

Florida Department of Education



School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: SunRidge Middle School	District Name: Orange County
Principal: Patricia Bowen-Painter	Superintendent: Dr. Barbara Jenkins
SAC Chair: Maria Evans	Date of School Board Approval: January 29, 2013

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
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Principal	Patricia Bowen-Painter	<p>Bachelor of Arts English Master of Education English Certification in Educational Leadership</p>	0	14	<p>2011-2012 Odyssey Middle School first semester Opened SunRidge Middle School second semester and summer 2011-2012 Odyssey Middle School-School Grade “A” 651 Points Proficiency (58.5% Reading, 56.4% math) Learning Gains (65.1% Reading, 64.3% Math) Lowest 25% Learning Gains (64.7% Reading, 61% Math)</p> <p>2010-2011 Odyssey Middle School—School Grade “ 580 Points Proficiency (67% Reading, 70% Math) Learning Gains (67% Reading, 78% Math) Lowest 25% Learning Gains (71% Reading, 76% Math) 85% AYP</p> <p>2009-2010 Odyssey Middle School—School Grade “A” 569 Points Proficiency (65% Reading, 67% Math) Learning Gains (68% Reading, 76% Math) Lowest 25% Learning Gains (70% Reading, 74% Math) 81% AYP</p> <p>Overall school performance on FCAT has increased from 544 points (2008) to 580 points (2011) despite rezoning and changes in demographics 2009-2011—Odyssey Middle School—AYP increased from 74% to 85%</p>
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Assistant Principal	David Azzarito	Bachelor of Business Administration (Finance) Master of Science in Educational Leadership	0	7	<p>2011-12 Chain of Lakes Middle School (Began working at SunRidge Middle in May 2012) 615 Points Proficiency (62% Reading, 60% Math) Learning Gains (72% Reading, 72% Math) Lowest 25% Learning Gains (74% Reading, 69% Math)</p> <p>2010-11 Chain of Lakes Middle School – School Grade “A” 538 Points Proficiency (72% Reading, 68% Math) Learning Gains (62% Reading, 68% Math) Lowest 25% Learning Gains (64% Reading, 68% Math)</p> <p>2009-10 Chain of Lakes Middle School – School Grade “A” 539 Points Proficiency (72% Reading, 69% Math) Learning Gains (64% Reading, 68% Math) Lowest 25% Learning Gains (63% Reading, 64% Math)</p>
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Assistant Principal	LaDonna Johnson	Bachelor of Science in Exceptional Education – (Specific Learning Disabilities) Master of Education Leadership	0	5	<p>2011-2012 Hiawassee Elementary School</p> <ul style="list-style-type: none"> · School Grade: A · 542 Points · Proficiency (54% Reading, 52% Math) · Learning Gains (78% Reading, 77% Math) · Lowest 25% Learning Gains (78% Reading, 77% Math) <p>2010-2011 Hiawassee Elementary School</p> <ul style="list-style-type: none"> · School Grade: C · 446 Points · Proficiency (59% Reading, 53% Math) · Learning Gains (60% Reading, 48% Math) · Lowest 25% Learning Gains (54% Reading, 69% Math) <p>2009-2011 Hiawassee Elementary School</p> <ul style="list-style-type: none"> · School Grade: C · 452 Points · Proficiency (54% Reading, 54% Math) · Learning Gains (61% Reading, 65% Math) · Lowest 25% Learning Gains (56% Reading, 61% Math)
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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)
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Reading	Nancy Dankson	B.S. of Education Masters of Education Reading Endorsement	0	7	<p>2011-2012 Odyssey Middle School-School Grade “A” 651 Points Proficiency (58.5% Reading, 56.4% math) Learning Gains (65.1% Reading, 64.3% Math) Lowest 25% Learning Gains (64.7% Reading, 61% Math)</p> <p>2010-2011 Odyssey Middle School—School Grade “ 580 Points Proficiency (67% Reading, 70% Math) Learning Gains (67% Reading, 78% Math) Lowest 25% Learning Gains (71% Reading, 76% Math) 85% AYP</p> <p>2009-2010 Odyssey Middle School—School Grade “A” 569 Points Proficiency (65% Reading, 67% Math) Learning Gains (68% Reading, 76% Math) Lowest 25% Learning Gains (70% Reading, 74% Math) 81% AYP</p> <p>Overall school performance on FCAT has increased from 544points (2008) to 580 points (2011) despite rezoning and changes in demographics 2009-2011—Odyssey Middle School—AYP increased from 74% to 85% Lowest 25% of readers have consistently made gains all 10 years</p>

