Mathematics Goal #4A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>By June 2013, 70% (525) of CHMS students will demonstrate a learning gain as measured by the 2013 FCAT 2.0 statewide assessment.</i>	<i>Currently, 59% of CHMS students demonstrated a learning gain.</i>	<i>70% (525) of CHMS students will demonstrate a learning gain</i>					
			4.2. Scheduling	4.2. Implementation of a blended support system consisting of targeted interventions including: intensive math during the school day, summer preview camp for 6 th grade students, "Saturday School", and after school tutoring.	4.2. Math Coach, administration, math department	4.2. Administration, fidelity checks.	4.2. CORE K12 Math assessments, curriculum and classroom based assessments. Department planning agendas.
			4.3. Number sense	4.3. Development and Implementation of "warm-up" activities that focus on basic math facts.	4.3. Department Chair, Administration, Math Coach, Department Head	4.3. Walk-throughs, 5X5 Fidelity checks, lesson plan evidence, classroom-based formative assessments.	4.3. Formative and summative achievement data.
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.

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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 59% of CHMS students were proficient in Mathematics.								
	Mathematics Goal #5A: <i>By June 2013, 66% of CHMS students will be proficient in Mathematics and 80% will be proficient by 2016-17.</i>		63%	66%	70%	73%	77%	80%
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.			5A.1. Need for tiered approach to data analysis for the purpose of differentiation of interventions and supports.	5A.1. Implementation of an “Early Warning System” to categorize students as “on track, at risk, or off track” for the purpose of providing appropriate tiered interventions with respect to each performance category. 5A.1.2 Use of manipulatives to reinforce conceptual understandings. 5A.1.3 Targeted vocabulary instruction and content area writing to build cognitive complexity.	5A.1. Principal, Assistant Principal, Literacy Coach, Math Coach, science Coach, Guidance, social worker, All Teachers	5A.1. Semi quarterly analysis of academic (grades), attendance, discipline, and formative assessment data. Use of tiered classroom, team, department, and school-wide interventions.	5A.1. Need for tiered approach to data analysis for the purpose of differentiation of interventions and supports.	
Mathematics Goal #5B: <i>By June 2013, 65% (331 students) of white students and 65% (109 students) of Hispanic students</i>	2012 Current Level of Performance:* % of students meeting proficiency: White: 51% (426) Hispanic: 48% (81 students)	2013 Expected Level of Performance:* 65% of the white and Hispanic sub groups will be proficient: White: 65% (331) Hispanic: 65% (109 students)						
			5A.2. Scheduling	5A.2. Implementation of a blended support system consisting of targeted interventions including; intensive math during the school day, summer preview camp for 6 th grade students, “Saturday School”, and after school tutoring.	5A.2. Math Coach, administration, math department	5A.2. Administration, fidelity checks.	5.A Formative and summative achievement data	

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		5A.3. Number sense	5A.3. 1. Development and Implementation of “warm-up” activities that focus on basic math facts. 2. Use of manipulatives to reinforce conceptual understandings. 3. Targeted vocabulary instruction and content area writing to build cognitive complexity.	5A.3. Department Chair, Administration, Math Coach, Department Head	5A.3. Walk-throughs, 5X5 Fidelity checks, lesson plan evidence, classroom-based formative assessments.	5A.3. Student notebook checks, formative and summative 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 mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: <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>	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. Need for tiered approach to data analysis for the purpose of differentiation of interventions and supports..	5D.1. Implementation of an "Early Warning System" to categorize students as "on track, at risk, or off track" for the purpose of providing appropriate tiered interventions with respect to each performance category. 5A.1.2 Use of manipulatives to reinforce conceptual understandings. 5A.1.3 Targeted vocabulary instruction and content area writing to build cognitive complexity.	5D.1. Principal, Assistant Principal, Literacy Coach, Math Coach, science Coach, Guidance, social worker, All Teachers	5D.1. Semi quarterly analysis of academic (grades), attendance, discipline, and formative assessment data. Use of tiered classroom, team, department, and school-wide interventions.	5D.1. Consistent documentation and evidence of reading strategies in lesson plans. Quarterly EWS tiered data.
Mathematics Goal #5D: <i>By June 2013, 30% (38 students) of SWD students will be proficient in Mathematics as measured by the 2013 FCAT 2.0 statewide assessment</i>	2012 Current Level of Performance:* <i>16% (21 students) of SWD students were proficient</i>	2013 Expected Level of Performance:* <i>30% (38 students) of SWD students will be proficient</i>	5D.2. Scheduling	5D.2 Implementation of a blended support system consisting of targeted interventions including; intensive math during the school day, summer preview	5D.2. Math Coach, administration, math department	5D.2. Administration, fidelity checks.	5D.2. CORE K12 Math assessments, curriculum and classroom based assessments. Department planning agendas.

