

# Florida Department of Education



**DRAFT School Improvement Plan (SIP)  
Form SIP-1**

Proposed for 2012-2013

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

### 2012-2013 SCHOOL IMPROVEMENT PLAN

#### PART I: CURRENT SCHOOL STATUS

##### School Information

School Name: 1281.00 Fitzgerald Middle School	District Name: Pinellas County Schools
Principal: Mrs. Teresa Anderson	Superintendent: John A. Stewart, Ed.D.
SAC Chair: Mrs. Dayna Gray	Date of School Board Approval: Pending: October 19, 2012

##### **Student Achievement Data and Reference Materials:**

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

##### **Administrators**

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Ms. Teresa Anderson	Bachelor of Science Masters in Curriculum & Instruction	1	12	2007-08= C      2010-11= D 2008-09= C      2011-12= A 2009-10= C

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Assistant Principal	Mrs. Cynthia Petersen	B.A. Education Master in Ed Leadership	0	7	2007-08= B 2008-09= B 2009-10= C	2010-11 C 2011-12 D
Assistant Principal	Mrs. Marsha McCoy	Educational Specialist in MA in Ed. Leadership	15	15	2007-08= C 2008-09= B 2009-10= B	2010-11= C 2011-12= A
Assistant Principal	Mrs. Tonya Mitchell	BS Marketing Mathematics 5-9 Master in Ed Leadership	0	0	2007-08= B 2008-09= B 2009-10= C	2010-11= B 2011-12= A

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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)
Coach	Natasha Reed	MS Curriculum & Instruction VE Reading Endorsed	0	1	Tyrone Middle: 2010=B and 2011= C Azalea Middle: 2009= C, 2008= C, 2007= C
Reading/ Literacy Coach	Victoria McCollum	B.A. Communications National Board Cert. English 6-12 Reading Endorsed 6-12	0	0	Previously taught at Palm Harbor University High School which has been an A school for over 10 years.

### 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. EDGE Mentoring	Sara Carroll and Della Shuler	05/2013
2. Internships	Various Teachers	05/2013
3. Abbreviated Wednesday trainings	Leadership Team	05/2013
4. AVID Initiative	Michael Caris	05/2013

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***Non-Highly Effective Instructors***

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
9% (7)	<ol style="list-style-type: none"> <li>1. Training on Common Core Standards, teachers having lesson plans aligned to the CCSS</li> <li>2. Having teachers have an IPDP that is aligned with CCSS, the school goals, and personal growth needed related to professional development.</li> <li>3. Administration coaching and sharing ideas based on walkthrough data</li> <li>4. Share data to show areas of needs and celebrate strengths</li> <li>5. Administrators track student growth and teacher assessment data aligned to learning goals</li> </ol>

***Staff Demographics***

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
79	3% (2)	18% (14)	48% (38)	32% (25)	37% (29)		23% (18)	1% (1)	25% (20)

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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
Sara Carroll	Casey Weeks	Ms. Carroll is a Reading teacher and has been teaching for over 25 years.	Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons
Della Shuler	Christine Hamp	Mrs. Shuler is a Language Arts and Reading certified teacher. Mrs. Shuler has been teaching for over 25 years.	

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### Additional Requirements

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

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

Title I, Part A Title I, Part A funds are utilized, in conjunction with district operating funds and other federal resources, to support teaching and learning, parental engagement, and professional development. Title I services are coordinated and integrated with other resources through the Division of Teaching and Learning, Student Assignment, and Research and Accountability.
Title I, Part C- Migrant NA in Pinellas
Title I, Part D The district receives Title I, Part D funds which provide transition services from alternative education programs to zoned schools. In addition, a portion of Title I, Part A funds is reserved for services to neglected and delinquent students. Funds are targeted to support continuous education services to students in neglected and delinquent facilities through tutoring, instructional materials and resources, and technology.
Title II The district receives funds to increase student achievement through professional development for teachers and administrators. Title II funds provide math and science coaches, as required by Differentiated Accountability, in some of the district's lowest performing schools. A portion of Title I, Part A funds is used to provide additional reading and math coaches in targeted schools based on FCAT results.
Title III Title III funds provide educational materials, bilingual translators, summer programs, and other support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools.
Title X- Homeless The district receives funds to provide resources for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).
Supplemental Academic Instruction (SAI) SAI funds are coordinated with Title I, Part A funds to provide extended learning opportunities for students before/during/after school and during the summer.
Violence Prevention Programs

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Nutrition Programs Title I coordinates with district food services to provide breakfast and lunch to students in Title I summer extended learning camps.
Housing Programs
Head Start Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy.
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. T. Anderson (Principal); AP's M. McCoy, T. Mitchell, C. Petersen; A. Kemp (Social Worker); P. Phillips (Psychologist); D. Larkin (Prevention Specialist); G. Killalea (VE Liaison); Academic Coaches N. Reed & V. McCollum; TBA (Behavior Specialist)
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? -Facilitator – generates agenda and leads team discussions -Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data -Technology Specialist – brokers technology necessary to manage and display data -Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access -Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda  Meeting time: 2 <sup>nd</sup> and 4 <sup>th</sup> Wednesday every month; from 8:30-9:15
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 met with the administration and other staff representatives to help develop the SIP. The team provided data, helped set goals and expectations, and suggested strategies that would ensure attainment of instructional goals.

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### MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline data: Progress Monitoring and Reporting System (PMRN), Assessment and Instruction Management System (AIM Web), FCAT  
Progress Mentoring: PMRN, AIMS Web, FCAT Simulation, Glencoe Writing, Math, & Science State Assessments  
Mid-Year: FAIR, SRI, FCAT Simulation, Glencoe Writing, Math & Science State Assessments

Describe the plan to train staff on MTSS.

Faculty PLC's, Professional Development days throughout the school year will be used to instruct the staff on the importance of the interventions to increase students' success or achievement.

Describe the plan to support MTSS.

Faculty PLC's, Professional Development days throughout the school year will be used to instruct the staff on the importance of the interventions to increase students' success or achievement.

### *Literacy Leadership Team (LLT)*

#### School-Based Literacy Leadership Team

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

The LLT is made up of a variety of teachers from different subjects: S. Camfield, E. Haley, C. Murray, J. Waddell, A. Owen, P. Roberts, D. Krauss, R. Putney, E. Leopold, J. Callison, C. Petersen (Administrator), E. Caplan, M. Blanken, K. Myers

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

Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:

- Support for text complexity
- Support for instructional skills to improve reading comprehension
  - Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
  - Providing scaffolding that does not preempt or replace text reading by students
  - Developing and asking text dependent questions from a range of question types
  - Emphasizing students supporting their answers based upon evidence from the text
  - Providing extensive research and writing opportunities (claims and evidence)
- Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).

The district will provide training and tools for Literacy Leadership Teams.

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What will be the major initiatives of the LLT this year?  
 Support for text complexity

- Support for instructional skills to improve reading comprehension
- Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects

***Public School Choice***

- **Supplemental Educational Services (SES) Notification**

*Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.*

**\*Grades 6-12 Only** Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

- The school Literacy Leadership Team is established to grow the use of literacy strategies in all disciplines. The Team is composed of a cross section of the faculty that act as liaisons to help grow department wide literacy strategies in all classrooms
- The school has a Student Literacy Team that assists in the development and implementation of classroom literacy strategies.
- Teacher evaluations include a provision for teaching reading strategies to students. The teacher summative evaluation, in most cases, uses reading data as a portion of teacher performance.