Effective and Highly Effective Teachers

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

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Description of Strategy	Person Responsible	Projected Completion Date
1. Schedule regular meetings between administrators and teachers both individually and in small groups (PLCs) and large groups to facilitate and support their work with students June 2012	Principal Assistant Principals Literacy Coach	June 2013
2. Work with Human Resources manager to identify, recruit and retain highly qualified candidates when vacancies occur	Principal Assistant Principals Human Resources Manager	June 2013
3. Encourage professional development in literacy and math strategies as well as in leadership	Principal Assistant Principals Literacy Coach Curriculum Leaders	June 2013
4. Recognize teachers regularly for innovations in teaching and dedication to students and their learning	Principal Assistant Principals	June 2013
5. Support collaborative work of teachers through PLCs and Lesson Study 6.	Principal Assistant Principals Literacy Coach Teacher Leaders	June 2013

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Non-Highly Effective Instructors

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

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
3 not highly effective (5 %) 2 new to teaching	Professional Learning Communities Integrated Teams Instructional Coaching Assessment Feedback

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
57	4% (2)	14% (8)	51% (29)	32% (18)	49% (28)	5% (3)	11% (6)	4% (2)	33% (19)

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
Susan Colwell	Michael Roy Haddan	Haddan is a first-year teacher	Meet weekly 1:1 Collaborative PLCs
Robin Nelms	Renee Hansford	Hansford is a first-year teacher	Meet weekly 1:1 Collaborative PLCs

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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 NA
Title I, Part C- Migrant NA
Title I, Part D NA
Title II NA
Title III NA
Title X- Homeless NA
Supplemental Academic Instruction (SAI) NA
Violence Prevention Programs NA
Nutrition Programs NA
Housing Programs NA
Head Start NA
Adult Education NA
Career and Technical Education NA
Job Training NA
Other NA

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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal/Administrator for ESE: provides leadership and vision to ensure MTSS/RtI is planned, inserviced and implemented and that decision-making is based on data. Monitors data on disproportionate classification in ESE.

Staffing Specialist/Curriculum Compliance Teacher: assists with communication with teachers and parents, assists with data interpretation, provides input on ESE programs and interventions; also assists with providing the team with information and strategies for students who participate in the ESOL program..

School Psychologist: assists with data collection and interpretation, communicates findings with parents and teachers.

Speech/Language Therapist: assists with data collection, provides interventions with students, works with classroom teachers and parents on appropriate interventions.

Curriculum Leaders (language arts, math, literacy coach): collect and compile data, interpret data. Communicate student interventions with teachers.

Guidance Counselor: assists with scheduling students based on student need, offers intervention suggestions, works with students, teachers, and parents.

Support Facilitation Teacher: assists with data collection and provision of interventions to classroom teachers, works with students, teachers and parents on implementing interventions. Supports students directly by providing classroom interventions.

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?

SunRidge Middle School is new for the 2012-13 school year, so the following description is a plan for the MTSS leadership team. Students will be referred to the MTSS/RtI team by teachers and staff. The team will meet to discuss previous interventions and achievement data. A plan of additional interventions will be developed and communicated to the current teachers. Additional data will be collected. Currently, the team's main function is to support communication among teachers and to support interventions for struggling students. MTSS/RtI team members will also monitor achievement data of students within the school to identify learning trends. Data study will provide support for interventions provided to students as well as for training provided to teachers. MTSS leadership team will also monitor data on disproportionate classification in ESE, and look to support student achievement with the goal of exiting students who no longer need the support.

