

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: MATTHEW W. GILBERT MIDDLE SCHOOL	District Name: DUVAL COUNTY PUBLIC SCHOOLS
Principal: EVAN P. DANIELS	Superintendent: ED PRATT-DANNALS
SAC Chair: E. IVY ARCHER	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
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Principal	Evan P. Daniels	ESE (PK-12; Educational Administration (All Levels)	4	9	<u>Matthew W. Gilbert M.S.</u> - Principal (2009-present) <u>Northwestern M.S.</u> – Assistant Principal (2007-2009) Assisted in moving school from F (277 pts.) to D (421 pts.) <u>Oceanway M.S.</u> – Assistant Principal (2004-2007) Assisted in moving school from C (371 pts.) to A (532 pts.)
Assistant Principal	Joan Pierce	Health (6-12); Physical Education (K-12); Education Leadership (All Levels)	8	16	<u>Matthew W. Gilbert M.S.</u> – Assistant Principal (2005- present) Assisted in lowering student retention rate by closely monitoring the standards-based promotion and GI programs. Paxon School for Advanced Studies – Assistant Principal (2003-2005) Helped to maintain A-school status. Increased graduation rate of students in self-contained (SED) environment. <u>Andrew Jackson H.S.</u> – Assistant Principal (1997-2003) Assisted in moving the school from an F to C.
Assistant Principal	John Pustinger	Business Education (6-12); Educational Leadership (All Levels); School Principal (All Levels)	4	4	<u>Matthew W. Gilbert M.S.</u> – Assistant Principal (2009-present); <u>Oceanway M.S.</u> - Computer Applications Teacher (2006-2009) Assisted in the movement of school from a C to an A.

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Assistant Principal	Jerome Mosley	<p>ESE (K-12); Educational Leadership</p> <p>(K-12);</p> <p>(IB) International Baccalaureate Middle Years Certification - Category 1-3 Head of Schools/Coordinators/Humanities;</p> <p>(AVID) Advancement Via Individual Determination Certified</p>	1	1	<p><u>Matthew W. Gilbert M.S.</u> – Assistant Principal (present)</p> <p><u>Southside Middle School</u> – Curriculum Integration Specialist (2010-2012) assisted School training all faculty and staff on the IB Philosophy and assisted Southside into becoming an IB Candidate School for Authorization / recruited over 100+ Magnet Students . (2006-2010) ESE Support Facilitator/Teacher- assisted in increasing ESE gains and transitioning ESE Resource Students into General Education Inclusion classes. Taught Varying Exceptionalities in Science, Language Arts and Social Studies.</p> <p>2006-Assisted in moving school from a C to an B</p> <p>2007-2009- Assisted in maintaining and increasing ESE Student Performance</p>
Assistant Principal	Jamelle Wilcox	<p>Middle Grades English (5-9);</p> <p>Reading Endorsement K-12;</p> <p>Educational Leadership (K-12)</p>	1	1	<p><u>Matthew W. Gilbert M.S.</u> – Assistant Principal (present);</p> <p><u>Andrew Jackson</u> H.S.- Reading Coach (2010-2012) assisted in moving school up 94 points from 371 to 465, increasing growth within bottom quartile population and bubble students;</p> <p><u>Lake Shore Middle School-</u> ELA and Reading teacher (6-8th grade) (2005- 2010) assisted in maintaining student performance, and increasing writing data.</p>

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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Donna Durden-Walter	B.A. Speech Communications; Certified Middle Grades English (5-9)	12	8	2008-2009: Grade C. Reading Mastery: 37%, Learning Gains: 55% , L25% Gains: 76%. No subgroup (Black, ED and SWD) made AYP in Reading. 2007-2008: Grade C. Reading Mastery: 43%, Learning Gains: 56%, Lowest 25% Gains: 64%. No subgroup (Black, ED, and SWD) made AYP in Reading
Reading	Labrina Miles Halsey	B.A. Elementary Education; Certified Middle Grades English (5-9) and Elementary Education; ESOL Endorsement	2	4	<u>Northwestern M.S.</u> 2009-2010: Conducted Professional development that assisted in raising writing scores from 75% to 91%; highest gains in the district <u>Arlington M.S.</u> : Conducted Professional development that assisted in raising writing scores from 82% to 91%; highest gains in the district.

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Math	Shawn Gomez	B.S. Mathematics; Certified Middle Grades Mathematics (5-9)	3	4	<p><u>William M. Raines HS</u> Math Coach 2009-2010: Grade F. Math Mastery: 44% Learning Gains: 60%, L25% Gains 54%. No subgroup made AYP in Math</p> <p><u>Ribault M.S.</u> Math Teacher (2008-2009) Grade B: Proficiency 83%, Learning Gains 73%, L25 100%, No subgroup made AYP in Math</p>
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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. Recruit from "Teach For America" pool	Principal	August 2012
2. Recruitment upon interview	Principal	August 2012
3. New teachers will participate in the Mentoring and Induction for Novice Teachers (MINT) program that assists and supports them during their first year.	Professional Development Facilitator	August 2012 through June 2013
4. Retain as a result of on-going professional development, varying duties and committee chair responsibilities	Principal Administrative Team Instructional Coaches	June 2013

Non-Highly Effective Instructors

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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
22% [9]	Identified instructional staff who are teaching out-of-field and/or who are NOT highly qualified will be supported through MINT, mentoring, coaching, and professional development opportunities.

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	% of	% of	% of	% of	% of	% of	% of	% of	% of
Number	of	of	of	of	of	of	of	of	of
of	of	of	of	of	of	of	of	of	of
Instructional	of	of	of	of	of	of	of	of	of
staff	of	of	of	of	of	of	of	of	of
teaching	of	of	of	of	of	of	of	of	of
highly	of	of	of	of	of	of	of	of	of
effective	of	of	of	of	of	of	of	of	of
and/or	of	of	of	of	of	of	of	of	of
teaching	of	of	of	of	of	of	of	of	of
out-of-	of	of	of	of	of	of	of	of	of
field	of	of	of	of	of	of	of	of	of
and/or	of	of	of	of	of	of	of	of	of
who	of	of	of	of	of	of	of	of	of
are	of	of	of	of	of	of	of	of	of
NOT	of	of	of	of	of	of	of	of	of
highly	of	of	of	of	of	of	of	of	of
effective	of	of	of	of	of	of	of	of	of

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41	24 % [10]	4% [2]	56 % [23]	15 % [6]	27 % [11]	78 % [32]	7% [3]	0	15 % [6]
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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
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D. Downey	A. Pandey	Our mentors are effective, experienced teachers who will coach and develop novice teachers. They are strategically paired with their mentees according to content expertise, demonstrated use of effective instructional practices, and willingness to assist/guide fellow colleagues.	Planned mentoring activities include weekly PLC and departmental meeting time together; one-on-one meetings, observations and conferencing, and weekly MINT meetings with PDF.
K. Nicola	M. Ferry		
R. Braswell	D. Jordan		
P. Hammonds	C. Fazier		
N. Brown	T. Campbell		
S. Westmoreland	E. Little, T. Herndon		
S. Taliferro	B. Davis		

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S. Gomez	K. Strom		
L. Kiernan	M. Helfrich		
Y. Fields	D. Brinson		

Additional Requirements

Coordination and Integration-Title I Schools Only

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

<p>Title I, Part A</p> <p>Services are provided to ensure students requiring additional remediation have access to after-school programs (Team Up), Saturday School or summer enrichment opportunities. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Matthew W. Gilbert Middle School primarily funds teacher salaries for remediation, trainings, and supplies. In an effort to ensure opportunities for parental involvement are in place, a resource teacher, in addition to a parent liaison for the parent resource center, has been provided.</p>
<p>Title I, Part C- Migrant</p>
<p>Title I, Part D</p>
<p>Title II</p> <p>Matthew W. Gilbert Middle School utilizes these supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs.</p>