**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					

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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><b>1a.FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b></p>	<p>1a.1. Insufficient standard based instruction</p>	<p>1a.1. Set and communicate a purpose for learning and learning goals in each lesson</p>	<p>1a.1. AP who evaluates teacher</p>	<p>1a.1. Determine Lesson:                      *Is aligned with a course standard or benchmark and to the district/school pacing guide                      *Begins with a discussion of desired outcomes and learning goals                      *Includes a learning goal/essential question                      *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question                      *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question                      *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it                      *Teacher reference to the scale or rubric throughout the lesson</p>	<p>1a.1. Walkthrough &amp; Lesson Plans</p>		

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Reading Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Improve current level of performance							
	26% 359	Decrease level 1&2 from 43% To 33%					
		1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1a.2. Walkthrough	

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		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade- level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results	
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<p><b>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b></p>	<p>1b.2. Insufficient standard based instruction</p>	<p>1b.2. Implement High Yield Instructional Strategies</p>	<p>1b.2. AP who evaluates teacher</p>	<p>1b.2. Determine:                      *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes aligned to access points when appropriate                      *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc.                      *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur</p>	<p>1b.2. Walkthrough</p>		
<p><b>Reading Goal #1b:</b></p>	<p><u>2012 Current Level of Performance:</u>*</p>	<p><u>2013Expected Level of Performance:</u>*</p>					
<p>Improve current level of performance</p>	<p>33%</p>	<p>Decrease level 1,2,3</p>					

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		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2a.FCAT 2.0:Students scoring at or above Achievement Levels 4 and 5 in reading.</b>	2a.1. Lack of differentiation of instruction	2a.1. Provide formative assessments to inform differentiation in instruction	2a.1. AP who evaluates teacher	2a.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	2a.1. Walkthrough		



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Reading Goal #2a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Improve current level of performance							
	31% 434	Increase level 4 and 5 by 5%					
		2a.2. Scheduling	2a.2. Advanced Reading as an elective for Level 3 readers	2a.2. S. Camfield- LLT Leader C. Petersen- Admin. McCollum- Reading Coach	2a.2. FCAT scores and grades	2a.2. Walkthrough Data	
		2a.3	2a.3	2a.3	2a.3	2a.3	

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<p><b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b></p>	<p>2b.1. Lack of differentiation of instruction</p>	<p>2b.1. Provide formative assessments to inform differentiation in instruction</p>	<p>2b.1. AP who evaluates teacher</p>	<p>2b.1. Determine:                  *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction                  *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning                  *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle                  *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points</p>	<p>2b1. Walkthrough</p>		
<p>Reading Goal #2b: Improve current level of performance</p>	<p><u>2012 Current Level of Performance:</u>*</p>	<p><u>2013 Expected Level of Performance:</u>*</p>					
	<p>56%</p>	<p>Increase level 7 by 5%</p>					
		<p>2b.2.</p>	<p>2b2.</p>	<p>2b.2.</p>	<p>2b.2.</p>	<p>2b.2.</p>	

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		2b.3	2b.3	2b.3	2b.3	2b.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>3a. FCAT 2.0: Percentage of students making Learning Gains in reading.</b></p>	<p>3a.1. Lack of student engagement</p>	<p>3a.1. Differentiate Instruction</p>	<p>3a.1. AP who evaluates teacher</p>	<p>3a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level                      *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)                      *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.                      *These small groups are flexible and change with the content, project and assessments                      *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>3a.1. School Summary of observation section of teacher appraisal results                       IPI data when available                       State instructional walkthrough when applicable</p>		
<p><u>Reading Goal #3a:</u>                       Improve current level of performance</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013Expected Level of Performance:*</u></p>					

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	66% (846)	100%					
		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><b>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</b></p>	<p>3b.1. Lack of student engagement</p>	<p>3b.1. Differentiate Instruction</p>	<p>3b.1. AP who evaluates teacher</p>	<p>3b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level                      *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)                      *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.                      *These small groups are flexible and change with the content, project and assessments                      *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>3b.1. School Summary of observation section of teacher appraisal results                       IPI data when available                       State instructional walkthrough when applicable</p>		
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Reading Goal #3b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Improve current level of performance							
	33% (2)	100%					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>4a.FCAT 2.0:Percentage of students in Lowest 25% making learning gains in reading.</b></p>	<p>4a.1. Lack of different iation of instruction</p>	<p>4a.1. Differentiate Instruction</p>	<p>4a.1. AP who evaluates teacher</p>	<p>4a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>4a.1. Lesson Plans &amp; Walkthrough</p>		
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Reading Goal #4a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Improve current level of performance							
	66% (218)	100%					
		4a.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4a.2. Create intervention that support core instructional goals and objectives	4a.2. SBLT	4a.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	4a.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs	
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.	

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<p><b>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.</b></p>	<p>4b.1. Lack of differentiation of instruction</p>	<p>4b.1. Differentiate Instruction</p>	<p>4b.1. AP who evaluates teacher</p>	<p>4b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level            *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)            *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.            *These small groups are flexible and change with the content, project and assessments            *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>4b.1. Lesson Plans &amp; Walkthrough</p>		
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Reading Goal #4b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Improve current level of performance							
	pending	100%					
		4b.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4b.2. Create intervention that support core instructional goals and objectives	4ab.2. SBLT	4b.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	4b.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	

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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b> 59	66	73	80	86	93	100
<u>Reading Goal</u> <b>#5A:</b> <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 subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>5B. Student subgroups by ethnicity</b> (White, Black, Hispanic, Asian, American Indian) <b>not making satisfactory progress in reading.</b></p>	<p>5b.1. White: Black: Hispanic: Asian: American Indian: Indian: Lack of different iation of instruction</p>	<p>5b.1. Differentiate Instruction</p>	<p>5b.1. AP who evaluates teacher</p>	<p>5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>5b.1. Lesson Plans &amp; Walkthrough</p>		
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Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Improve current level of performance							
	White:65% 513 Black: 5% 42.00 Hispanic: 13% 107.00 Asian: 11% 89.00 American Indian: 0% 3.00	100% of all subgroups to make a learning gain  Increase proficiency of all subgroups by 10%					
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b></p>	<p>5c.1. Lack of differentiation of instruction</p>	<p>5c.1. Differentiate Instruction</p>	<p>5c.1. AP who evaluates teacher</p>	<p>5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level                      *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)                      *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.                      *These small groups are flexible and change with the content, project and assessments                      *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>5c.1. Lesson Plans &amp; Walkthrough</p>		
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<u>Reading Goal</u> <u>#5C:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013Expected</u> <u>Level of</u> <u>Performance:*</u>					
Improve current level of performance							
	42% (68)	100% of ELL students to make a learning gain An increase in proficiency by 10%					
		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><b>5D. Students with Disabilities (SWD)not making satisfactory progress in reading.</b></p>	<p>5d.1. Lack of differentiation of instruction</p>	<p>5d.1. Differentiate Instruction</p>	<p>5d.1. AP who evaluates teacher</p>	<p>5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level                      *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)                      *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.                      *These small groups are flexible and change with the content, project and assessments                      *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>5d.1. Lesson Plans &amp; Walkthrough</p>		
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<u>Reading Goal</u> <u>#5D:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
Improve current level of performance							
	26% (33)	100% of all SWD students to make a learning gain An increase in proficiency by 10%					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b></p>	<p>5e.1. Lack of differentiation of instruction</p>	<p>5e.1. Differentiate Instruction</p>	<p>5e.1. AP who evaluates teacher</p>	<p>5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level                      *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)                      *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.                      *These small groups are flexible and change with the content, project and assessments                      *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>5e.1. Lesson Plans &amp; Walkthrough</p>		
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<u>Reading Goal #5E:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
Improve current level of performance							
	48% (379)	100% of economically disadvantaged students will learning gain An increase in proficiency by 10%					
		5E.2.	5E.2	5E.2.	5E.2.	5E.2.	
		5E.3	5E.3	5E.3	5E.3	5E.3	