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?

SunRidge Middle School is new for the 2012-13 school year, so the following description is a plan for the MTSS leadership team. Members of the MTSS/RtI team will be solicited for input on SIP activities. Additionally, members of the MTSS/RtI team will provide leadership within the school's PLCs, which monitor student achievement and provide appropriate interventions throughout the year as part of the SIP. Progress monitoring activities, including those of the MTSS/RtI team, will be communicated regularly with SAC.

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.

Benchmark, FCAT, Formal and Informal Classroom Assessment, Progress Report and Nine Weeks Grades, Mini Benchmark, Behavioral point sheets, Frequency charts, and ABC logs will be the data sources used to determine and monitor student progress at each tier.

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Describe the plan to train staff on MTSS.

SunRidge Middle School is new for the 2012-13 school year, so MTSS/RtI Leadership Team will work with district MTSS/RtI team to provide program overview training to the staff for the 2012-13 school year.

Describe the plan to support MTSS.

Members of the MTSS/RtI Leadership Team participate in campus PLCs in order to assist in training teachers and discussing specific interventions for appropriate students.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Painter-Principal

Dankson-Literacy Coach

Moody-Media Specialist

Padilla-reading teacher

Nelms-science

Sullivan-LA teacher

Wenrich-LA teacher

Scarboro-Silva-math

Greene-science

Record-Social Studies

Thornton-LA

Calvin-LA

Jackson-media production/reading

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

Monthly meetings to execute initiatives listed below.

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

- 1) To encourage reading for pleasure.
- 2) To select materials and train teachers for study skills class. (Study Skills class is a 15 minute period every day devoted to pleasure reading for all students.)
- 3) To encourage and support writing in all areas.
- 4) To develop a plan to support increased at-home reading for student by implementing reading contracts.
- 5) To develop a plan to support vocabulary instruction campus wide, through a structured vocabulary program in language arts coupled with school-wide testing vocabulary.
- 6) To implement a Reading Night for the school.

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.

October 2012

Rule 6A-1.099811

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

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

NA

****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?

- Implement a program whereby all teachers with regularly assigned classrooms (not a shared space) have a group of students assigned to them for a class called “study skills” where shared fluency reading happens daily.
- Lesson plan template includes a section requiring teachers to delineate reading and writing strategies taught, modeled and utilized.
- One focus of PLCs is to study reading achievement data throughout the year (reading benchmark tests), and provide interventions across curriculum areas for students who are not achieving.
- Professional development will focus on reading strategies and Common Core State Standards (CCSS).