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Title III SAI funds will be used to expand remediation opportunities during Saturday School. SAI also is utilized for planning period or after-school tutoring. Turn Around School Funding is used to support systemic change in the school leadership and educational processes.
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

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School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The MTSS/RtI School Based Leadership Team consists of the following members: E. Daniels (principal), J. Pierce (assistant principal), J. Pustinger (assistant principal), J. Wilcox (assistant principal), J. Mosley, (assistant principal), L. Miles (instructional coach), L. Baker (school counselor) N. Brown (school counselor), R. Braswell (ESE teacher), S. Gomez, (mathematics coach), J. Garman (math interventionist), S. Nicola (technology coordinator), O. Williams (reading interventionist), and D. Durden-Walter (reading coach)

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 MWG MTSS Leadership Team will meet bi-weekly to address the needs of identified students. Once students have been identified (behavioral or academic), interventions and educational support will be provided to students at an increasing level of intensity based on his or her deficiencies, by his or her teachers. Once this occurs, an intervention design will be put in place tailored to the needs of students. Deficiencies will be assessed periodically (according to the intervention) or as needed, to ascertain if the problem still exists. If this is the case, the team will discuss the following issues: why it is still occurring, does the issue lie with the student (i.e. lack of motivation), or does the problem lie in the classroom environment. Lastly, the intervention will be assessed on its effectiveness. If academic/behavioral progress does not occur, the process will begin again, this time with an increase in its intensity. Additionally, the MTSS Leadership Team shares discussed information regarding the issues and progress of students with grade level team members, and in professional learning communities. In all settings, team members collaborate with faculty members to ensure all personnel are kept abreast of the progress of identified students, as well as additional strategies that may assist students in achieving academic/behavioral improvement. Yearly, the MTSS/RtI team collaborates with feeder school personnel to explore strategies that have been beneficial to incoming MWG students. Additionally, plans are made to address deficiencies of incoming students, based on student data.

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?

The MTSS Leadership Team collaborated with faculty members to analyze student data, develop hypotheses to identify possible causes of deficiencies, and generate interventions to meet the collective needs of students. These needs were determined by utilizing the following data sources to develop school improvement goals: FAIR, LSA, Subject Area Pre/Post assessments, FCAT, District Benchmarks, and EOC/CAST data.

MTSS Implementation

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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.

MWG utilizes the following data sources to determine the needs of students in the academic areas:

Baseline data: FAIR & FCAT

Progress Monitoring: FAIR, LSA, Subject Area Pre/Post tests, and Duval County Benchmarks

Summative Data: FAIR, FCAT, District Benchmarks, EOC/CAST exams

Once data is received, it is reviewed and discussed in Professional Learning Communities by teachers, academic coaches, and members of the RtI Leadership team. The data sources listed above serve as the driving force of the interventions that are in place for all students, specifically those students that are experiencing academic/behavioral difficulties.

Describe the plan to train staff on MTSS.

To train the staff on the MTSS process and procedures, the MTSS/RtI team will conduct learning activities during common planning periods, and early dismissal sessions. The primary focus will be to equip teachers to identify student deficiencies and match these needs with instructional/behavioral interventions. The learning activities will encompass the different elements of MTSS/RtI, along with a variety of interventions that can be used to address academic/behavioral needs.

Describe the plan to support MTSS.

The MTSS leadership team will support this process by meeting bi-weekly to collaborate with teachers in determining the needs of students. Monthly sessions with faculty members will allow for concerns and needs to be addressed. Additionally, surveys will be disseminated yearly to faculty members to provide input on strategies for improving and supporting the MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

The School-Based Literacy Leadership Team consists of the following members: E. Daniels (principal), D. Durden-Walter (reading coach), Mr. O. Williams (reading interventionist), J. Wilcox (assistant principal), Y. Fields (reading teacher), T. Campbell (science teacher), N. Bronston (p.e. teacher) S. Westmoreland (social studies teacher), J. Waters-Jones (ELA teacher), A. Pandey (math teacher), P. Hammonds (ESE teacher), P. Leifer-Hayes (media specialist), L. Adside (City Year), T. Washington (SOAR), L. Baker (guidance), and S. Taliferro (magnet)

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

Duval County's reading/language arts philosophy is clear in suggesting that a successful reading teacher not only teaches a child how to read, but also incorporates strategies that foster a love of reading and prepares the student to enjoy a lifetime of reading.

In support of the district's reading goals and our school-based reading goals, we have established a monthly literacy team data review meeting to assist us in aligning with DCPS Comprehensive K-12 Reading Plan. Team members will investigate an overall area of school wide literacy concerns and review of data collected to determine next steps for overall student needs in that area. In addition, we will meet to assess faculty professional development needs.

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

The major initiative this year for the LLT is to assist in creating a culture of literacy at Matthew Gilbert by not only ensuring that reading takes place across the content areas, but by also supporting student activities geared toward independent reading.

The LLT will assist in the planning and implementation of "The Amazing Reading Race" the school-wide reading program, and activities in recognition of the state's "Literacy Week Celebration."

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.

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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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?

All teachers participate in professional development focusing on the incorporation of reading across the content area and are expected to demonstrate use of the strategies taught in their daily lessons. All teachers are responsible for teaching the building-wide strategies for this year which include Question/Answer Relationships (reading) Cornell Note-taking (organization) and Word Parts (vocabulary). These strategies when used in combination or separately all contribute to the reading improvement of students.

****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](#).

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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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		

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</p>	<p>1A.1. Student reading deficiencies according to FCAT Reporting Categories</p>	<p>1A.1. All ELA, Reading, and Social Studies teachers will use Instructional Focus calendars addressing benchmark deficiencies, to equip students with strategies/skills needed to be successful.</p>	<p>1A.1. Administrators, Reading Coaches</p>	<p>1A.1. Review/analyze student data frequently to ensure students needing remediation are provided additional support.</p>	<p>1A.1. Formal and informal assessment data (benchmark results, mini-assessment, FAIR reports, etc.)</p>		
<p><u>Reading Goal #1A:</u> <i>The percentage of students scoring Level 3 on the 2013 Reading FCAT will increase from 18% to 21%.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>18% (80 of 448) of students scored at Level 3 on the 2012 Reading FCAT</p>	<p>21% (116 of 550) of students will score Level 3 on the 2013 Reading FCAT.</p>					

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		1A.2. Minimal student ownership of learning	1A.2. Teachers will engage in data chats with students to review progress on formal and informal assessments (FCAT, benchmark, FAIR, LSA, mini-assessment) and set goals. These data chats will increase student ownership of learning through self-checking and monitoring.	1A.2. Administrators, Reading Coaches	1A.2. Observation of data chats; review of teacher conference logs; Discussion with students	1A.2. Student Assessment Portfolio	
		1A.3. Student reading interest/stamina	1A.3. Teachers across the content areas will imbed reading into daily lessons. 1A.3 Implementation of school-wide reading program “The Amazing Reading Race” to spark students’ independent reading.	1A.3. Administrators, Reading Coaches 1A.3. Administrators, Reading Coaches, Teachers, Literacy Leadership Team	1A.3. Monitoring implementation of reading activities as evidenced by lesson plans and usage in the classroom. 1A.3. Monitoring of student participation in race (number of students meeting quarterly goals)	1A.3. Observation/Focus Walk feedback forms; lesson plans; student work 1A.3. Student passports and teacher charts indicating number of books read	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1	1B.1	1B.1	1B.1	1B.1		

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Reading Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
	<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		
<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</p>	<p>2A.1. Presentation of lessons lacking the level of rigor needed to maintain/increase critical thinking skills needed to perform above proficiency.</p>	<p>2A.1. Targeted professional development focusing on Webb's Depth of Knowledge (DOK) 2A.1.1 Instructional coaches will co-plan, model, co-teach, and observe teachers to facilitate effective implementation of appropriate progression of rigor.</p>	<p>2A.1. Administrators, Reading Coaches</p>	<p>2A.1. Administrators and reading coaches will monitor integration of higher order questioning activities as evidenced by lessons plans and usage in classroom.</p>	<p>2A.1. Observation feedback forms; formal and informal assessment data (mini-assessment, benchmark , FAIR, etc.)</p>		