**Reading Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b> 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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Common Core	6-8 All Subjects	Department Chair	Department PLC's	Early Release Wednesdays on 09/26, 10/24, 01/30	Implementation and Reading Coach walkthroughs	Administrators for each grade level
FCAT/EOC Computer training	6-8 All Subjects	Technology Coordinator	All teachers, all subjects	Early Release Wednesday on 01/16/13	Completion of training	Administrators for each grade level
Reading Content Training	6-8	Reading Supervisor	All Reading teachers	08/16/2012 02/18/2013	Implementation of new ideas & strategies into lessons	Administrators

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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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
FCAT/EOC Computer training	Training provided by Tech. Coord.	N/A	0.00
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Common Core	District provided resources	N/A	0.00
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*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]).

<b>CELLA Goals</b>	<b>Problem-Solving Process to Increase Language Acquisition</b>					
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	
<b>1. Students scoring proficient in Listening/ Speaking.</b>	1.1. Lack of differentiation of instruction	1.1. Provide formative assessments to inform differentiation in instruction	1.1. AP who evaluates teacher	1.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	1.1. Walkthrough	

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<p><u>CELLA Goal #1:</u> Improve current level of performance</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					
	<p>62% 39</p>					
		<p>2.1. Lack of differentiation of instruction</p>	<p>2.1. Differentiate Instruction</p>	<p>2.1. AP who evaluates teacher</p>	<p>2.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>2.1. Lesson Plans &amp; Walkthrough</p>
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>



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Students read in English at grade level text 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	
<p><b>2. Students scoring proficient in Reading.</b></p>	<p>2.2. Insufficient standard based instruction</p>	<p>2.2. Implement High Yield Instructional Strategies</p>	<p>2.2. AP who evaluates teacher</p>	<p>2.2. Determine:                      *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes                      *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc.                      *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur</p>	<p>2.2. Walkthrough</p>	
<p><u>CELLA Goal #2:</u> Improve current level of performance</p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					

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	32% 20					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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<p><b>3. Students scoring proficient in Writing.</b></p>	<p>3.1. Insufficient standard based instruction</p>	<p>3.1. Set and communicate a purpose for learning and learning goals in each lesson</p>	<p>3.1. AP who evaluates teacher</p>	<p>3.1. Determine Lesson:          *Is aligned with a course standard or benchmark and to the district/school pacing guide          *Begins with a discussion of desired outcomes and learning goals          *Includes a learning goal/essential question          *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question          *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question          *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it          *Teacher reference to the scale or rubric throughout the lesson</p>	<p>3.1. Walkthrough &amp; Lesson Plans</p>	
<p><u>CELLA Goal #3:</u>          Improve current level of performance</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					

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	32% 20					
		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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Use computers for CELLA, ACHIEVE 3000, FCAT Explorer, & Language Acquisition programs	1 computer	N/A	0.00
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Common Core standards	Material provided by district	N/A	0.00
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of CELLA Goals*

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**Middle School Mathematics Goals**

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

<b>Middle School Math ematics Goals</b>	<b>Problem-Solving Process to Increase Student Achievem ent</b>						
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 Barrie	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>1a.FCAT 2.0:</b> Students scoring at Achievement Level 3 in mathematics.</p>	<p>1a.1. Insufficient standard based instruction</p>	<p>1a.1. Set and communicate a purpose for learning and learning goals in each lesson</p>	<p>1a.1. AP who evaluates teacher</p>	<p>1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson</p>	<p>1a.1. Walkthrough &amp; Lesson Plans</p>		
<p><u>Mathematics Goal #1a:</u> Improve current level of performance</p>	<p><u>2012 Current Level of Performance.*</u></p>	<p><u>2013 Expected Level of Performance.*</u></p>					
	<p>26% 357</p>	<p>Decrease in level 1 and 2 from 47% to 37%</p>					

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		1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1a.2. Walkthrough	
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		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade- level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results	
<b>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>	1b.2. Insufficient standard based instruction	1b.2. Implement High Yield Instructional Strategies	1b.2. AP who evaluates teacher	1b.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes aligned to access points when appropriate *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1b.2. Walkthrough		

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<u>Mathematics Goal #1b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
Improve current level of performance							
	56%	Decrease in level 1,2 and 3					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>2a.FCAT</b>  <b>2.0:Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b></p>	<p>2b.1. Lack of differentiation of instruction</p>	<p>2b.1. Provide formative assessments to inform differentiation in instruction</p>	<p>2b.1. AP who evaluates teacher</p>	<p>2b.1. Determine:                  *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction                  *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle                  *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points</p>	<p>2b1. Walkthrough</p>		
<p><u>Mathematics Goal #2a:</u>                  Improve current level of performance</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>27% 373</p>	<p>Increase level 4 and 5 by 5%</p>					
		<p>2a.2.</p>	<p>2a.2.</p>	<p>2a.2.</p>	<p>2a.2.</p>	<p>2a.2.</p>	

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		2a.3	2a.3	2a.3	2a.3	2a.3	
<b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>	2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b1. Walkthrough		
<u>Mathematics Goal #2b:</u> Improve current level of performance	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	33%	Increase level 7 by 5%					
		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.	

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		2b.3	2b.3	2b.3	2b.3	2b.3	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.</b>	3a.1. Lack of student engagement	3a.1. Differentiate Instruction	3a.1. AP who evaluates teacher	3a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	3a.1. School Summary of observation section of teacher appraisal results  IPI data when available  State instructional walkthrough when applicable		

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<u>Mathematics Goal</u> <u>#3a:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013Expected</u> <u>Level of</u> <u>Performance:*</u>					
Improve current level of performance							
	pending	100% of students will make learning gains					
		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><b>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</b></p>	<p>3b.1. Lack of student engagement</p>	<p>3b.1. Differentiate Instruction</p>	<p>3b.1. AP who evaluates teacher</p>	<p>3b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level                      *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)                      *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners                      *Teachers provide small group instruction to target specific learning needs.                      *These small groups are flexible and change with the content, project and assessments                      *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>3b.1. School Summary of observation section of teacher appraisal results                       IPI data when available                       State instructional walkthrough when applicable</p>		
<p><u>Mathematics Goal #3b:</u>                       Improve current level of performance</p>	<p><u>2012 Current Level of Performance.*</u></p>	<p><u>2013 Expected Level of Performance.*</u></p>					
	<p>pending</p>	<p>100% of students will make learning gains</p>					

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		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>4a.FCAT 2.0:Percentage of students in Lowest 25% making learning gains in mathematics.</b>	4a.1. Lack of student engagement	4a.1. Differentiate Instruction	4a.1. AP who evaluates teacher	4a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	4a.1. School Summary of observation section of teacher appraisal results  IPI data when available  State instructional walkthrough when applicable		



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<u>Mathematics Goal #4a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of performance							
	pending	100% of students will make learning gains					
		4a.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4a.2. Create intervention that support core instructional goals and objectives	4a.2. SBLT	4a.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	4a.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs	