****High Schools Only***

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

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

NA

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

NA

Postsecondary Transition

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

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

NA

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1. Lack of achievement data on 9% of students	1A.1. Ensure 100% participation on Benchmark Testing and FAIR in order to have progress monitoring data for all students.	1A.1. Assistant Principal for Instruction, Literacy Coach	1A.1. Assistant Principal for Instruction, Literacy Coach	1A.1. Attendance Data, Benchmark Data, FAIR Data		
Reading Goal #1A: SunRidge Middle School is a new school the 2012-2013 school year. Last year 29.5% of students scored Level 3 on FCAT Reading. This year 33% will score Level 3 on FCAT Reading.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	In July 2012, 29.5% (299 of 1012) scored Level 3 on FCAT Reading	By July 2013 33% (365 of 1105) of SunRidge students will score Level 3 on FCAT Reading.					
		1A.2. Low reading ability of students.	1A.2. Schedule all Level 1 and Level 2 students into Intensive Reading classes based on reading ability. All sixth grade students are in a reading class.	1A.2. Reading Coach, Guidance Counselors, Assistant Principals, Principal	1A.2. Progress Monitoring	1A.2. Benchmark Scores, FAIR Data, FCAT Scores	
		1A.3. Students lack motivation to read.	1A.3. Emphasize reading for enjoyment through Study Skills class; recognize students for their reading participation and achievement.	1A.3. Literacy Coach, Media Specialist, Classroom Teachers, Study Skills Teachers	1A.3. Circulation of Media Center Materials, Reading Contracts, implementation of Study Skills libraries, implementation of Reading Counts, Classroom Visits/ Observations	1A.3. Benchmark Scores, FCAT Scores	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1. NA	1B.1. NA	1B.1. NA	1B.1. NA	1B.1. NA		
<u>Reading Goal #1B:</u> NA—no FAA students	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	NA					
		1B.2. NA	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3. NA	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	2A.1. Need to increase the number of students in Advanced Language Arts.	2A.1. Need to increase to capacity the number of students participating in Advanced Language Arts, especially among underserved populations, by implementing Spring Board Curriculum.	2A.1. Guidance Counselors, Language Arts Teachers. Literacy Coach/Language Arts Curriculum Leader	2A.1. Progress Monitoring, PLCs	2A.1. Benchmark Scores, FCAT Scores, 9 Weeks Grades		
Reading Goal #2A: In order to prepare students more effectively for high school and beyond, SunRidge Middle School needs to help increasing numbers of students to be high achievers in reading (FCAT Levels 4 and 5).	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	In July 2012, 48% (483 of 1012) scored Level 4 or above on FCAT Reading.	By July 2013 51% (564 of 1105) of SunRidge students will score Level 4 or above on FCAT Reading					

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		2A.2. Need to encourage reading for pleasure to support continued growth of students at or above grade level in reading..	2A.2. Implement reading contracts for all students to encourage and recognize out-of-school reading as part of the school curriculum.	2A.2. Literacy Coach, Language Arts Teachers, Reading Teachers	2A.2. Completion of Reading Contracts, Media Center Circulation Data, PLCs	2A.2. Benchmark Data, FCAT Scores	
		2A.3. Need to increase rigor in reading activities across curriculum areas.	2A.3. Provide opportunities for teachers to participate in professional learning for Common Core State Standards.	2A.3. Principal, Assistant Principals, Literacy Coach	2A.3. . Lesson Plan Template monitoring, classroom visits, PLCs	2A.3. Benchmark Data, FCAT Scores	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1.NA	2B.1.NA	2B.1.NA	2B.1.NA	2B.1.NA		
<u>Reading Goal #2B:</u> NA—No FAA Students	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	NA					
		2B.2.NA	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.NA	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in reading.	3A.1. Students lack motivation to continue developing reading skills.	3A.1. Provide opportunities for students to develop reading comprehension and stamina through at-school and at-home reading for pleasure activities through Study Skills Class and Reading Contracts.	3A.1. Literacy Coach, Media Specialist, Language Arts Teachers, Reading Teachers	3A.1. Circulation of Media Center Materials, Reading Logs, implementation of Study Skills libraries, implementation of Reading Counts	3A.1. Benchmark Scores, FCAT Scores		
Reading Goal #3A: SunRidge Middle School is in its first year. There is no learning gains data for FCAT Reading.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	New School—No Data	By July 2013, 65% (718) of SunRidge students will make learning gains on FCAT Reading.					
		3A.2. Teachers lack skills to teach reading skills in the content area.	3A.2. As a new school, determine teacher skills in teaching reading through the content areas. Provide staff development to support literacy instruction in the content areas.	3A.2. Literacy Coach, Assistant Principals, Principal	3A.2. Teacher Surveys, PLCs	3A.2. Lesson Plan Monitoring, Marzano Classroom Assessment Data	