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Reading Goal #2A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>The percentage of students scoring at or above Achievement Level 4 on the 2013 Reading FCAT will increase from 7% to 10%.</i>							
	<i>7% (29 of 448) of students scored at or above Level 4 on the 2012 FCAT.</i>	<i>10% (55 of 550) students will score at or above Level 4 on the 2013 FCAT</i>					
		2A.2. Lack of effort due to being “overly confident” in ability to achieve	2A.2. Continuous one-on-one student conferences to review assessment results; set goals, and encourage “best effort”	2A.2. Administrators, Reading Coaches	2A.2. Administrators and Reading Coaches will observe classrooms for evidence of student interest/ motivation to achieve (i.e. engagement, accountable talk,); and monitor student behaviors in testing environment	2A.2. Teacher conference logs; formal and informal assessment data (mini-assessment, benchmark , FAIR, etc.)	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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Reading Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in reading.	3A.1. Student reading deficiencies according to FCAT Reporting Categories	3A.1. All ELA, Reading, and Social Studies teachers will use Instructional Focus calendars addressing benchmark deficiencies, to equip students with strategies/ skills needed to be successful.	3A.1. Administrators, Reading Coaches	3A.1. Review/analyze student data frequently to ensure students needing remediation are provided additional support.	3A.1. Formal and informal assessment data (benchmark results, mini-assessment, FAIR reports, etc.)		
<u>Reading Goal #3A:</u> <i>The percentage of students making learning gains on the 2013 Reading FCAT will increase from 56% to 59%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	56% (232 of 414) of students made learning gains on the 2012 Reading FCAT.	59% (325 of 550) of students will make learning gains on the 2013 Reading FCAT.					
		3A.2. Inconsistent delivery of reading lessons following instructional model that includes explicit instruction, guided practice, independent practice, as well as lesson assessment.	3A.2. Administration will determine specific professional development needs of teachers as it relates to utilizing the instructional delivery model.	3A.2. Administrators	3A.2. Administrators will monitor utilization of instructional delivery model usage by lesson plans and usage in classroom.	3A.2. Observation feedback forms; formal and informal assessment data.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<u>Reading Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							

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	<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 reading.	4A.1. Student reading deficiencies according to FCAT Reporting Categories	4A.1. All ELA, Reading, and Social Studies teachers will use Instructional Focus calendars addressing benchmark deficiencies, to equip students with strategies/ skills needed to be successful.	4A.1. Administrators, Reading Coaches	4A.1. Teachers will review/analyze student data frequently to ensure students needing remediation are provided additional support.	4A.1. Formal and informal assessment data (benchmark results, mini-assessment, FAIR reports, etc.)		
<u>Reading Goal #4A:</u> <i>The percentage of lowest 23% of students making learning gains on the 2013 Reading FCAT will increase from 73% to 76%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	73% (63 of 88) of L25 students made learning gains on the 2012 Reading FCAT	76% (105 of 137) of L25 students will make learning gains on the 2013 Reading FCAT					
		4A.2. Limited evidence of differentiated instruction to meet student needs	4A.2. Targeted professional development focusing on differentiated instruction. School-based interventionist will work with identified students to provide extra support in areas of deficiency.	4A.2. Administrators, Reading Coaches Administrators	4A.2. Administrators and Reading Coaches will monitor implementation of differentiated activities as evidenced by lesson plans and usage in classrooms. Interventionist will monitor student progress.	4A.2. Observation feedback forms; formal and informal assessment data. Interventionist tracking forms; formal and informal assessment data.	
		4A.3. Limited vocabulary skills	4A.3. Targeted professional development focusing on effective, explicit vocabulary instruction.	4A.3. Administrators, Reading Coaches	4A.3. Administrators and Reading Coaches will monitor implementation of vocabulary strategies as evidenced by lesson plans and usage in classrooms.	4A.3. Observation feedback forms; formal and informal assessment data.	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		

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Reading Goal #4B:	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>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Reading Goal #5A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5B.1. Low participation of Level 1 and Level 2 students in safety net programs.	5B.1. Require Level 1 and Level 2 students to participate in safety net programs (Team Up, Saturday School, supplemental tutoring services)	5B.1. Administrators, Team Up Project Manager, SES Coordinator, Saturday School Coordinator	5B.1. Monitor attendance in safety net programs	5B.1. Safety net tracking forms		

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<u>Reading Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
<i>The percentage of Black students not making satisfactory progress on the 2013 Reading FCAT will decrease from 81% to 79%.</i>						
	Black: 81% (409 of 504) Hispanic: Asian: American Indian:	White: Black: 78% (420 of 550) Hispanic: Asian: American Indian:				
		5B.2. Student reading deficiencies according to FCAT Reporting Categories	5B.2. All ELA, Reading, and Social Studies teachers will use Instructional Focus calendars addressing benchmark deficiencies, to equip students with strategies/ skills needed to be successful.	5B.2. Administrators, Reading Coaches	5B.2. Review/analyze student data frequently to ensure students needing remediation are provided additional support.	5B.2. Formal and informal assessment data (benchmark results, mini-assessment, FAIR reports, etc.)

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		5B.3. Minimal student ownership of learning	5B.3 Teachers will engage in data chats with students to review progress on formal and informal assessments (FCAT, benchmark, FAIR, LSA, mini-assessment) and set goals. These data chats will increase student ownership of learning through self-checking and monitoring.	5B.3. Administrators, Reading Coaches	5B.3. Observation of data chats; review of teacher conference logs; Discussion with students	5B.3. Student Assessment Portfolio	
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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>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					
		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		

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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5D.1. Limited evidence of differentiated instruction to meet student needs</p>	<p>5D.1 Targeted professional development focusing on differentiated instruction. Increase collaboration between Core/Intensive teachers and ESE Strategy Specialists in order to prepare lessons that will meet the needs of struggling students</p>	<p>5D.1 Administrators, Reading Coaches Administrators, Reading Coaches</p>	<p>5D.1 Administrators and Reading Coaches will monitor implementation of differentiated activities as evidenced by lesson plans and usage in classrooms. Review notes from collaborative meetings and teacher lesson plans indicating accommodations for students; PLC discussions</p>	<p>5D.1 Observation feedback forms; formal and informal assessment data. Lesson plans; formal and informal assessment data.</p>		
<p><u>Reading Goal #5D:</u> <i>The percentage of SWD students not making satisfactory progress on the 2013 Reading FCAT will decrease from 89% to 86%</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<i>89% (447 of 504) of SWD students did not make satisfactory progress on the 2012 Reading FCAT.</i>	<i>86% (473 of 550) of SWD students will not make satisfactory progress on the 2013 Reading FCAT.</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 reading.	5E.1. Limited resources/access to instructional software that provides additional academic support	5E.1. Provide opportunities for students to use instructional software during safety net programs (i.e. Team Up and Saturday School)	5E.1. Administrators, Team Up and Saturday School Coordinators	5E.1. Monitor student attendance in safety net programs and use of instructional software	5E.1. Safety net Tracking Forms Software Reports		
<u>Reading Goal #5E:</u> <i>The percentage of ED students not making satisfactory progress on the 2013 Reading FCAT will decrease from 72% to 69%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>72% (364 of 504) ED students did not make satisfactory progress in reading.</i>	<i>69% (380 of 550) ED students will not make satisfactory progress in reading.</i>					

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		5E.2. Instability in the home	5E.2. Regular communication with parent/guardian regarding students' academic progress	5E.2. Administrators, Teachers	5E.2. Review of teacher call logs and parent conference documentation	5E.2. Teacher call/conference logs	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

Reading Professional Development

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

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

PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader Reading Coaches	PD Participants (e.g., PLC, subject, grade level, or school-wide) PLC Content Areas	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCIM Instructional Focus Calendars	ELA/Reading 6 - 8	Reading Coaches	PLC Content Areas	Pre-Planning 2012; follow-up as needed	Classroom observations to determine development/usage of Instructional Focus Calendars/lessons	Administrators
Webb's Depth of Knowledge/Higher Order Questioning	ELA/Reading	Reading Coaches	PLC Content Areas	Pre-Planning 2012; follow-up as needed	Classroom observations to determine use of higher order questioning in planning/execution of lessons.	