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			camp for 6 th grade students, "Saturday School", and after school tutoring.			
		5D.3. . Number sense	5A.3. 1. Development and Implementation of "warm-up" activities that focus on basic math facts. 2. Use of manipulatives to reinforce conceptual understandings. 3. Targeted vocabulary instruction and content area writing to build cognitive complexity.	5A.3. Department Chair, Administration, Math Coach, Department Head	5A.3. Walk-throughs, 5X5 Fidelity checks, lesson plan evidence, classroom-based formative assessments.	5A.3. Student notebook checks, formative and summative 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
<p>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5E:</p> <p><i>By June 2013, 60% (340 students) of Economically disadvantages students will be proficient in Math, as measures by the 2013 FCAT 2.0 statewide assessment.</i></p>	<p>2012 Current Level of Performance:*</p> <p><i>Currently, 46% (260 students) are proficient.</i></p>	<p>2013 Expected Level of Performance:*</p> <p><i>60% (340 students) of Economically disadvantages students will be proficient</i></p>	5E.1. Need for tiered approach to data analysis for the purpose of differentiation of interventions and supports..	5E.1. . Implementation of an "Early Warning System" to categorize students as "on track, at risk, or off track" for the purpose of providing appropriate tiered interventions with respect to each performance category. 5A.1.2 Use of manipulatives to reinforce conceptual understandings. 5A.1.3 Targeted vocabulary instruction and content area writing to build cognitive complexity.	5E.1. Principal, Assistant Principal, Literacy Coach, Math Coach, science Coach, Guidance, social worker, All Teachers	5E.1. Semi quarterly analysis of academic (grades), attendance, discipline, and formative assessment data. Use of tiered classroom, team, department, and school-wide interventions.	5E.1. Consistent documentation and evidence of reading strategies in lesson plans. Quarterly EWS tiered data.
			5E.2. Scheduling	5E.2 Implementation of a blended support system consisting of targeted interventions including; intensive math during the school day, summer preview camp for 6 th grade students, "Saturday School", and after school tutoring.	5E.2. Math Coach, administration, math department	5E.2. Administration, fidelity checks.	5E.2. CORE K12 Math assessments, curriculum and classroom based assessments. Department planning agendas.
			5E.3. . Number sense	5E.3. 1. Development and Implementation of "warm-up" activities that focus on basic math facts. 2. Use of manipulatives to reinforce conceptual understandings. 3. Targeted vocabulary instruction and content area writing to build cognitive complexity.	5E.3. Department Chair, Administration, Math Coach, Department Head	5E.3. Walk-throughs, 5X5 Fidelity checks, lesson plan evidence, classroom-based formative assessments.	5E.3. Student notebook checks, formative and summative data.

End of Middle School Mathematics Goals

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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: 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.					
			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. 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: 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.					
			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 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: <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>					
			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: <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>					
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3.	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. Increase the number of students participating in accelerated academic courses.	1.1. Identify students meeting criteria for Algebra 1, through regular formative assessment and data analysis.	1.1. . Math Coach, Department Head, Math Teachers	1.1. Walk-throughs, 5X5 Fidelity checks, lesson plan evidence, classroom-based formative assessments.	1.1. Student notebook checks, formative and summative data.
Algebra 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
100% (44) of students will score a 3 or higher as measured by the 2013 Algebra 1 EOC.	100% (38) of students scored a 3 or higher as measured by the 2012 Algebra 1 EOC.	100% (44) of students will score a 3 or higher as measured by the 2013 Algebra 1 EOC.					
			1.2. Scheduling	1.2. Allow flexibility in master schedule to accommodate students with multiple advanced courses.	1.2. Administration	1.2 Walk-throughs, 5X5 Fidelity checks, lesson plan evidence, classroom-based formative assessments.	1.2 Student notebook checks, formative and summative data.
			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.			1.1. Increase the number of students participating in accelerated academic courses.	1.1. Identify students meeting criteria for Algebra 1, through regular formative assessment and data analysis.	1.1. . Math Coach, Department Head, Math Teachers	1.1. Walk-throughs, 5X5 Fidelity checks, lesson plan evidence, classroom-based formative assessments.	1.1. Student notebook checks, formative and summative data.
Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Sixty percent (26) of the students will score a level 4 or higher as measured by the 2013 Algebra 1 EOC.	Fifty percent (19) of the students scored a level 4 or higher as measured by the 2012 Algebra 1 EOC.	Sixty percent (26) of the students will score a level 4 or higher as measured by the 2013 Algebra 1 EOC.					