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		3A.3. Additional instructional time is needed to support struggling readers.	3A.3. Provide opportunities to extend reading time by implementing intensive reading for all Level 1 and 2 readers along with sixth grade advanced reading class and study skills class for all students.	3A.3. Literacy Coach, Reading Teachers, Study Skills Teachers	3A.3. Progress Monitoring (Benchmark, FAIR, Mini-Benchmark), PLCs	3A.3. Benchmark Scores, FAIR Data, FCAT Scores	
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1.NA	3B.1.NA	3B.1.NA	3B.1.NA	3B.1.NA		
<u>Reading Goal #3B:</u> NA—No FAA Students	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	NA					
		3B.2.NA	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.NA	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. Lowest achieving readers lack reading skills.	4A.1. Appropriately schedule students into intensive reading classes to help students strengthen their reading skills.	4A.1. Literacy Coach, Assistant Principal for Instruction, Guidance Counselor, Reading Teachers	4A.1. Progress Monitoring (Benchmark Scores, FAIR Data)	4A.1. FCAT Scores, FAIR Data		
<u>Reading Goal #4:</u> SunRidge Middle School is in its first year. There is no learning gains data for the lowest 25% of FCAT Reading.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	New School—No Data	By July 2013 65% (180) of the lowest 25% will make Learning Gains on FCAT Reading					
		4A.2. Additional instructional time is needed to support struggling readers.	4A.2. Provide after-school tutoring to identified Level 1 and Level 2 readers.	4A.2. Assistant Principal Over SAI, Literacy Coach, Tutor-Teachers	4A.2. Progress Monitoring (Benchmark Scores, FAIR Data, Mini-Benchmark Scores)	4A.2. FCAT Scores, Benchmark Scores, FAIR Data	
		4A.3. Struggling readers need reading support across content areas.	4A.3. Provide appropriate reading interventions as part of FCIM.	4A.3. Literacy Coach, Reading Teachers, Content Area Teachers	4A.3. PLCs, Progress Monitoring (Benchmark Scores, Mini-Benchmark Scores, FAIR)	4A.3. FCAT Scores, Benchmark Scores, FAIR Data	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 NA—New School	NA—New School	80%	82%	84%	86%	89%
<u>Reading Goal #5A:</u> By June 2013, 80% of SunRidge Middle School will score Level 3 or higher on FCAT Reading.							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5B.1. Lack of student interest in reading.	5B.1. Promote at-home reading and reading for enjoyment through Reading Contracts, Study Skills Class, and implementation of Reading Counts.	5B.1. Literacy Coach, Media Specialist, Literacy Leadership Team, Language Arts Teachers, Reading Teachers, Study Skills Teachers	5B.1. Media Center Circulation, Circulation of Study Skills Materials, Reading Counts Points/Activities, Progress Monitoring (Benchmark Scores, FCAT Scores)	5B.1. FCAT Scores, Benchmark Scores, FAIR Data		
<u>Reading Goal #5B:</u> By July 2013, the number of students who are not achieving at or above grade level on Reading FCAT will be reduced by 10%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	Percentage of students scoring at Levels 1 and 2 White: 85 (14.8%) Black:65 (43.3%) Hispanic: 61 (31.1%) Asian: 13 (19.4%) American Indian: NA	Percentage of students scoring at Levels 1 and 2 White:76 (13.3%) Black: 58 (38.7%) Hispanic: 55 (28.1%) Asian:12 (17.9%) American Indian: NA					
		5B.2. Students need direction instruction in reading strategies.	5B.2. Provide professional development in reading strategies for content-area teachers.	5B.2. Literacy Coach Principal Assistant Principal	5B.2. PLCs, Lesson Plan Template Monitoring, Classroom Visits/ Observations	5B.2. FCAT Scores, Benchmark Scores	
		5B.3. Students need time for reading intervention during the school day.	5B.3. Provide reading interventions through Study Skills Class and through subject area classes.	5B.3. Literacy Coach Principal Assistant Principal Curriculum Leaders	5B.3. PLCs, Progress Monitoring (Benchmark Scores, Mini-Benchmark Scores)	5B.3. FCAT Scores, Benchmark Scores	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. . ELL students need additional support mastering English in order to be successful on FCAT Reading	5C.1. Research the implementation of Rosetta Stone to support ELL students with language acquisition.	5C.1. Compliance Teacher, Literacy Coach	5C.1. Progress Monitoring (Benchmark Scores, FAIR, Rosetta Stone hours logged)	5C.1. FCAT Scores, Benchmark Scores, CELLA		
Reading Goal #5C: Decrease by 10% the number of ELL students who are below grade level on FCAT Reading.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	In July 2012, 45.7% (48) of ELL students scored Level 1 or 2 on FCAT Reading.	In July 2013, 38.7% (43) of ELL students will score Level 1 or Level 2 on FCAT Reading					
		5C.2. ELL students need additional support within the classroom in order to master reading content curriculum.	5C.2. Schedule students with ESOL endorsed language arts and reading teachers. Provide students who struggle the most with access to ESOL paraprofessional in content-area classes.	5C.2. Compliance Teacher, Literacy Coach	5C.2. Progress Monitoring (Benchmark Scores, Mini-Benchmark Scores, FAIR Data)	5C.2. FCAT Scores, Benchmark Scores, CELLA	
		5C.3. ELL students need additional instructional time in reading.	5C.3. Provide ELL students who are struggling in reading after-school tutoring.	5C.3. Principal, Assistant Principals, Compliance Teacher, Tutors	5C.3. Progress Monitoring (Benchmark Scores, Mini-Benchmark Scores, FAIR Data)	5C.3. FCAT Scores, Benchmark Scores, CELLA	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. Students With Disabilities (SWD) need additional support in the classroom in order to improve their reading achievement.	5D.1. Implement Support Facilitation Model for Students With Disabilities struggling in their content classes. Schedule SWD together in Study Skills class in order to provide interventions and accommodations more effectively.	5D.1. Principal, Assistant Principals, Staffing Specialist, ESE Support Facilitation Teacher, Study Skills Teachers for SWD	5D.1. Progress Monitoring (Grades, Benchmark Scores), PLCs	5D.1. Benchmark Scores, Mini-Benchmark Scores, FCAT Scores		
Reading Goal #5D: Decrease by 10% the number of Students With Disabilities who are below grade level on FCAT Reading.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	In July 2012, 55.5% (45) of SWD students scored Level 1 or 2 on FCAT Reading.	In July 2013, 49.4% (40) of SWD students will score Level 1 or Level 2 on FCAT Reading					