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Differentiated Instruction	ELA/Reading 6-8	State/District/ School-based Reading Coaches	Select teachers based on demonstrated need	October 2012 – June 2013: Early Release	Classroom observations; teacher lesson plans Administrators
Workshop Model	ELA/Reading 6 - 8	State/District/ School-based Reading Coaches	Selected teachers based on demonstrated need	October 2012; Early Release	Classroom observations; teacher lesson plan; board configuration

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

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1.	1.1.	1.1.	1.1.	1.1.	
CELLA Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Percent of Students Proficient in Listening/Speaking:					
	<i>Enter numerical data for current level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	2.1.	2.1.	2.1.	2.1.	2.1.	
<p><u>CELLA Goal #2:</u></p> <p><u>2012 Current Percent of Students Proficient in Reading:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Percent of Students Proficient in Reading:</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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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.	2.1.	2.1.	2.1.	2.1.	2.1.	
<p><u>CELLA Goal #3:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
<u>Mathematics Goal #1A:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<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: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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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Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
<p><u>Mathematics Goal #1A:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<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: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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<u>Mathematics Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.		
<u>Mathematics Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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.	

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<p>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</p>	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<p><u>Mathematics Goal #3B:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		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.		
<p><u>Mathematics Goal #4A:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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<p>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.</p>	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
<p><u>Mathematics Goal #4B:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance.*</u></p>	<p><u>2013 Expected Level of Performance.*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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

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<u>Mathematics Goal</u> <u>#5B:</u>	<u>2012 Current Level of</u> <u>Performance:*</u>	<u>2013 Expected Level of</u> <u>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> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:				
		5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	

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

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5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
<u>Mathematics Goal #5D:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					
	—	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Mathematics Goal #5E:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Elementary School Mathematics Goals

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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	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		
<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</p>	<p>IA.1. Multiple math deficiencies according to FCAT reporting categories.</p>	<p>IA.1. Teachers will continue to meet one-on-one with each student to ensure awareness of deficiencies and strengths according to FCAT 2.0, Benchmark, PMA, LSA and Focus Lesson data.</p>	<p>IA.1. Principal, Assistant Principals, Math Coach</p>	<p>IA.1. Observations, lesson plans, and documentation of conferences logs.</p>	<p>IA.1. Student Assessment Logs, Data Chats with teachers & students</p>		

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<u>Mathematics Goal</u> <u>#1A:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
The percentage of students scoring at Achievement Level 3 on the 2013 Mathematics FCAT will increase from 21% to 24%.	<i>21% of the (96 of 457) students made FCAT Level 3 in mathematics.</i>	<i>24% of the (187 of 550) students will make FCAT Level 3 in mathematics.</i>					
		1A.2. Novice teachers (4 out of 8)	1A.2. Additional professional development on content knowledge. Participation in district level professional development. Additional support from school-based coach via coaching cycle	1A.2. Principal, Assistant Principals, Math Coach, District Math Coach, STEM Coach	1A.2. Observations, lesson plans, and conferences where feedback will be provided	1A.2. Focus walks, Data Chats with teachers, CAST system	

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		1A.3. Lack of student engagement	1A.3. Integrate manipulatives into lessons. Use learning centers and other forms of hands-on activities.	1A.3. Principal, Assistant Principals, Math Coach	1A.3. Documentation in lesson plans & Observations Math Coach and Technology Resource teacher will assist teachers in utilizing technology oriented resources.	1A.3. Student work samples Focus walks	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Mathematics Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>N/A</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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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		
<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</p>	<p>2A.1. Presentation of lessons lacking the level of rigor needed to maintain/increase critical thinking skills needed to perform above proficiency.</p>	<p>2A.1. Teachers will provide lessons with increased academic rigor to ensure adequate coverage of strand and benchmark weaknesses for all students.</p>	<p>2A.1. Principal, Assistant Principals, Math Coach, District Math Coach, STEM Coach</p>	<p>2A.1. Observations, lesson plans, and documentation of conferences logs.</p>	<p>2A.1. LSAs & Benchmark Data from Inform</p>		
<p><u>Mathematics Goal #2A:</u> The percentage of students scoring at/above Achievement Levels 4 and 5 on the 2013 Mathematics FCAT will increase from 13% to 16%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<i>13% of the (59 of 457) students made FCAT Level 4 or 5 in mathematics.</i>	<i>16% of the (88 of 550) students will make a FCAT Level 4 or 5 in mathematics</i>					
		2A.2. Lack of student engagement	2A.2. Increase participation in mathematics enrichment activities and district competition. Use learning centers and other forms of hands-on activities Integrate manipulatives into lessons.	2A.2. Principal, Assistant Principals, Math Coach	2A.2. Student performance and participation in competition.	2A.2. Results from competition.	
		2A.3 Overly confident in ability to achieve.	2A.3 Challenge students with more rigorous course work & higher order questions.	2A.3 Principal, Assistant Principals, Math Coach	2A.3 Mini-assessments, Learning Schedule Assessments and Benchmark Assessments	2A.3 Tracked Focus Mini-Assessments, LSA data, Exit Slips Benchmark Data	

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<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</p>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<p><u>Mathematics Goal #2B:</u> N/A</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		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		
<p>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</p>	<p>3A.1. Limited core/foundational mathematical skills</p>	<p>3A.1. Determine core instructional needs by reviewing common assessment data for all students. Check for Understanding Plan differentiated instruction using evidence-based instruction/interventions.</p>	<p>3A.1. Principal, Assistant Principals, Math Coach</p>	<p>3A.1. Grade level teams will review results of assessment data to determine progress. Math Extended Planning Time Math T.D.E. Trainings</p>	<p>3A.1. Common assessments tied to NGSSS administered weekly.</p>		

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<u>Mathematics Goal</u> <u>#3A:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
The percentage of students making learning gains on the 2013 Mathematics FCAT will increase 62% to 65%							
	<i>62% of the (276 of 425) students made learning gains in mathematics</i>	<i>65% of the (358 of 550) students will make learning gains in mathematics</i>					
		3A.2. Variations in teachers' experience levels.	3A.2. Plan supplemental instruction/ intervention for students not responding to core instruction. Delivery of instruction will include explicit instruction: modeled instruction, guided practice and independent practice.	3A.2. Principal, Assistant Principals, Math Coach	3A.2. Documentation in lesson plans and common planning time. Math T.D.E. Trainings Math Extended Planning Time	3A.2. Focus walks and lesson plans	

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		3A.3. Lack of student engagement	3A.3. Use technology based activities such as Compass Odyssey, Gizmos and FCAT Explorer. Integrate manipulatives into lessons. Use learning centers and other forms of hands-on activities.	3A.3. Principal, Assistant Principals, Math Coach	3A.3. Math Coach and Technology Resource teacher will assist teachers in utilizing technology oriented resources.	3A.3. Generated reports from aforementioned technological resources. Student work samples	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<u>Mathematics Goal #3B:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<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. Comprehension of the various types of questions	4A.1. Provide reading, writing and vocabulary strategies to equip students with the skills need to thoroughly understand word problems.	4A.1. Principal, Assistant Principals, Math Coach	4A.1. Documentation in lesson plans & Observations	4A.1. Student work samples Assessments		
<u>Mathematics Goal #4A:</u> The percentage of students in Lowest 25% making learning gains on the 2013 Mathematics FCAT will increase from 68% to 71%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>68% of the (65 of 92) L25 students made learning gains in mathematics.</i>	<i>71% of the (99 of 140) L25 students will make learning gains in mathematics.</i>					

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		4A.2. Large over- age student population	4A.2. Incorporate real world activities Teacher mentorship with students Use technology based activities such as Compass Odyssey, Gizmos and FCAT Explorer.	4A.2. Principal, Assistant Principals, Math Coach	4A.2. Documentation in lesson plans & Observations Math Coach and Technology Resource teacher will assist teachers in utilizing technology oriented resources.	4A.2. Student work samples Focus walks	
		4A.3. Lack of student engagement	4A.3. Integrate manipulatives into lessons. Use learning centers and other forms of hands-on activities.	4A.3. Principal, Assistant Principals, Math Coach	4A.3. Documentation in lesson plans & Observations Math Coach and Technology Resource teacher will assist teachers in utilizing technology oriented resources.	4A.3. Student work samples Focus walks	
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.		