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		<i>EOC.</i>					
	1.2. Scheduling	1.2. Allow flexibility in master schedule to accommodate students with multiple advanced courses.	1.2. Administration	1.2 Walk-throughs, 5X5 Fidelity checks, lesson plan evidence, classroom-based formative assessments.	1.2 Student notebook checks, formative and summative data.	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%. Algebra 1 Goal #3A: <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	
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>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

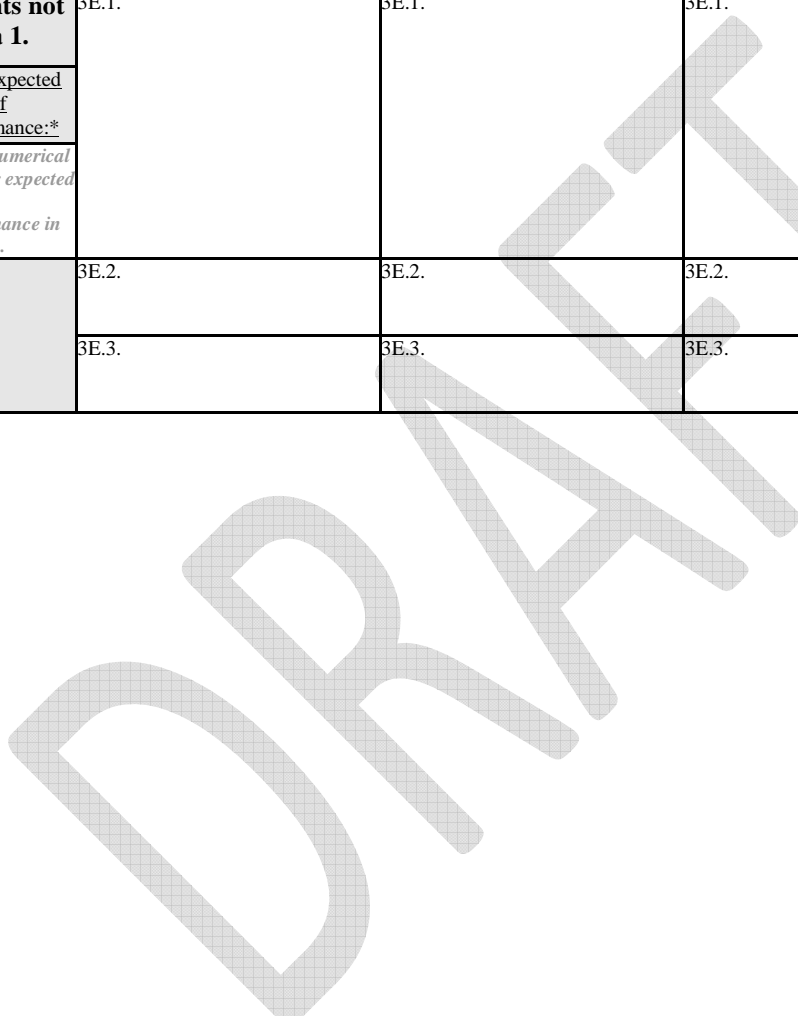
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process 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>	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>	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>	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>	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:* <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>					
			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



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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:*	1.2.	1.2.	1.2.	1.2.	1.2.
	<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>					
			1.3.	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:*	2013 Expected Level of Performance:*	2.2.	2.2.	2.2.	2.2.	2.2.
	<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>					
			2.3.	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			2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. In six years, school will reduce their achievement gap by 50%. Geometry Goal #3A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2011-2012							
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 Geometry. Geometry Goal #3B: <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> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	
				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 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: <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>	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 Geometry.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Geometry Goal #3D: <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>	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 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.2.	3E.2.
			3E.3.	3E.3.	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.						
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
Collaborative planning	6-8	Dept. Head, Instructional Coach, District office instructional trainer/coaches	Department	Once per quarter	Department-based Data Teams	Department head, Science instructional Coach, Assistant Principal, Principal
Writing in Math	6-8	Dept. Head, Instructional Coach, District office instructional trainer/coaches	Department	3x in QTR 1	Department-based Data Teams	Department head, Science instructional Coach, Assistant Principal, Principal

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Rule 6A-1.099811
Revised April 29, 2011

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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
Use of Manipulatives	Math Manipulatives	Title One	\$2,500
Math Camp	Enrichment 15 weeks, 2hrs/day	Title One	\$2040.00
Math Club	14 weeks, 1hr per week	Title One	\$250
			Subtotal: \$4,790.00
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:\$4,790.00