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		4a.3	4a.3.	4a.3.	4a.3.	4a.3.	
<p><b>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.</b></p>	<p>4b.1. Lack of student engagement</p>	<p>4b.1. Differentiate Instruction</p>	<p>4b.1. AP who evaluates teacher</p>	<p>4b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>4b.1. School Summary of observation section of teacher appraisal results  IPI data when available  State instructional walkthrough when applicable</p>		
<p><u>Mathematics Goal #4b:</u>  Improve current level of performance</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	pending	100% of students will make learning gains					
		4b.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4b.2. Create intervention that support core instructional goals and objectives	4b.2. SBLT	4b.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	4b.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	

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<b>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b> 56.00	60	63	67	71	74	78
<u>Mathematics Goal #5A:</u>  Improve current level of performance							
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><b>5B. Student subgroups by ethnicity</b> (White, Black, Hispanic, Asian, American Indian) <b>not making satisfactory progress in mathematics.</b></p>	<p>5b.1. White: Black: Hispanic: Asian: American Indian: Lack of differentiation of instruction</p>	<p>5b.1. Differentiate Instruction</p>	<p>5b.1. AP who evaluates teacher</p>	<p>5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>5b.1. Lesson Plans &amp; Walkthrough</p>		
<p><u>Mathematics Goal #5B:</u> Improve current level of performance</p>	<p><u>2012 Current Level of Performance.*</u></p>	<p><u>2013 Expected Level of Performance.*</u></p>					

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

	White: 63% 463 Black: 6% 46 Hispanic: 12% 85 Asian: 13% 94 American Indian: 0% 3	100% of all subgroups to make a learning gain  Increase proficiency of all subgroups by 10%					
	5B.3.					5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b></p>	<p>5c.1. Lack of differentiation of instruction</p>	<p>5c.1. Differentiate Instruction</p>	<p>5c.1. AP who evaluates teacher</p>	<p>5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level                      *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)                      *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners                      *Teachers provide small group instruction to target specific learning needs.                      *These small groups are flexible and change with the content, project and assessments                      *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>5c.1. Lesson Plans &amp; Walkthrough</p>		
<p><u>Mathematics Goal #5C:</u>  Improve current level of performance</p>	<p><u>2012 Current Level of Performance.*</u></p>	<p><u>2013 Expected Level of Performance.*</u></p>					

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

	Pending	100% of ELL students to make a learning gain  Increase proficiency of ELL students by 10%					
		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><b>5D. Students with Disabilities (SWD)not making satisfactory progress in mathematics.</b></p>	<p>5d.1. Lack of differentiation of instruction</p>	<p>5d.1. Differentiate Instruction</p>	<p>5d.1. AP who evaluates teacher</p>	<p>5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level                      *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)                      *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners                      *Teachers provide small group instruction to target specific learning needs.                      *These small groups are flexible and change with the content, project and assessments                      *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>5d.1. Lesson Plans &amp; Walkthrough</p>		
<p><u>Mathematics Goal #5D:</u> Improve current level of performance</p>	<p><u>2012 Current Level of Performance.*</u></p>	<p><u>2013 Expected Level of Performance.*</u></p>					

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

	pending	100% of SWD students to make a learning gain  Increase proficiency of SWD students by 10%					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b></p>	<p>5e.1. Lack of differentiation of instruction</p>	<p>5e.1. Differentiate Instruction</p>	<p>5e.1. AP who evaluates teacher</p>	<p>5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level                      *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)                      *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners                      *Teachers provide small group instruction to target specific learning needs.                      *These small groups are flexible and change with the content, project and assessments                      *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>5e.1. Lesson Plans &amp; Walkthrough</p>		
<p><u>Mathematics Goal #5E:</u>  Improve current level of performance</p>	<p><u>2012 Current Level of Performance.*</u></p>	<p><u>2013 Expected Level of Performance.*</u></p>					

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

	pending	100% of Economically Disadvantaged students to make a learning gain  Increase proficiency of Economically Disadvantaged students by 10%					
		5E.2	5E.2	5E.2	5E.2	5E.2.	
		5E.3	5E.3	5E.3		5E.3	

*End of Middle School Mathematics Goals*

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

**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]).

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

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

<p><b>1. Students scoring at Achievement Level 3 in Algebra.</b></p>	<p>1a.1. Insufficient standard based instruction</p>	<p>1a.1. Set and communicate a purpose for learning and learning goals in each lesson</p>	<p>1a.1. AP who evaluates teacher</p>	<p>1a.1. Determine Lesson:                  *Is aligned with a course standard or benchmark and to the district/school pacing guide                  *Begins with a discussion of desired outcomes and learning goals                  *Includes a learning goal/essential question                  *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question                  *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question                  *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it                  *Teacher reference to the scale or rubric throughout the lesson</p>	<p>1a.1. Walkthrough &amp; Lesson Plans</p>		
<p><u>Algebra Goal #1:</u>                  Improve current level of performance</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>52% 112</p>	<p>Decrease level 1 and 2</p>					

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

		1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1a.2. Walkthrough	
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade- level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		



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

<p><b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.</b></p>	<p>2b.1. Lack of differentiation of instruction</p>	<p>2b.1. Provide formative assessments to inform differentiation in instruction</p>	<p>2b.1. AP who evaluates teacher</p>	<p>2b.1. Determine:                  *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction                  *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning                  *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle                  *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points</p>	<p>2b.1. Walkthrough</p>		
<p><u>Algebra Goal #2:</u> Improve current level of performance</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>34% 73</p>	<p>Increase level 4 and 5 by 5%</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	

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

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b> <u>85%</u>	85%	88%	91%	94%	97%	100%
<u>Algebra Goal #3A:</u> Improve current level of performance							
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.</b></p>	<p>5b.1. Lack of differentiation of instruction</p>	<p>5b.1. Differentiate Instruction</p>	<p>5b.1. AP who evaluates teacher</p>	<p>5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>5b.1. Lesson Plans &amp; Walkthrough</p>		
<p><u>Algebra Goal #3B:</u> Improve current level of performance</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

	White: Black: Hispanic: Asian: American Indian:	100% of all students subgroups by ethnicity to make a learning gain  Increase proficiency of all student subgroups by ethnicity by 10%					
						3B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	3B.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><b>3C. English Language Learners (ELL) not making satisfactory progress in Algebra.</b></p>	<p>5c.1. Lack of differentiation of instruction</p>	<p>5c.1. Differentiate Instruction</p>	<p>5c.1. AP who evaluates teacher</p>	<p>5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level                      *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)                      *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners                      *Teachers provide small group instruction to target specific learning needs.                      *These small groups are flexible and change with the content, project and assessments                      *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>5c.1. Lesson Plans &amp; Walkthrough</p>		
<p><u>Algebra Goal #3C:</u> Improve current level of performance</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

	pending	100% of ELL students to make a learning gain  Increase proficiency of ELL students by 10%					
		5C.2.	5C.2.	5C.2.	5C.2.	3C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	3C.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><b>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.</b></p>	<p>5d.1. Lack of differentiation of instruction</p>	<p>5d.1. Differentiate Instruction</p>	<p>5d.1. AP who evaluates teacher</p>	<p>5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level                      *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)                      *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners                      *Teachers provide small group instruction to target specific learning needs.                      *These small groups are flexible and change with the content, project and assessments                      *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>5d.1. Lesson Plans &amp; Walkthrough</p>		
<p><u>Algebra Goal #3D:</u> Improve current level of performance</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

	pending	100% of all SWD students to make a learning gain  Increase proficiency of SWD students by 10%					
		5D.2.	5D.2.	5D.2.	5D.2.	3D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	3D.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		