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<u>Mathematics Goal #4B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Mathematics Goal #5A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p>	<p>5B.1. White: Black: Large over-age student population Hispanic: Asian: American Indian:</p>	<p>5B.1. Incorporate real world activities Teacher mentorship with students Use technology based activities such as Compass Odyssey, Gizmos and FCAT Explorer.</p>	<p>5B.1. Principal, Assistant Principals, Math Coach</p>	<p>5B.1. Documentation in lesson plans & Observations Math Coach and Technology Resource teacher will assist teachers in utilizing technology oriented resources.</p>	<p>5B.1. Student work samples Focus Walks</p>		
<p><u>Mathematics Goal #5B:</u> The percentage of Black Students not making AYP on the 2013 FCAT Mathematics will decrease from 63% to 60%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<p>White: Black: 63% of the (318 of 507) Black students did not meet AYP. Hispanic: Asian: American Indian:</p>	<p>White: Black:60% of the (330 of 550) Black students did not meet AYP. Hispanic: Asian: American Indian:</p>					
		<p>5B.2. Inadequate teacher delivery of the gradual release instructional model.</p>	<p>5B.2. Increase explicit instruction using the gradual release model - (“I DO, We Do, You Do”) Students will track their own data based on bi-weekly assessment results</p>	<p>5B.2. Principal, Assistant Principals, Math Coach</p>	<p>5B.2. Discussion in (PLC)-instructional practices & student data Daily Focus Walks Benchmark Assessment Learning Schedule Assessments (LSA)</p>	<p>5B.1. PLC Feedback Focus Walks feedback Teacher & Student Data Chats Documentation Lesson Plans</p>	
		<p>5B.3. Continuity of instruction</p>	<p>5B.3. Students will receive instruction from same teacher for core math and intensive math classes.</p>	<p>5B.3. Principal, Assistant Principals, Math Coach</p>	<p>5B.3. Classroom Walkthroughs</p>	<p>5B.3. Focus Walks</p>	

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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>	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
	<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>					
		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		

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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</p>	<p>5D.1. Increase collaboration between ESE resource teachers and content area teachers in order to prepare students who are struggling with learning</p>	<p>5D.1. Mandatory common collaboration between the Core, Intensive, and ESE teachers once a week during common planning</p>	<p>5D.1. Principals, Assistant Principals, Math Coach, ESE Resource teachers</p>	<p>5D.1. Common Lesson Plans</p>	<p>5D.1. Lesson Plans</p>		
<p><u>Mathematics Goal #5D:</u> The percentage of Students with Disabilities not making AYP on the 2013 FCAT Mathematics will decrease from 89% to 86%.</p>	<p><u>2012 Current Level of Performance:</u>*</p>	<p><u>2013 Expected Level of Performance:</u>*</p>					
	<p><i>89% of the (450 out of 507) Students with Disabilities did not meet AYP.</i></p>	<p><i>86% of the (473 out of 507) Students with Disabilities will not meet AYP.</i></p>					
	<p>—</p>	<p>5D.2. Vocabulary deficiency</p>	<p>5D.2. Increase utilization of word wall and other vocabulary acquisition activities.</p>	<p>5D.2. Principal, Assistant Principals, Math Coach</p>	<p>5D.2. Focus walks</p>	<p>5D.2. Assessments</p>	

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		5D.3 Comprehension of the various types of questions	5D.3. Provide reading, writing and vocabulary strategies to equip students with the skills need to thoroughly understand word problems.	5D.3. Principal, Assistant Principals, Math Coach	5D.3. Documentation on lesson plans & Observations	5D.3. Student work samples 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 mathematics.	5E.1. Limited resources (students)	5E.1. Provide supplemental materials (school supplies)	5E.1. Principal, Assistant Principals, Math Coach	5E.1. Progress monitoring	5E.1. Focus walks and assessments		

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<u>Mathematics Goal</u> <u>#5E:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
The percentage of Economically Disadvantaged not making AYP on the 2013 FCAT Mathematics will decrease from 64% to 60%.							
	<i>64% of the (323 out of 507) Economically Disadvantaged students did not meet AYP.</i>	<i>60% of the (330 out of 550) Economically Disadvantaged students will not meet AYP.</i>					
		5E.2. Insufficient nutritional meals	5E.2. Breakfast in the classroom Free/Reduced Lunch Program	5E.2. Principal, Assistant Principals, Math Coach	5E.2. Free/Reduced forms completed	5E.2. Student attendance Report on students on free/reduced lunch	
		5E.3. Limited parental involvement	5E.3. Provide incentives to encourage parent participation	5E.3. Principal, Assistant Principals, Math Coach	Evidence of increased parental support	Teacher phone/conference logs, sign-in sheets from Parent Nights, PTA meetings, and other school events, etc.)	

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 Goal	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: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	<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. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2.1.	2.1.	2.1.	2.1.	2.1.		
Mathematics Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		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>	<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>					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	

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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		
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>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					
		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. Limited foundation of Pre-algebra benchmarks	1.1. Use of Florida Continuous Improvement Model to target Pre-Algebra benchmarks.	1.1. Principal, Assistant Principal, Math Coach	1.1 Observations, lesson plans, and documentation of conferences logs.	1.1. Student Assessment Logs, Data Chats with teachers & students		

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Algebra 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students achieving proficiency (Level 3) on the 2013 Algebra 1 EOC will increase from 33% to 36%.							
	33% of the (30 of 91) students made FCAT Level 3 on the EOC	36% of the (36 of 98) students made FCAT Level 3 on the EOC					
		1.2. Novice teachers (3 out of 4)	1.2. Additional professional development on content knowledge. Participation in district level professional development. Additional support from school- based coach via coaching cycle	1.2. Principal, Assistant Principals, Math Coach, District Math Coach, STEM Coach	1.2. Observations, lesson plans, and conferences where feedback will be provided	1.2. Focus walks, Data Chats with teachers, CAST system	

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		1.3 Lack of student engagement	1.3. Integrate manipulatives into lessons. Use learning centers and other forms of hands-on activities.	1.3. Principal, Assistant Principals, Math Coach	1.3. Documentation in lesson plans & Observations Math Coach and Technology Resource teacher will assist teachers in utilizing technology oriented resources.	1.3. Student work samples Focus walks	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.	2.1. Presentation of lessons lacking the level of rigor needed to maintain/increase critical thinking skills needed to perform above proficiency.	2.1. Teachers will provide lessons with increased academic rigor to ensure adequate coverage of strand and benchmark weaknesses for all students.	2.1. Principal, Assistant Principals, Math Coach, District Math Coach, STEM Coach	2.1. Observations, lesson plans, and documentation of conferences logs.	2.1. LSAs & Benchmark Data from Inform		