End of Mathematics Goals

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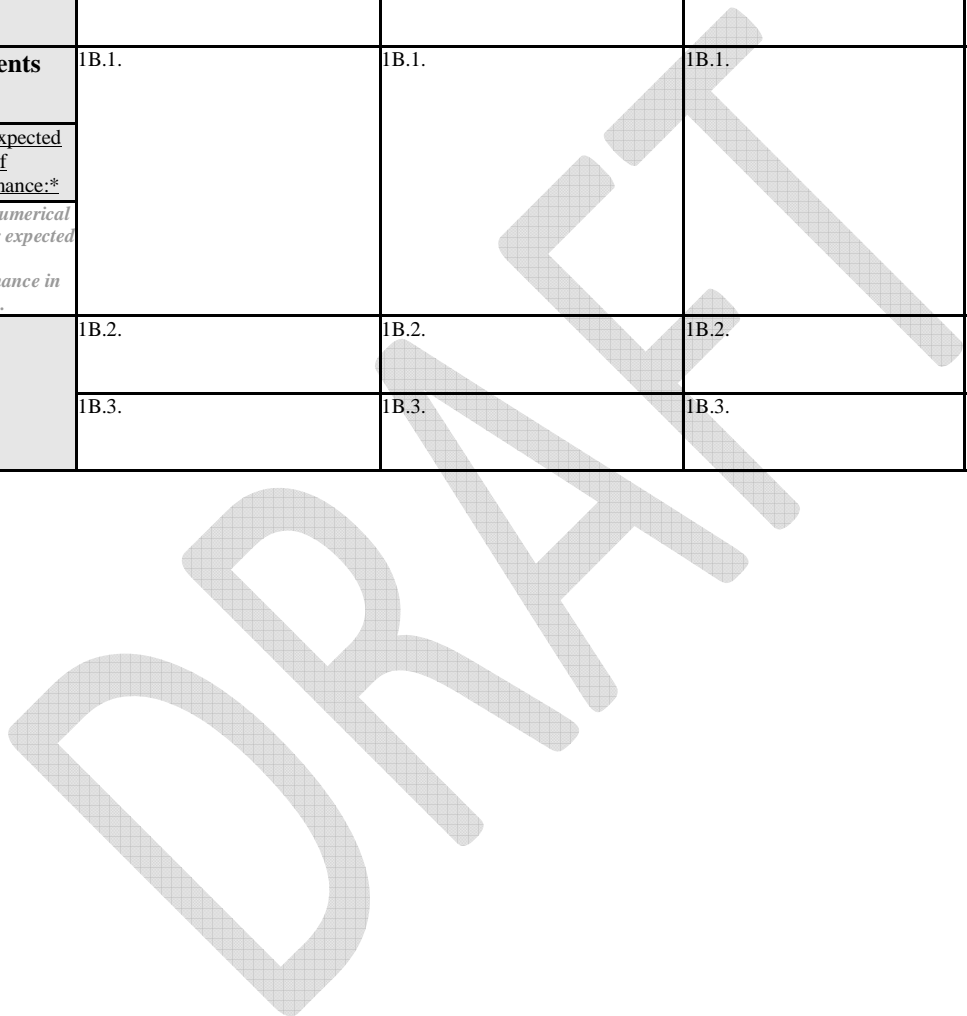
Elementary and Middle School Science Goals

* 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.			1.1. Students struggle with content area reading.	1.1 Development and implementation of a Literacy acronym that identifies and teaches high leverage content reading strategies (pre, during, and post) across the curriculum, targeted vocabulary instruction, and content area writing to build cognitive complexity.	1.1. Principal, Assistant Principal, Literacy Coach, All Teachers, science coach, science department, science teachers.	1.1. Lead Literacy Team, Science Action Research study groups, 5X5 fidelity checks, administrative walkthroughs.	1.1. Consistent documentation and evidence of reading strategies in lesson plans. Administrative walkthrough data and feedback to teachers. CORE K12, FCAT.
Science Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>By June 2013, 50% (128 students) will be proficient in Science as measured by the FcAT 2.0 statewide science assessment.</i>	<i>36% (92 students) were proficient.</i>	<i>50% (128 students) will be proficient.</i>					
			1.2. Consistent use of resources and grade level curriculum collaboration.	1.2. Department will agree on consistent vertical and horizontal alignment of curriculum through K,U,D benchmark analysis and resource mapping. Use of formative assessment data and data teams process to drive collaborative alignment of curriculum with targeted strategies and supplemental supports	1.2. Principal, Asst. Principal, science department head, science coach, science teachers	1.2. Science department meetings, Action research 5X5 fidelity checks, resource maps, lesson plans	1.2. Consistent documentation and evidence of reading strategies in lesson plans. Administrative walkthrough data and feedback to teachers. CORE K-2, FCAT.
			1.3. Need for formative data to inform instruction.	1.3. Department will implement formative assessments based on a consistent curriculum and department data team analysis of formative	1.3. Principal, asst. principal, Data Team: department head, science instructional coach, science teachers	1.3. Science department meetings, extended collaboration time for data analysis and to develop common assessments.	1.3. Consistent documentation and evidence of reading strategies in lesson plans. Administrative