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

<p><b>3E. Economically Disadvantaged students not making satisfactory progress in Algebra.</b></p>	<p>5e.1. Lack of differentiation of instruction</p>	<p>5e.1. Differentiate Instruction</p>	<p>5e.1. AP who evaluates teacher</p>	<p>5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level                      *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)                      *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners                      *Teachers provide small group instruction to target specific learning needs.                      *These small groups are flexible and change with the content, project and assessments                      *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>5e.1. Lesson Plans &amp; Walkthrough</p>		
<p><u>Algebra Goal #3E:</u> Improve current level of performance</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

	pending	100% of Economically Disadvantaged students to make a learning gain  Increase proficiency of Economically Disadvantaged students by 10%					
		5E.2	5E.2	5E.2	5E.2	3E.2.	
		5E.3	5E.3	5E.3		3E.3	

*End of Algebra EOC Goals*

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

**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]).

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

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

<p><b>1. Students scoring at Achievement Level 3 in Geometry.</b></p>	<p>1a.1. Insufficient standard based instruction</p>	<p>1a.1. Set and communicate a purpose for learning and learning goals in each lesson</p>	<p>1a.1. AP who evaluates teacher</p>	<p>1a.1. Determine Lesson:                  *Is aligned with a course standard or benchmark and to the district/school pacing guide                  *Begins with a discussion of desired outcomes and learning goals                  *Includes a learning goal/essential question                  *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question                  *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question                  *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it                  *Teacher reference to the scale or rubric throughout the lesson</p>	<p>1a.1. Walkthrough &amp; Lesson Plans</p>		
<p><u>Geometry Goal #1:</u> Improve current level of performance</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

	18% of students taking Geometry EOC scored a Level 1 or Level 2	Decrease level 1 and 2 students					
		1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1a.2. Walkthrough	

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

		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><b>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</b></p>	<p>2b.1. Lack of differentiation of instruction</p>	<p>2b.1. Provide formative assessments to inform differentiation in instruction</p>	<p>2b.1. AP who evaluates teacher</p>	<p>2b.1. Determine:                  *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction                  *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning                  *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle                  *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points</p>	<p>2b1. Walkthrough</p>		
<p><u>Geometry Goal #2:</u> Improve current level of performance .</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		<p>Increase level 4 and 5 by 5%</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	

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

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
<u>Geometry Goal #3A:</u> Improve current level of performance							
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		



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

<p><b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</b></p>	<p>5b.1. White: Black: Hispanic: Asian: American Indian: Lack of differentiation of instruction</p>	<p>5b.1. Differentiate Instruction</p>	<p>5b.1. AP who evaluates teacher</p>	<p>5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>5b.1. Lesson Plans &amp; Walkthrough</p>		
<p><u>Geometry Goal #3B:</u> Improve current level of performance</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

	White: Black: Hispanic: Asian: American Indian:	100% of all student subgroups to make a learning gain  Increase proficiency of all student subgroups by 10%					
						3B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	3B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><b>3C. English Language Learners (ELL) not making satisfactory progress in Geometry.</b></p>	<p>5c.1. Lack of differentiation of instruction</p>	<p>5c.1. Differentiate Instruction</p>	<p>5c.1. AP who evaluates teacher</p>	<p>5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level                      *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)                      *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners                      *Teachers provide small group instruction to target specific learning needs.                      *These small groups are flexible and change with the content, project and assessments                      *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>5c.1. Lesson Plans &amp; Walkthrough</p>		
<p><u>Geometry Goal #3C:</u> Improve current level of performance</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

		100% of ELL students to make a learning gain  Increase proficiency of of ELL students by 10%					
		5C.2.	5C.2.	5C.2.	5C.2.	3C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	3C.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><b>3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.</b></p>	<p>5d.1. Lack of differentiation of instruction</p>	<p>5d.1. Differentiate Instruction</p>	<p>5d.1. AP who evaluates teacher</p>	<p>5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level                      *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)                      *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners                      *Teachers provide small group instruction to target specific learning needs.                      *These small groups are flexible and change with the content, project and assessments                      *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>5d.1. Lesson Plans &amp; Walkthrough</p>		
<p><u>Geometry Goal #3D:</u> Improve current level of performance</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

		100% of SWD students to make a learning gain  Increase proficiency of SWD students by 10%					
		5D.2.	5D.2.	5D.2.	5D.2.	3D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	3D.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><b>3E. Economically Disadvantaged students not making satisfactory progress in Geometry.</b></p>	<p>5e.1. Lack of differentiation of instruction</p>	<p>5e.1. Differentiate Instruction</p>	<p>5e.1. AP who evaluates teacher</p>	<p>5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level                      *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)                      *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners                      *Teachers provide small group instruction to target specific learning needs.                      *These small groups are flexible and change with the content, project and assessments                      *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>5e.1. Lesson Plans &amp; Walkthrough</p>		
<p><u>Geometry Goal #3E:</u> Improve current level of performance</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

		100% of Economically Disadvantaged students to make a learning gain					
		Increase proficiency of Economically Disadvantaged students by 10%					
		5E.2	5E.2	5E.2	5E.2	3E.2.	
		5E.3	5E.3	5E.3		3E.3	

*End of Geometry EOC Goals*

**Mathematics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b> 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
	Common Core	6-8 All Subjects	Department Chair	Department PLC's	Early Release Wednesdays on 09/26, 10/24, 01/30	Implementation and Reading Coach walkthroughs	Administrators for each grade level
	FCAT/EOC Computer training	6-8 All Subjects	Technology Coordinator	All teachers, all subjects	Early Release Wednesday on 01/16/13	Completion of training	Administrators for each grade level

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

Math Content Training	6-8	Math Supervisor	All Math teachers	08/16/2012 02/18/2013	Implementation of new ideas & strategies into lessons	Administrators
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Common Core standards	Material provided by district	N/A	0.00
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Mathematics Goals*

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

**Elementary and Middle School Science Goals**

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

<b>Elementary and Middle Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><b>1a.FCAT 2.0:Students scoring at Achievement Level 3 in science.</b></p>	<p>1a.1. Insufficient standard based instruction</p>	<p>1a.1. Set and communicate a purpose for learning and learning goals in each lesson</p>	<p>1a.1. AP who evaluates teacher</p>	<p>1a.1. Determine Lesson:                  *Is aligned with a course standard or benchmark and to the district/school pacing guide                  *Begins with a discussion of desired outcomes and learning goals                  *Includes a learning goal/essential question                  *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question                  *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question                  *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it                  *Teacher reference to the scale or rubric throughout the lesson</p>	<p>1a.1. Walkthrough &amp; Lesson Plans</p>		
<p>Science Goal #1a: Improve current level of performance</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013Expected Level of Performance:*</u></p>					
	<p>30.3% 144</p>	<p>Decrease the number of level 1 and 2 from To</p>					

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

		1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1a.2. Walkthrough	
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results	
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<p><b>1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.</b></p>	<p>1b.1. Insufficient standard based instruction</p>	<p>1b.1. Set and communicate a purpose for learning and learning goals in each lesson</p>	<p>1b.1. AP who evaluates teacher</p>	<p>1b.1. Determine Lesson:                  *Is aligned with a course standard or benchmark and to the district/school pacing guide                  *Begins with a discussion of desired outcomes and learning goals                  *Includes a learning goal/essential question                  *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question                  *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question                  *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it                  *Teacher reference to the scale or rubric throughout the lesson</p>	<p>1b.1. Walkthrough &amp; Lesson Plans</p>		
<p>Science Goal #1b: Improve current level of performance</p>	<p><u>2012 Current Level of Performance:</u>*</p>	<p><u>2013 Expected Level of Performance:</u>*</p>					
	<p>100%</p>	<p>Decrease the number of level 1,2, and 3 from to</p>					
		<p>1b.2.</p>	<p>1b.2.</p>	<p>1b.2.</p>	<p>1b.2.</p>	<p>1b.2.</p>	