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<u>Algebra Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students achieving proficiency (FCAT Level 4 and 5) on the 2013 Algebra 1 EOC from 0% to 5%.							
	<i>0% of the (0 of 91) students made Level 4 or 5 on the Algebra 1 EOC.</i>	<i>5% of the (49 of 98) students made Level 4 or 5 on the Algebra 1 EOC.</i>					
		2.2. Lack of student engagement	2.2. Increase participation in mathematics enrichment activities and district competition. Use learning centers and other forms of hands-on activities Integrate manipulatives into lessons.	2.2. Principal, Assistant Principals, Math Coach	2.2. Student performance and participation in competition.	2.2. Results from competition.	
		2.3 Overly confident in ability to achieve.	2.3 Challenge students with more rigorous course work & higher order questions.	2.3 Principal, Assistant Principals, Math Coach	2.3 Mini-assessments, Learning Schedule Assessments and Benchmark Assessments	2.3 Tracked Focus Mini-Assessments, LSA data, Exit Slips Benchmark Data	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Algebra 1 Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.</p>	<p>3B.1. White: Black: Teacher implementation of the gradual release model. Hispanic: Asian: American Indian:</p>	<p>3B.1. Increase use of explicit instruction (“I DO, We Do, You Do”) Students will track own data based on bi-weekly assessment results</p>	<p>3B.1. Principal, Assistant Principals, Math Coach</p>	<p>3B.1. Discussion in (PLC)-instructional practices & student data Daily Focus Walks Benchmark Assessment Learning Schedule Assessments (LSA)</p>	<p>3B.1. PLC Feedback Focus Walks feedback Teacher & Student Data Chats Documentation Lesson Plans</p>		
<p><u>Algebra 1 Goal #3B:</u> The percentage of Black Students not making AYP on the 2013 Algebra 1 EOC will decrease from 69% to 66%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<p>White: Black: 69% of the (53 of 77) Black students did not meet AYP. Hispanic: Asian: American Indian:</p>	<p>White: Black: 66% of the (65 of 98) Black students did not meet AYP. Hispanic: Asian: American Indian:</p>					
		<p>3B.2. Rigor of curriculum</p>	<p>3B.2. Utilize the FCIM to identify students in the core curriculum needing interventions and enrichment.</p>	<p>3B.2 Principal, Assistant Principals, Math Coach</p>	<p>3B.2 Review student data frequently and ensure groups are redesigned to target the need of students based on assessment.</p>	<p>3B.2 Focus walks</p>	
		<p>3B.3.</p>	<p>3B.3.</p>	<p>3B.3.</p>	<p>3B.3.</p>	<p>3B.3.</p>	

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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 I Goal #3C: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3C.2.	3C.2.	3C.2.	3C.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		

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<p>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.</p>	<p>3D.1. Need for extended time</p>	<p>3D.1. Differentiated Instruction Collaboration with the ESE support to implement strategies per IEP. Chunking assignments.</p>	<p>3D.1. Administrators, Math Coach, Math Interventionist, General Ed Teacher, ESE Support Teacher</p>	<p>3D.1. Documentations of lesson plans, periodic review of IEP collaboration of teachers (general education and ESE) and observations</p>	<p>3D.1. Assessments ESE progress reports Student work samples LSAs Benchmarks</p>		
<p>Algebra 1 Goal #3D: The percentage of Students with Disabilities not making AYP on the 2013 Algebra 1 EOC will decrease from 78% to 75%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>78% of the (7 out of 9) Students with Disabilities did not meet AYP.</i></p>	<p><i>75% of the (5 out of 6) Students with Disabilities did not meet AYP.</i></p>					

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		<p>3D.2.</p> <p>Processing deficiency</p>	<p>3D.2.</p> <p>Small group instruction.</p> <p>ESE support/ math interventionist pushing in or pulling out</p>	<p>3D.2.</p> <p>Administrators, Math Coach, Math Interventionist, General Ed Teacher, ESE Support Teacher</p>	<p>3D.2.</p> <p>Documentations of lesson plans, periodic review of IEP collaboration of teachers (general education and ESE) and observations.</p>	<p>3D.2.</p> <p>Assessments</p> <p>Student work samples</p> <p>LSAs</p> <p>Benchmarks</p>	
		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. Limited resources (students)	3E.1. Provide supplemental materials (school supplies)	3E.1. Principal, Assistant Principals, Math Coach	3E.1. Progress monitoring	3E.1. Focus walks and assessments		

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Algebra 1 Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of Economically Disadvantaged not making AYP on the 2013 Algebra 1 EOC will decrease from 67% to 64%.	<i>67% of the (56 out of 83) Economically Disadvantaged students did not meet AYP.</i>	<i>64% of the (53 out of 82) Economically Disadvantaged students did not meet AYP.</i>					
		5E.2. Insufficient nutritional meals	5E.2. Breakfast in the classroom Free/Reduced Lunch Program	5E.2. Principal, Assistant Principals, Math Coach	5E.2. Free/Reduced forms completed	5E.2. Student attendance Report on students on free/reduced lunch	
		5E.3. Limited parental involvement	5E.3. Provide incentives to encourage parent participation	5E.3. Principal, Assistant Principals, Math Coach	Evidence of increased parental support	Teacher phone/conference logs, sign-in sheets from Parent Nights, PTA meetings, and other school events, etc.)	

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. Rigor of curriculum	1.1. Utilize the FCIM to identify students in the core curriculum needing interventions and enrichment.	1.1. Principal, Assistant Principals, Math Coach	1.1. Review student data frequently and ensure groups are redesigned to target the need of students based on assessment.	1.1. Focus walks		

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<u>Geometry Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A						
		1.2. Lack of student engagement	12. Integrate manipulatives into lessons. Use learning centers and other forms of hands-on activities.	12. Principal, Assistant Principals, Math Coach	12. Documentation in lesson plans & Observations Math Coach and Technology Resource teacher will assist teachers in utilizing technology oriented resources.	12. Student work samples Focus walks	
		1.3. Multiple math deficiencies according to FCAT reporting categories.	1.3. Teacher will meet one-on-one with each student to review FCAT2.0, Benchmark and PMA data.	1.3. Principal, Assistant Principal, Math Coach	1.3. Documentation of teacher conference logs.	1.3. Student Assessment Portfolio	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</p>	<p>2.1. Overly confident in ability to achieve.</p>	<p>2.1. Challenge students with more rigorous course work.</p>	<p>2.1. Principal, Assistant Principals, Math Coach</p>	<p>2.1. Mini-assessments and Learning Schedule Assessments</p>	<p>2.1. Exit Slips and quizzes</p>		
<p><u>Geometry Goal #2:</u></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>N/A</p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		<p>2.2. Boredom with district curriculum</p>	<p>2.2. Increase participation in mathematics enrichment activities and district competition.</p>	<p>2.2. Principal, Assistant Principals, Math Coach</p>	<p>2.2. Student performance and participation in competition.</p>	<p>2.2. Results from competition.</p>	
		<p>2.3 Addressing deficiencies</p>	<p>2.3 Teacher will meet one-on-one with each student to review FCAT, Benchmark and PMA data.</p>	<p>2.3 Principal, Assistant Principals, Math Coach</p>	<p>2.3 Documentation of teacher conference logs.</p>	<p>2.3 Student Assessment Portfolio</p>	