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			assessment data to improve instructional response.			walkthrough data and feedback to teachers. CORE K-12, FCAT,
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: <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.3.	1B.3.	1B.3.	1B.3.



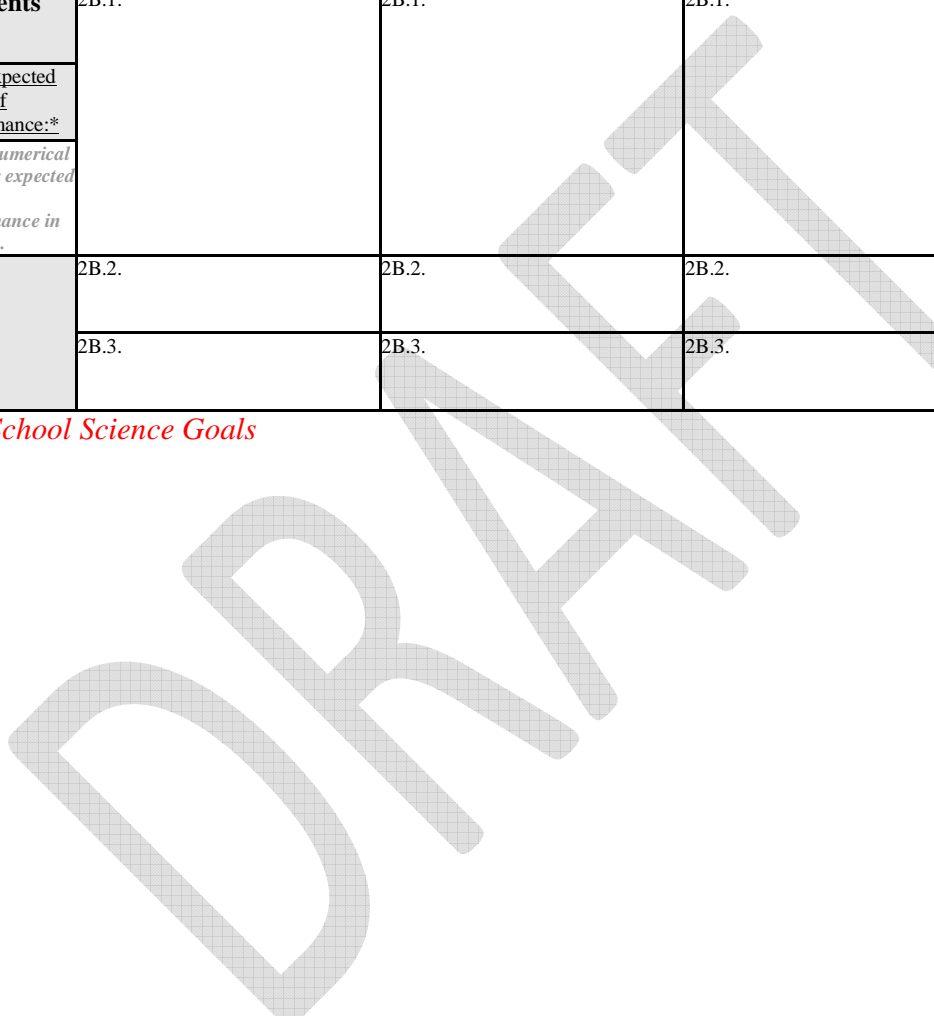
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. Limited enrichment opportunities to promote learning gains for proficient students.	2A.1 Development and implementation of a Literacy acronym that identifies and teaches high leverage content reading strategies (pre, during, and post) across the curriculum, targeted vocabulary instruction, and content area writing to build cognitive complexity.	2A.1. Administrative team, Science Department Head, Science coach, teachers	2A.1. Department action research and resource inventories. Administrative monitoring of action plans. Review of artifacts and evidence within lesson plans	2A.1. Lesson plan monitoring, Administrative walkthrough data and feedback to teachers. CORE K-12, FCAT,
Science Goal #2A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>By June 2013, 10% (25 students) of students will score a level 4 or 5 on the FCAT 2.0 Science statewide assessment.</i>	<i>Currently, 2% (4 students) scored a level 4 or 5.</i>	<i>10% (25 students) of students will score a level 4 or 5</i>					
			2A.2. Limited choice in designing and testing hypotheses at higher levels.	2A.2. Implement a system of differentiated instruction to provide extension and enrichment opportunities to all students. 2A.2.2 Implementation of STEM principles through a summer robotics camp.	2A.2. Administrative team, Science Department Head, Science coach, teachers	2A.2. Department action research and resource inventories. Administrative monitoring of action plans. Review of artifacts and CORE K12 Testing, evidence within lesson plans.	2A.2. Lesson plan monitoring, Administrative walkthrough data and feedback to teachers. CORE K12, FCAT.
			2A.3. Need for formative data to inform instruction.	2A.3. Department will implement formative assessments based on a consistent curriculum and department data team analysis of formative assessment data to improve instructional response.	2A.3. Principal, asst. principal, Data Team: department head, science instructional coach, science teachers	2A.3. Science department meetings, extended collaboration time for data analysis and to develop common assessments.	2A.3. Consistent documentation and evidence of reading strategies in lesson plans. Administrative walkthrough data and feedback to teachers. CORE K12, FCAT.