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

		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b>	2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students’ readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students’ learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b.1. Walkthrough		
<u>Science Goal #2a:</u> Improve current level of performance	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					



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

	18.7% 89	Increase the level 4 and 5 students 5%					
		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		2a.3	2a.3	2a.3	2a.3	2a.3	
<b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>	2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b1. Walkthrough		
<u>Science Goal #2b:</u> Improve current level of performance	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					

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

	0%	Increase the level 7 by 5%					
		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*

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

**Science Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
Common Core	6-8 All Subjects	Department Chair	Department PLC's	Early Release Wednesdays on 09/26, 10/24, 01/30	Implementation and Reading Coach walkthroughs	Administrators for each grade level
FCAT/EOC Computer training	6-8 All Subjects	Technology Coordinator	All teachers, all subjects	Early Release Wednesday on 01/16/13	Completion of training	Administrators for each grade level
Science Content Training	6-8	Science Supervisor	All Science teachers	08/16/2012 02/18/2013	Implementation of new ideas & strategies into lessons	Administrators

**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
<b>Subtotal:</b>			

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

Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Common Core standards	Material provided by district	N/A	0.00
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Science Goals*

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

72%

**Writing Goals**

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

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

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

<p><b>1a. FCAT:Students scoring at Achievement Level 3.0 and higher in writing.</b></p>	<p>1a.1. Insufficient standard based instruction</p>	<p>1a.1. Set and communicate a purpose for learning and learning goals in each lesson</p>	<p>1a.1. AP who evaluates teacher</p>	<p>1a.1. Determine Lesson:                  *Is aligned with a course standard or benchmark and to the district/school pacing guide                  *Begins with a discussion of desired outcomes and learning goals                  *Includes a learning goal/essential question                  *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question                  *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question                  *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it                  *Teacher reference to the scale or rubric throughout the lesson</p>	<p>1a.1. Walkthrough &amp; Lesson Plans</p>		
<p><u>Writing Goal #1a:</u> Improve current level of performance</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>72% 350  Level 4 and above 28% 136</p>	<p>Decrease level 1,2 and 3</p>					

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

		1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1a.2. Walkthrough	
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results	
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<p><b>1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b></p>	<p>1b.1. Insufficient standard based instruction</p>	<p>1b.1. Set and communicate a purpose for learning and learning goals in each lesson</p>	<p>1b.1. AP who evaluates teacher</p>	<p>1b.1. Determine Lesson:                  *Is aligned with a course standard or benchmark and to the district/school pacing guide                  *Begins with a discussion of desired outcomes and learning goals                  *Includes a learning goal/essential question                  *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question                  *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question                  *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it                  *Teacher reference to the scale or rubric throughout the lesson</p>	<p>1b.1. Walkthrough &amp; Lesson Plans</p>		
<p><u>Writing Goal #1b:</u> Improve current level of performance</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>Level 4,5, and 6 100% Level 7, 8, 9 0%</p>	<p>Decrease level 1,2 and 3</p>					
		<p>1b.2.</p>	<p>1b.2.</p>	<p>1b.2.</p>	<p>1b.2.</p>	<p>1b.2.</p>	

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		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
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*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]).

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

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

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

<p><b>1. Students scoring at Achievement Level 3 in Civics.</b></p>	<p>1a.1. Insufficient standard based instruction</p>	<p>1a.1. Set and communicate a purpose for learning and learning goals in each lesson</p>	<p>1a.1. AP who evaluates teacher</p>	<p>1a.1. Determine Lesson:                  *Is aligned with a course standard or benchmark and to the district/school pacing guide                  *Begins with a discussion of desired outcomes and learning goals                  *Includes a learning goal/essential question                  *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question                  *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question                  *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it                  *Teacher reference to the scale or rubric throughout the lesson</p>	<p>1a.1. Walkthrough &amp; Lesson Plans</p>		
<p><u>CivicsGoal #1:</u> Establish baseline level of performance</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013Expected Level of Performance:*</u></p>					
	<p>pending</p>	<p>Improved from baseline</p>					

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

		1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1a.2. Walkthrough	
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade- level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><b>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</b></p>	<p>2a.1. Insufficient standard based instruction</p>	<p>2a.1. Set and communicate a purpose for learning and learning goals in each lesson</p>	<p>2a.1. AP who evaluates teacher</p>	<p>2a.1. Determine Lesson:                  *Is aligned with a course standard or benchmark and to the district/school pacing guide                  *Begins with a discussion of desired outcomes and learning goals                  *Includes a learning goal/essential question                  *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question                  *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question                  *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it                  *Teacher reference to the scale or rubric throughout the lesson</p>	<p>2a.1. Walkthrough &amp; Lesson Plans</p>		
<p><u>Civics Goal #2:</u> Establish baseline level of performance</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>not available</p>	<p>Improved from baseline</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	

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**Civics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
Common Core	6-8 All Subjects	Department Chair	Department PLC's	Early Release Wednesdays on 09/26, 10/24, 01/30	Implementation and Reading Coach walkthroughs	Administrators for each grade level
FCAT/EOC Computer training	6-8 All Subjects	Technology Coordinator	All teachers, all subjects	Early Release Wednesday on 01/16/13	Completion of training	Administrators for each grade level
Civics Content Training	6-8	Social Studies Supervisor	All Civics teachers	08/16/2012 02/18/2013	Implementation of new ideas & strategies into lessons	Administrators

**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

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

<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Common Core standards	Material provided by district	N/A	0.00
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Civics Goals*

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

**Attendance Goal(s)**

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

<b>Attendance Goal(s)</b>	<b>Problem-solving Process to Increase Attendance</b>						
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		
<b>1. Attendance</b>	1.1. Lack of student engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule		
<u>Attendance Goal #1:</u> Improve current level of performance	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					

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

	94%	Greater than prior year					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	600	10% decrease from prior year					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	0	10% decrease from prior year					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring

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

Positive Behavior Plan	6-8	Administrator	All teachers	1 <sup>st</sup> Thursday of every month	Implementation written in lesson plans	Administrators

**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
Positive Behavior Support plan	Lessons targeting specific behaviors to avoid given to all teachers	N/A	0.00
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Positive Behavior Support plan	Lessons targeting specific behaviors to avoid given to all teachers	N/A	0.00
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

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*End of Attendance Goals*

**Suspension Goal(s)**

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

<b>Suspension Goal(s)</b>	<b>Problem-solving Process to Decrease Suspension</b>						
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		
<b>1. Suspension</b>	1.1. Lack of Student Engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule		
<b>Suspension Goal #1:</b> Improve current level of performance	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					

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	1542	10% decrease from prior year					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	347	10% decrease from prior year					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	733	10% decrease from prior year					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	134	10% decrease from prior year					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Suspension Professional Development**

<p><b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b></p> <p>Please note that each Strategy does not require a professional development or</p>							
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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
RTI	6-8	Administrator	All teachers	Beginning of the year	Continuously meeting to review data	Administrators/Guidance
Olweus Team	6-8	Bullying Team	All teachers	Preschool 1 <sup>st</sup> semester	School announcements, assemblies	Administrator/Guidance