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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%.	Baseline data 2011-2012						
<u>Geometry Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</p>	<p>3B.1. White: Black: Teacher implementation of the gradual release model. Hispanic: Asian: American Indian:</p>	<p>3B.1. 3B.1. Explicit instruction ("I DO, We Do, You Do") model Students will track their own data based on bi-weekly assessment results</p>	<p>3B.1. Principal, Assistant Principals, Math Coach</p>	<p>3B.1. Discussion in (PLC)- instructional practices & student data Daily Focus Walks Benchmark Assessment Learning Schedule Assessments (LSA)</p>	<p>3B.1. PLC Feedback Focus Walks feedback Teacher & Student Data Chats Documentation Lesson Plans</p>		
<p>Geometry Goal #3B: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<p><i>Enter numerical data for current level of performance in this box.</i></p> <p>White: Black: Hispanic: Asian: American Indian:</p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p> <p>White: Black: Hispanic: Asian: American Indian:</p>						
		3B.2.	3B.2.	3B.2	3B.2	3B.2	3B.2	
		Rigor of curriculum	Utilize the FCIM to identify students in the core curriculum needing interventions and enrichment.	Principal, Assistant Principals, Math Coach	Review student data frequently and ensure groups are redesigned to target the need of students based on assessment.	Focus walks		
		3B.3.	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>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3C.2.	3C.2.	3C.2.	3C.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		

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<p>3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.</p>	<p>3D.1. Need for extended time</p>	<p>3D.1. Differentiated Instruction Collaboration with the ESE support to implement strategies per IEP. Chunking assignments.</p>	<p>3D.1. Administrators, Math Coach, Math Interventionist, General Ed Teacher, ESE Support Teacher</p>	<p>3D.1. Documentations of lesson plans, periodic review of IEP collaboration of teachers (general education and ESE) and observations</p>	<p>3D.1. Assessments ESE progress reports Student work samples LSAs Benchmarks</p>		
<p>Geometry Goal #3D:</p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					

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		<p>BD.2.</p> <p>Processing deficiency</p>	<p>BD.2.</p> <p>Small group instruction.</p> <p>ESE support/ math interventionist pushing in or pulling out</p>	<p>BD.2.</p> <p>Administrators, Math Coach, Math Interventionist, General Ed Teacher, ESE Support Teacher</p>	<p>BD.2.</p> <p>Documentations of lesson plans, periodic review of IEP collaboration of teachers (general education and ESE) and observations.</p>	<p>BD.2.</p> <p>Assessments</p> <p>Student work samples</p> <p>LSAs</p> <p>Benchmarks</p>	
		BD.3.	BD.3.	BD.3.	BD.3.	BD.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. Lack of parental knowledge about courses	3E.1 Provide help sessions for parents to get help in the courses that students struggle with all math grade levels	3E.1. Principal , Assistant Principals, Teachers and Guidance Counselors	3E.1. Parental turnout	3E.1. Parent Signature Sheet		
<p><u>Geometry Goal #3E:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					

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		3E.2. Lack of concentration	3E.2. Increase participation in mathematics enrichment activities Provide Breakfast in the classroom	3E.2. Principal, Assistant Principals, Cafeteria workers	3E.2. Review student data frequently & bi-weekly progress reports	3E.2. Assessments Student work samples LSAs Benchmarks	
		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
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	All	Academic School Based Coaches	Math Teachers	Weekly PLC Training, Bi-Weekly Data Chats, Bi-weekly Early Dismissal Days	Classroom Walkthroughs, PLCs, Evidence Notebooks, Lesson Plans	Math Coach, Data Team, School Instructional Coach, Administration
Inform/Insight Data Analysis		District Coaches				
Gradual Release	All	Principal	School-Wide	Early Dismissal Days	Classroom Walkthroughs	Principal, Assistant Principals, Math Coach
Instructional Model		Academic School				
Higher Order Questioning	All	Math Coach	Math Teachers	Weekly PLC Training & Bi-weekly Early Dismissal Days	Classroom Walkthroughs, PLCs, Lesson Plans	Principal, Assistant Principals, Math Coach

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

End of Mathematics Goals

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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.	IA.1. Test encompasses three years of science knowledge	IA.1. Implement 6 th and 7 th grade LSAs baseline and post assessment for every Unit. This will assist the teachers in checking the knowledge of each benchmarks taught per unit.	IA.1. Principal, Assistant Principal, Academic Coaches	IA.1. We will be able to isolate the benchmark that the students aren't showing mastery.	IA.1. Data notebook that contains the students formal and informal assessments.		

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Science Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students achieving proficiency (Level 3) on the 2013 Science FCAT will increase from 17% to 21%.	17% of students scored at Achievement Level 3 in Science	21% of students will score at Achievement Level 3 in Science.					
		1A.2. Inability of Level 1 Readers to read and comprehend science text independently	1A.2. Utilize reading strategies	1A.2 Principal, Assistant Principal, Academic Coaches	1A.2. It will be evident in the student's ability to use effectively the strategies	1A.2. Student portfolios	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		

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Science Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
	<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 science.	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		
<u>Science Goal #2A:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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<u>Science Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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.		
<u>Science Goal #1:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<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. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Science Goal #2:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	<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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End of Florida Alternate Assessment High School Science Goals

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

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

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

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	<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 Biology 1.	2.1.	2.1.	2.1.	2.1.	2.1.		
Biology 1 Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Biology 1 EOC Goals

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Science Budget (Insert rows as needed)

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

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

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

End of Science Goals

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

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. The students' inability to articulate a written response that conveys a complete thought.	1A.1. Increase student practice in reading and writing across all content areas.	1A.1. Principal, Assistant Principal, Reading, Coaches.	1A.1. Through PLC and Common planning teachers will bring artifacts to share and discuss to assist in the progression of this process.	1A.1. Informal assessments Class work, Homework, Exit slips District Timed Writing 2-5		

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Writing Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students scoring Level 3 or higher on the 2013 Writing FCAT will increase from 73% to 83%.							
	<i>73% of the students performed at 3.5 or higher in Writing.</i>	<i>83% of the students will make a 3.5 or higher in Writing.</i>					
		1A.2.1 Student inability to adequately support the evidence they are providing.	1A.2.1 Students will utilize SRE to assist them in developing evidence to support their topics and sub-topics.	1A.2.1 Principal, Assistant Principal, Reading, Coaches.	1A.2.1 Examine student work. The District timed writing samples will give us a good indication if this process is being effective. Also, informal teacher writing assessments can be used as well.	1A.2.1 Informal assessments Class work, Homework, Exit slips District Timed Writing 2-5	
		1A.3. Student inability to use conventions properly.	1A.3. Embedding grammar activities through the literary selections.	1A.3. Principal, Assistant Principal, Reading, Coaches.	1A.3. Evidence of student progress in effectively using conventions in informal, and formal writing samples.	1A.3.1 Informal assessments Class work, Homework, Exit slips District Timed Writing 2-5	
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		

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Writing Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
	<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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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 Academic Coaches	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Workshop Model	6-8		6 th grade ELA & Social Studies 7 th grade ELA & Social Studies	Professional Learning Communities weekly Weekly Common planning	Planned Lessons, Focus walks, Observations, modeling and co-teaching	Principal, Assistant Principals, and Coaches
Writing Across Content	6-8	Academic Coaches	8 th grade ELA, Social Studies, Science, and Intensive Reading 6 th grade ELA, Social Studies, Science, and Intensive Reading 7 th grade ELA, Science, Social Studies, Science, and Intensive Reading. 8 th grade ELA, Social Studies, Science, and Intensive Reading	Early Release Professional Learning Communities weekly Weekly Common planning Early Release	Planned Lessons, Focus walks, Observations, modeling and co-teaching	Principal, Assistant Principals, and Coaches

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Writing Workshop Model	6-8	Academic Coaches	6 th grade ELA & Social Studies 7 th grade ELA & Social Studies 8 th grade ELA, Social Studies, Science, and Intensive Reading	Professional Learning Communities weekly Weekly Common planning Early Release	Planned Lessons, Focus walks, Observations, modeling and co-teaching	Principal, Assistant Principals, and Coaches
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Writing Budget (Insert rows as needed)

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

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

End of Writing Goals

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.		
<u>Civics_Goal #1:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<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.		
<u>Civics Goal #2:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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.	