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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: <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>				
			2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals



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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: <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. 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

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

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:*	2013 Expected Level of Performance:*	1.2.	1.2.	1.2.	1.2.	1.2.
	<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>					
			1.3.	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 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:*	2013 Expected Level of Performance:*	2.2.	2.2.	2.2.	2.2.	2.2.
	<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>					
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Biology 1 EOC Goals

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

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
Collaborative planning	6-8	Dept. Head, Instructional Coach	Department	Once per quarter	Department-based Data Teams	Department head, Science instructional Coach, Assistant Principal, Principal

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
Science Curriculum Night	Science fair materials, astronomy	Title One	\$1239.00
Science Camp	Enrichment	Title One	\$2040.00
Robotics Camp	Robots, materials, staff	Title One	\$7,500.00
			Subtotal: \$9,779.00
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:

End of Science Goals

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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. Change in focus for scoring to include mechanics, supporting evidence, and overall organization	1A.1. professional development for ELA teachers that focuses on collaborative scoring using FCAT Writes 2.0 holistic rubric, Calibration Guide, and Anchor Papers.	1A.1. Literacy Coach and Writing Coach	1A.1. Walkthroughs, GLC meetings, ELA department meetings	1A.1. Formative writing assessment, FCAT
Writing Goal #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Eighty-five percent (208) of students will score a level 3 or higher in Writing as measured by the 2013 FCAT Writes.</i>	<i>Seventy-seven percent (189) of students scored a level 3 or higher in Writing as measured by the 2012 FCAT Writes.</i>	<i>Eighty-five percent (208) of students will score a level 3 or higher in Writing as measured by the 2013 FCAT Writes.</i>					
			1A.2. Inconsistency in the use of writing in content areas.	1A.2. Implement writing across the curriculum	1A.2. Literacy and Writing Coaches	1A.2. Walkthroughs	1A.2. Formative writing assessment, FCAT
			1A.3. Inconsistency in the use of writing in content areas.	1A.3. Implement "anchor conventions" across all content areas	1A.3. ELA department head, Literacy and Writing Coaches	1A.3. Walkthroughs	1A.3. Formative writing assessment, FCAT
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:	<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.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

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
Collaborative Scoring	Grades 6-8/ELA	Literacy and Writing Coaches	ELA department	August 2012 / 1 day	GLC meetings, department meetings	Administrators

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
Anchor Convention Posters	Anchor Convention Posters	Title 1	\$200
			Subtotal:\$200.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Collaborative Scoring	Substitutes	Title 1	\$455
			Subtotal: \$455.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:\$655.00

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

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

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

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

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>	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.
			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>	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>					
			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:

End of Civics Goals

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 Rule 6A-1.099811
 Revised April 29, 2011

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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:*	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.
			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:*	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>					
			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:

End of U.S. History Goals

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

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Lack of attendance	1.1. CHMS will implement an attendance court that will monitor and provide interventions to address students who exhibit a pattern of absences including: -daily check in -6 week attendance group counseling -Assignment of a teacher/mentor -check in with guidance 1x per week -six week follow-up monitoring	1.1 School social worker guidance dept, teachers, and administration.	1.1. Weekly monitoring of attendance data by social worker. -monthly monitoring by administration	1.1. Attendance reports
Attendance Goal #1: <i>By June 2013, Chasco Middle school students will achieve at least a 95% attendance rate.</i>	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	92.991%	95%					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	32% (237)	18% (136)					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
<i>Enter numerical data for current number of students tardy in this box.</i>		<i>Enter numerical data for expected number of students tardy in this box.</i>					
			1.2 Incentives for on-track students; personnel to run program.	1.2 CHMS will implement an Attendance Group for students who are Off-Track in the area of attendance according to our attendance monitoring indicators	1.2 Student services team, administration	1.2 Review of student attendance data weekly for students in program	1.2. Early Warning System Pyramid
			1.3.	1.3.	1.3.	1.3.	1.3.