**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
Olweus Bullying Program	Shared materials from training	N/A	0.00
RTI	Positive referrals	Possible funds from PTA	
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Olweus Bullying Program	Power point from bullying.pcsb.org		0.00
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Olweus Bullying Program	Trainer from county		0.00
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			

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<b>Total:</b>			
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*End of Suspension Goals*

**Dropout Prevention Goal(s)** Note: Required for High School- F.S., Sec. 1003.53

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

<b>Dropout Prevention Goal(s)</b>	<b>Problem-solving Process to Dropout Prevention</b>						
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		
<b>1. Dropout Prevention</b> <u>Dropout Prevention Goal #1:</u> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	1.1. Students lack skills to plan for future aspirations and create educational goals	1.1. Implement High Yield Instructional Strategies	1.1. Principal	1.1.	1.1. Walkthrough and teacher appraisal		



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Improve current level of performance	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
		10% decrease from prior year					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
		Improve rate from prior year					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Dropout Prevention Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
	Common strategies aligned to standards	Math 6-8	Ms. Pauley-Perry	Intensive Math Teachers	3 <sup>rd</sup> Tuesday of every month from 8:30-9:15	Implementation of lessons written in lesson plans	Administrators
	Common strategies aligned to standards	Read 180 teachers	Ms. Carroll	READ 180 Teachers	3 <sup>rd</sup> Tuesday of every month from 8:30-9:15	Implementation of lessons written in lesson plans	Administrators

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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
Intensive Math 6-8	Voyager- VMATH	County	\$95 per student
ACHIEVE 3000	ACHIEVE 3000	County	
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Online Mastery of Skills	MAC Books, shared technology carts	N/A	0.00
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*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)).

<b>Parent Involvement Goal(s)</b>	<b>Problem-solving Process to Parent Involvement</b>						
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		
<b>1. Parent Involvement</b> <u>Parent Involvement Goal #1:</u> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	1.1. Lack of frequent home-school communication in a variety of formats, and allows for families to support and supervise their child’s educational progress	1.1. Provide frequent home-school communication in a variety of formats, and allows for families to support and supervise their child’s educational progress	1.1. SBLT	1.1.	1.1.		
Improve current level of performance  Portal logins by parents	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					

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

	Approximately 48% of our parents participate in school activities (such as logging into Portal (44%) & at night activities 5%)	Approximately 60% of our parents will participate in school activities (such as logging into Portal & at night activities)					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Parent Involvement Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
	<b>PD Content /Topic and/or PLC Focus</b>	<b>Grade Level/ Subject</b>	<b>PD Facilitator and/or PLC Leader</b>	<b>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</b>	<b>Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</b>	<b>Strategy for Follow-up/Monitoring</b>
Parent/Community Involvement	6-8	Marsha Crews Dayna Gray	Parent/Community Involvement Committee members	1 <sup>st</sup> Thursday of every month from 8:30-9:15	Continuous monitoring of parent/ community involvement	Administrators

Parent Involvement Budget

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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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Parent Involvement Goal(s)*

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

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

<b>STEM Goal(s)</b>	<b>Problem-Solving</b>				
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	<b>Process to Increase Student Achievement</b>				
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
<b>STEM Goal #1:</b>  100% of technology available to the staff at MFMS will be used on a daily basis by at least 80% of staff members.	I.1. A. Staff is not trained on all the different uses of hardware. B. Networking issues C. Improper use of equipment by students.	I.1. Technology Committee will provide training to the whole staff showing teachers the different types of hardware that the teachers have access to within the building.	I.1 Technology Committee: J. Mattheus K. Myers M. Dority	I.1. A. Take a survey on the types of technology training the staff wants/needs. B. Find staff members with the school who might be trained already to train others. C. Train staff on three of the shortened Wednesdays. D. Teachers will write into their lesson plans when and how they are using technology in their classes.	I.1. A. Lesson plans monitored by Administrators. B. Feedback from staff on effectiveness of training to Technology Committee. C. Provide additional training if needed/wanted.
	I.2.	I.2.	I.2.	I.2.	I.2.
	I.3.	I.3.	I.3.	I.3.	I.3.

**STEM Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> <small>Please note that each Strategy does not require a</small>							
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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Technology Training	6-8	Technology Committee	All teachers	Wed. 10/10/12 @3:05 Wed. 11/07/12 @3:05 Wed. 01/16/13 @3:05	Increase in the use of technology within lesson plans	Administrators
Technology Committee	6-8	J. Mattheus	J. Mattheus, K. Myers M. Dority	Tuesday mornings from 8:30-9:15	Provide for training for staff	Administrators

**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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Technology Training	Training based on staff needs/wants	N/A	0.00

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<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of STEM Goal(s)*

**Career and Technical Education (CTE) Goal(s)**

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

<b>CTE Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
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



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

<p><u>CTE Goal #1:</u> 8<sup>th</sup> grade students will participate in the CHOICES program to help them choose the best high school or magnet program that will better prepare them for their future careers.</p>	<p>1.1. Many 8<sup>th</sup> grade students do not have an idea on what type of career they might be interested in once they complete high school and/or college.</p>	<p>1.1. During History classes, students will participate in the CHOICES program that will help them choose the right career for them through an interest inventory.  Once completed with the program, the students will be able to choose the best high school or magnet program to fit their future needs.</p>	<p>1.1. Guidance Counselor History teacher</p>	<p>1.1. Student completion of interest inventory. Student knowledge of what programs the high schools offer so that they choose the correct one.</p>	<p>1.1. Guidance counselor History teacher</p>
	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>
	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>

**CTE Professional Development**

<p><b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.</p>						
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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHOICES training	8 <sup>th</sup> grade History	Mrs. Hagan, 8 <sup>th</sup> grade counselor	8 <sup>th</sup> grade History teachers	TBD for dates (approximately December)	The number of 8 <sup>th</sup> graders who complete the CHOICES curriculum	Guidance Counselor History teacher

**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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount

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

<b>Subtotal:</b>			
<b>Total:</b>			

*End of CTE Goal(s)*

**Additional Goal I Wellness (s)**

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

<b>Additional Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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><b>1. Additional Goal: Wellness</b></p>	<p>1.1.</p> <p>A: Failure to form a Healthy School Team.</p> <p>B: Failure to assess students and upload Being Fit Matters/ Fitnessgram data</p>	<p>1.1.</p> <p>A: Complete Healthy Schools Program 6 Step Process online <a href="https://schools.healthiergeneration.org/">https://schools.healthiergeneration.org/</a></p> <p>B: Complete Pre and Post Being Fit Matters/ Fitnessgram student assessments and upload data</p>	<p>1.1.</p> <p>A: Healthy School Team (school administrator, physical education teacher, cafeteria manager, health teacher/ elementary classroom teachers (optional members – students, parents, school nurse)</p> <p>B: physical education teachers</p>	<p>1.1.</p> <p>A: Completion of 6<sup>th</sup> Step of the Healthy School Program online (Celebrate Successes)</p> <p>B: Compare Pre and Post Being Fit Matters/Fitnessgram student assessments results</p>	<p>1.1.</p> <p>A: Healthy School Inventory (Evaluate Your School) online</p> <p>B: Being Fit Matters Statistical Report (Portal)</p>		