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

Civics Professional Development

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

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

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

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

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

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

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.		
<p><u>U.S. History Goal #1:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

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

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

**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
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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

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

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	l.1. Parental Involvement – Parents having to leave home early to get to work.	l.1. Title I Parent Liaison will provide information about attendance, absences, tardies and consequences. Topic will also be discussed at grade-level Parent Nights.	l.1. Assistant Principals and Parent Liaison	l.1. Monthly monitoring of attendance by Assistant Principals	l.1. Genesis and OnCourse reports, attendance sheets from Parent Nights		

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

<p><u>Attendance Goal #1:</u> <i>Increase attendance of students by 2 percentage points to 98% while reducing the number of excessive absences by 20 %</i></p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>96.2% (507) of 528 students</p>	<p>98%</p>					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					
	<p>3.9% (21)</p>	<p>20% (17)</p>					
	<p><u>2012 Current Number of Students with Excessive Tardies (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u></p>					
	<p>0</p>	<p>0</p>					
		<p>1.2. Excessive suspensions of students</p>	<p>1.2. Utilization of creative progressive discipline plan</p>	<p>1.2. Assistant Principals</p>	<p>1.2. Monthly monitoring</p>	<p>1.2. Genesis and OnCourse reports</p>	

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

		1.3. Transportation	1.3. School provides bus passes & activity buses	1.3. Bus Coordinator Assistant Principals	1.3. Monitoring attendance of absences and tardies by Assistant Principals	1.3. Genesis and OnCourse report	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Attendance Professional Development

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

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

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

Attendance Budget (Insert rows as needed)

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

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

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

End of Attendance Goals

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

Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1.1. Lack of parental involvement and support in the development of positive behavior of their children.	1.1. Parent Night – to provide parents with tools and ideas that they can use to help increase positive behavior in their children.	1.1. Assistant Principals	1.1. Monthly monitoring of referrals and disciplinary actions.	1.1. Genesis		

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

<p>Suspension Goal #1:</p> <p><i>The goal is to reduce the number of students suspended during the year by 10% (2) for In School Suspensions and 10% (112) Out-of-School Suspensions.</i></p>	<p><u>2012 Total Number of In-School Suspensions</u></p>	<p><u>2013 Expected Number of In-School Suspensions</u></p>					
	23	21					
	<p><u>2012 Total Number of Students Suspended</u></p> <p><u>In-School</u></p>	<p><u>2013 Expected Number of Students Suspended</u></p> <p><u>In-School</u></p>					
	22 (4.16%)	20					
	<p><u>2012 Total Number of Out-of-School Suspensions</u></p> <p>1123</p>	<p><u>2013 Expected Number of Out-of-School Suspensions</u></p> <p>1011</p>					
	1123	1011					
	<p><u>2012 Total Number of Students Suspended</u></p> <p><u>Out-of-School</u></p>	<p><u>2013 Expected Number of Students Suspended</u></p> <p><u>Out-of-School</u></p>					
	464 (87.87%)	418					

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

		1.2 Students' unwillingness to modify behavior to meet school and district expectations.	1.2 Utilization of a more diverse progressive discipline plan Quarterly Discipline Assemblies	1.2 Assistant Principals	1.2 Monthly monitoring of referrals and disciplinary actions	1.2 Genesis	
		1.3 Poor classroom management techniques and lack of enforcement of school wide behavior expectations.	1.3 Provide Professional Development training on effective Classroom Management as well as having Assistant Principals more visible in hallways and classrooms.	1.3 Assistant Principals	1.3 Monthly monitoring of referrals and disciplinary actions.	1.3 Genesis	

**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	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
CHAMPs Training	Grade Level 6-8	PLC Leader Assistant Principals	School-wide	October 2012	Classroom Observations, referrals	Principal, Assistant Principals

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

RTI Training

Grade Level 6-8 RTI Coordinator

School-wide

October 2012

Teachers will utilize the elements of RTi to identify and address the student behavioral needs

Principal, Assistant Principals, RTi Team

Suspension Budget (Insert rows as needed)

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

End of Suspension Goals

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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.		

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<u>Dropout Prevention Goal #1:</u> <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>	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
	<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

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

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

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

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

PD Content /Topic

Grade Level/
Subject

PD Facilitator

PD Participants

Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or

(e.g. , PLC, subject, grade level, or school-wide)

PLC Leader

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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. Parents unable to attend school related activities during and/or after school hours.	1.1. Solicit parent input on activities of interest and best times for implementation.	1.1. Principal, Assistant Principals, Parent Liaison	1.1. Debrief meeting with staff associated with the event, select parents who participated with the event, and the parent liaison	1.1. T-chart to review the correlation between input, actual participation, and schedule.		

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<u>Parent Involvement Goal #1:</u>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
<i>Increase parental involvement in school based activities to 20% for the 2012-2013 school year.</i>							
		1.2 Parents do not feel comfortable in school environment	1.2. Conduct OPEN HOUSE - Opportunity for parents to be greeted by faculty and staff; learn about school and services provided. Ensure that all MWG staff consistently present family-friendly atmosphere Encourage parents to become a school volunteer	1.2. Principal, Assistant Principals, Parent Liaison	1.2. Debrief meeting with staff members, parents and students.	1.2. Event attendance sheet, Comment/suggestion exit cards, follow-up survey after event.	
		1.3 Parents lack awareness of school activities	1.3 Increase frequency of communication with parents (i.e. automated phone system, school marquee, event flyers; teacher contact; assistant principal contact, etc.)	1.3 Principal, Assistant Principals, Parent Liaison	1.3 Monitor parent awareness of different events; parent response to phone contact	1.3 Log of parent phone call seeking information	

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

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Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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

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

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

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	1.3.	1.3.	1.3.	1.3.	1.3.
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STEM Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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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
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
<p><u>CTE Goal #1:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.

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	1.3.	1.3.	1.3.	1.3.	1.3.
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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		

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<p>1. Additional Goal - SAFETY</p>	<p>I.1. The number of physical altercations during school hours.</p>	<p>I.1. Increase the presence of security and the assistant principals in the hallways, cafeteria, and classrooms.</p>	<p>I.1. Assistant Principals</p>	<p>I.1. Monthly monitoring of Class II referrals for 2.03, 2.04, and 2.05</p>	<p>I.1. Genesis</p>		
<p><u>Additional Goal #1:</u> <i>Increase the identified level of safety within the school (according to the school climate survey) from 77% to 82% in 2013.</i></p>	<p><u>2012 Current Level .*</u></p>	<p><u>2013 Expected Level .*</u></p>					

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	<i>77% (144 of 187) respondents to the school climate survey indicated they feel safe at school.</i>	<i>82% of respondents to the school climate survey will indicate they feel safe at school.</i>					
		1.2. The number of students bullying and being bullied.	1.2. Provide training to students, parents and teachers on bullying and how to prevent it.	1.2. Assistant Principals, Guidance Counselors	1.2. Monthly monitoring of bullying statements.	1.2. Genesis and physical copies of bullying statements in the student services office.	
		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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Grade Level 6-8 Assistant Principals

School -Wide

October 2012

Assistant Principals will utilize anti-bullying packets as well as conferencing with parents and students identified as being part of a bullying situation.

Assistant Principals.

Bullying

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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:
CELLA Budget	Total:
Mathematics Budget	Total:
Science Budget	Total:
Writing Budget	Total:
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total:
	Total:
	Total:
	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 type="checkbox"/> Focus	<input type="checkbox"/> Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.

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Matthew Gilbert's SAC provides guidance, support and financial assistance for diverse school-wide activities. Its members are representatives from all stakeholder entities. The SAC's goal is to involve parents, teachers, administrators, and community members in the resolution of school-wide and community problems. The committee also assists with parental involvement activities, feeding families that live at the homeless shelter and providing Thanksgiving baskets to our families that are in need. In addition, the committee assists with monitoring during formal testing and distributing snacks to the students.

Describe the projected use of SAC funds.	Amount