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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 Committee. Goal: To increase attendance.	Full Student Population	School Social Worker	Minimum one teacher per team, all school	Meetings monthly	Attendance reports, teacher reporting	Social Worker, Administration

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
Intermittent planned and random attendance recognition	Intermittent planned and random attendance recognition	Intermittent planned and random attendance recognition	Intermittent planned and random attendance recognition
Incentives for on-track students and rewards for off-track students making progress towards pre-established goals.	Variety of incentives including: Free dance tickets, food, special privileges	Principal Internal Account	\$1,000
			Subtotal: \$1,000
Technology			
Strategy	Description of Resources	Funding Source	Amount
Periodic technology updates to increase tracking capabilities of individual students and groups	Periodic technology updates to increase tracking capabilities of individual students and groups	Periodic technology updates to increase tracking capabilities of individual students and groups	Periodic technology updates to increase tracking capabilities of individual students and groups
			Subtotal:\$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Expose involved staff to literature about attendance strategies	Expose involved staff to literature about attendance strategies	Expose involved staff to literature about attendance strategies	Expose involved staff to literature about attendance strategies

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No additional resources	No additional resources	No additional resources	No additional resources
			Subtotal:\$0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total\$1,000.00

End of Attendance Goals

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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.	1.1.	1.1.	1.1.	1.1.		
<p>Suspension Goal #1:</p> <p><i>CHMS had a total of 685 referrals for the 2011-12 school year (562 on campus, 123 Bus referrals). Of these 212, resulted in In school suspension and 143 resulted in Out of School suspension.</i></p> <p><i>For the 2012-13 school year, CHMS will reduced the number of In School Suspensions by 15% (32 incidents). CHMS will reduce the number of Out of School Suspensions by 20% (28 incidents)</i></p>	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions	Mandatory 10 days OSS periods for drugs and weapons on campus.	Create and implement meeting for all students. Meeting will cover basic school rules and guidelines. One common message to all students. Meetings will also focus on the positive interventions we have at the school (gold coins, on-track) and what other options are open to students.	Principal, Asst. Principal, Behavioral specialist, guidance councilors	Number of referrals, ISS and OSS days assigned reduced.	SDS, PS/RTI database		
	<i>There were 212 incidents that resulted in In School Suspension</i>							<i>CHMS will reduce the number of ISS by 15% to 180 or less for the 2012-13 school year</i>	
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School						<i>CHMS will reduce the number of ISS by 20% to 90 or less students for the 2012-13 school year</i>	
	<i>School: 113 6th grade: 29 7th grade: 42 8th grade: 42</i>								
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions						<i>CHMS will reduce the number of ISS by 20% to 115 or less for the 2012-13 school year</i>	
	<i>There were 143 incidents that resulted in Out of School Suspension</i>								
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School						<i>CHMS will reduce the number of OSS by 20% to 65 or less students for the 2012-13 school year</i>	
	<i>School: 87 6th grade: 27 7th grade: 35 8th grade: 25</i>								
			1.2. Poor student Social Skills	1.2. Implement school-wide social skills curriculum through the	1.2. Principal, Asst. Principal, Behavioral	1.2. Number of referrals, ISS and OSS days assigned	1.12 SDS, PS/RTI database		

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			“Why Try” program	specialist, guidance	reduced.	
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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
Why Try	All	Student services	All Staff	August 9, 2012	Classroom Presentations	Student Services, Administration

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
Saturday Opportunity School	Personnel 20 weeks	Title One Funds	\$4,800
			Subtotal:\$4,800
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
“Why Try” Social Emotional Program	Training	Title One Funds	\$2, 183
			Subtotal: \$2,183
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

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End of Suspension Goals

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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)