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Additional Goal #1:	2012 Current Level :*	2013 Expected Level :*					
Improve current level of performance	<p>A Data (Options): Not yet meeting Bronze Level on Healthy Schools Inventory</p> <p>Meeting Bronze Level on Healthy Schools Inventory</p> <p>Meeting Silver Level on Healthy Schools Inventory</p> <p>Meeting Gold Level on Healthy Schools Inventory</p> <p>B Data: Being Fit Matters/ Fitnessgram Data by school will be inserted here.</p>	<p>Options Set A: Not yet meeting Bronze Level on Healthy Schools Inventory</p> <p>Meeting Bronze Level on Healthy Schools Inventory</p> <p>Meeting Silver Level on Healthy Schools Inventory</p> <p>Meeting Gold Level on Healthy Schools Inventory</p> <p>B Data: Being Fit Matters/ Fitnessgram</p> <p>School will improve students' scores on one Being Fit Matters/ Fitnessgram Assessment scores for selected by school.</p>					

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

		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Additional Wellness Goals Professional Development**

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a professional development or PLC activity.</small>	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Health Curriculum PE Curriculum	6-8	Health: D. Krieg PE: S. Abbott	All Health and PE Teachers	3 <sup>rd</sup> Tuesday of every month from 8:30-9:15	Content based curriculum written in lesson plans	Administrator
Healthy School team	6-8	D. Krieg			Content based curriculum for Being Fit	Administrator

**Additional Wellness 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
Healthy School Program	Schools.healthiergeneration.org	N/A	0.00

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Being Fit Matters moodle site	Pinellas County Moodle page	N/A	0.00
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

**Additional Goal II Bradley MOU (s)**

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

<b>Additional Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>					
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

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><b>1. Additional Goal: Black Academic Achievement</b></p>	<p>1.1. Lack of differentiation of instruction</p>	<p>1.1. Differentiate Instruction</p>	<p>1.1. AP who evaluates teacher</p>	<p>1.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level                      *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)                      *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners                      *Teachers provide small group instruction to target specific learning needs.                      *These small groups are flexible and change with the content, project and assessments                      *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>1.1. Lesson Plans &amp; Walkthrough</p>		
<p><u>Additional Goal #1:</u> There will be an increase in black student achievement</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					



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	Approximately 67% of black students scored a Level 1 or 2 in Reading and Math.	All black students to make learning gains in reading and math					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Additional MOU Goals Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
Continue to focus on Differentiation Instruction	6-8	Subject/Team PLC'S	All teachers	1 <sup>st</sup> and 3 <sup>rd</sup> Tuesdays of the month from 8:30-9:15	Implementation in lesson plans	Administrators

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

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

**Additional Goal III Bradley MOU (s)**

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

	<b>Problem-Solving Process to Increase</b>						
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

Additional Goal(s)	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		
<b>1. Additional Goal: Student Engagement for Black Students</b>	1.1. Lack of Student Engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule		
<b>Additional Goal #1:</b> There will be an increase in black student engagement	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*					

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

	50% (81)	Decrease the percent of Black students receiving referrals, and Receiving in school and out of school suspensions					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Additional MOU II Goals Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
RTI Committee	6-8	Mrs. Mitchell	Committee members	1 <sup>st</sup> Thursday of every month from 8:30-9:15	PBS Lessons	Administrators

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Amount</b>
Positive Behavior Support lessons	Lessons focusing on positive behavior in class and school	N/A	0.00
Positive Referrals Phantom Bucks	Reward system for demonstrating positive behaviors in class and school	Possible funds from PTA	TBD
<b>Subtotal:</b>			
<b>Technology</b>			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Amount</b>
<b>Subtotal:</b>			
<b>Professional Development</b>			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Amount</b>
<b>Subtotal:</b>			
<b>Other</b>			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Amount</b>
<b>Subtotal:</b>			
<b>Total:</b>			

**Additional Goal IV Bradley MOU (s)**

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

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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		
<p><b>1. Additional Goal: Black graduation rate</b></p>	<p>1.1. Lack of Student Engagement</p>	<p>1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan</p>	<p>1.1. SBLT</p>	<p>1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted</p>	<p>1.1. Increase in black graduation rate</p>		

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<b>Additional Goal #1:</b> There will be an increase in black student graduation rate	<b>2012 Current Level :*</b>	<b>2013 Expected Level :*</b>					
	100% of African-American students graduated from middle school	100% of African-American students will pass middle school					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Additional MOU Goals Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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**Additional MOU 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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

**Additional Goal V Bradley MOU (s)**

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\* 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		
<p><b>1. Additional Goal: Black advanced Coursework</b></p>	<p>1.1. Lack of differentiation of instruction</p>	<p>1.1. Differentiate Instruction</p>	<p>1.1. AP who evaluates teacher</p>	<p>1.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level                      *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)                      *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.                      *These small groups are flexible and change with the content, project and assessments                      *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>1.1. Lesson Plans &amp; Walkthrough                      Professional Development includes equity and cultural responsiveness</p>		

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<p><b>Additional Goal #1:</b></p> <p><i>There will be an increase percent of black students enrolled in rigorous advanced coursework</i></p> <p><i>There will be an increase in performance of black students in rigorous advanced coursework</i></p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
		<p>Increase from prior year</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

**Additional MOU Goals Professional Development**

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

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**Additional MOU 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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Additional Goal(s)*

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**Final Budget**(Insert rows as needed)

Please provide the total budget from each section.	
<b>Reading Budget</b>	<b>Total:</b>
<b>Mathematics Budget</b>	<b>Total:</b>
<b>Science Budget</b>	<b>Total:</b>
<b>Writing Budget</b>	<b>Total:</b>
<b>Attendance Budget</b>	<b>Total:</b>
<b>Suspension Budget</b>	<b>Total:</b>
<b>Dropout Prevention Budget</b>	<b>Total:</b>
<b>Parent Involvement Budget</b>	<b>Total:</b>
<b>Additional Goals</b>	<b>Total:</b>
	<b>Grand Total:</b>

*End of Additional Goal(s)*

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**Final Budget** (Insert rows as needed)

Please provide the total budget from each section.	
<b>Reading Budget</b>	<b>Total:</b>
	<b>Total: \$0.00</b>
<b>CELLA Budget</b>	<b>Total:</b>
	<b>Total: \$0.00</b>
<b>Mathematics Budget</b>	<b>Total:</b>
	<b>Total: \$0.00</b>
<b>Science Budget</b>	<b>Total:</b>
	<b>Total: \$0.00</b>
<b>Writing Budget</b>	<b>Total:</b>
	<b>Total: \$0.00</b>
<b>Civics Budget</b>	<b>Total:</b>
	<b>Total: \$0.00</b>
<b>U.S. History Budget</b>	<b>Total:</b>
	<b>Total: \$0.00</b>
<b>Attendance Budget</b>	<b>Total:</b>
	<b>Total: \$0.00</b>
<b>Suspension Budget</b>	<b>Total:</b>
	<b>Total: \$0.00</b>
<b>Dropout Prevention Budget</b>	<b>Total:</b>
	<b>Total: \$0.00</b>
<b>Parent Involvement Budget</b>	<b>Total:</b>
	<b>Total: \$0.00</b>
<b>STEM Budget</b>	<b>Total:</b>
	<b>Total: \$0.00</b>
<b>CTE Budget</b>	<b>Total:</b>
	<b>Total: \$0.00</b>
<b>Additional Goals</b>	<b>Total:</b>
	<b>Total: \$0.00</b>

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**Grand Total: \$0.00**

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

### 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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Describe the projected use of SAC funds.	Amount