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

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1. Lack of parental interest and involvement due to family schedules, lack of transportation, work etc.	1.1. Recruit more volunteers, tutors, mentors at Open House. Parent Involvement Nights Communicate all parent involvement opportunities to parents.	1.1. Parent Involvement Assistant	1.1. Monitor volunteer hours Sign in sheets for Parent involvement Nights Sign in sheets for Parent Resource room	1.1. Parent Need survey Volunteer hours
Parent Involvement Goal #1: <i>Enter narrative for the goal in this box.</i> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	2012 Current Level of Parent Involvement:* <i>Enter numerical data for current level of parent involvement in this box.</i>	2013 Expected Level of Parent Involvement:* <i>Enter numerical data for expected level of parent involvement in this box.</i>	1.2. School /home communication	1.2. Newsletter sent Monthly Schools Connect messaging School web site	1.2. Principal Parent Involvement Assistant Technology Specialist	1.2. Parent surveys	1.2. Parent surveys Volunteer hours data
			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
Parent Lunch and Learns	All	Linda Angellili	Parents		Survey	Linda Angellili

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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
Lunch and Learns			\$800.00
			Subtotal:\$800.00
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
Curriculum Nights	Stipends and Matrials	Title One	\$1,200
Various Parent Involvement Activities	Stipends and Materials	Title One	\$9,000
			Subtotal:\$10,200.00
			Total:\$11,000.00

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>Based on the analysis of school data, identify and define areas in need of improvement:</p>					
<p>STEM Goal #1:</p> <p><i>The present STEM initiatives in our school include a 6th GRADE integrated STEM spoke to our CTE wheel and our Summer Robotics camp which integrates STEM principles. In the 2012-13 schoolyears, we will increase STEM awarness throughout all grades by providing information and activities to staff and students on a monthly basis.</i></p>	1.1. Lack of awarness of STEM principles and progeams	1.1. Provide/Discuss STEM information information in all Math and science classes on at least a bi-weekly basis.	1.1. STEM Team (Math, science, technology)leads, Principal, assistant principals	1.1. Montly review of lesson plans for information and hands on activities	1.1. STEM information/activities scheduled at least bi=weekly in lesson plans in all classes during walkthroughs
	1.2.	1.2 . Increase the number of Great American Teach In speakers with a STEM focus area	1.2. STEM Team (Math, science, technology)leads, Principal, assistant principals	1.2. Annual monitoring of guest speakers focused on STEM areas	1.2.Roster of guest speakers and topic
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

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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
Robotics		Title One	
First LEGO League Robotics		Title One	
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of STEM Goal(s)

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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>Begin sharing current and future CTE career needs and training required.</i>	1.1. Lack of awareness of post high school careers in the technical and vocational fields	1.1. Provide and discuss CTE information in all CTE classes, including the 6 th grade CTE exploratory wheel on at least a bi-weekly basis	1.1. Lead CTE Teacher, Guidance counselor, Administrators	1.1. Monthly review of lesson plans for information and hands-on activities	1.1. Monthly review of lesson plans for information and hands-on activities
	1.2. Lack of awareness of requirements in various career fields.	1.2. Increase the number of Great American Teach In speakers with a CTE focus	1.2. Lead CTE Teacher, Guidance Counselor, Administrators	1.2. Annual Monitoring of guest speakers focused on CTE areas.	1.2. Annual Monitoring of guest speakers focused on CTE areas.
	1.3. Begon sharing information on the various career academies in the district	1.3. Explore current and future CTE career needs and training required.	1.3. Lead CTE Teacher, Guidance Counselor, Administrators	1.3. Monthly review of guidance schedule for disseminating information regarding CTE.	1.3. Monthly review of guidance schedule for disseminating information regarding CTE.

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.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level :*	2013 Expected Level :*					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
			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

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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
			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: \$4160.00
CELLA Budget	Total:\$0.00
Mathematics Budget	Total:\$4,790
Science Budget	Total:\$9,779.00
Writing Budget	Total:\$655.00
Civics Budget	Total:\$0.00
U.S. History Budget	Total:\$0.00
Attendance Budget	Total:\$1,000
Suspension Budget	Total:\$6,183
Dropout Prevention Budget	Total:0.00
Parent Involvement Budget	Total:\$11,000
STEM Budget	Total:\$0.00
CTE Budget	Total:\$0.00
Additional Goals	Total:\$37,567
	Grand Total:

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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 checked="" type="checkbox"/> Focus	<input type="checkbox"/> Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

<p>If No, describe the measures being taken to comply with SAC requirements.</p> <p>Open call for parents to join the SAC. Flyer and information given out at registration and open house. More info will be provided during our Parent Involvement and curriculum nights.</p> <p>Work with teachers to encourage participation in the School Advisory Council</p>
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<p>Describe the activities of the SAC for the upcoming school year.</p> <p>Focus will be on progress monitoring related to “On Track” criteria in the areas of attendance, behavior, and academic performance. SAC will also focus on student and staff incentive programs, and district wide initiatives that support student growth and achievement.</p>
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Describe the projected use of SAC funds.	Amount