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		5D.2. Students With Disabilities need additional instructional in reading.	5D.2. Provide SWD who are struggling in reading after-school tutoring.	5D.2. Principal, Assistant Principal, Staffing Specialist, Tutors	5D.2. Progress Monitoring (Grades, Benchmark Scores, Mini-Benchmark Scores), PLCs	5D.2. Benchmark Data, Mini-Benchmark Data, FCAT Scores	
		5D.3. Students With Disabilities need direct instruction in effective reading comprehension strategies.	5D.3. Train teachers in all curriculum areas in content-area reading strategies.	5D.3. Principal, Assistant Principal, Literacy Coach, Classroom Teachers	5D.3. Progress Monitoring, PLCs, Lesson Plan Template monitoring, Classroom Visits/ Observations	5D.3. Benchmark Scores, Mini-Benchmark Scores, FCAT Scores	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Students lack the motivation and interest in reading necessary for them to exhibit improvement.	5E.1. Promote reading campus-wide through Reading Contracts, and Study Skills Class activities; implement Reading Counts.	5E.1. Literacy Coach, Media Specialist, Language Arts Teachers, Reading Teachers, Study Skills Teachers.	5E.1. Progress Monitoring (Benchmark Scores, Mini-Benchmark Scores), Circulation of Media Center books, Circulation of Study Skills books, completion of Reading Contracts, Reading Counts points.	5E.1. Benchmark Scores, FCAT Scores		
<u>Reading Goal #5E:</u> Decrease by 10% the number of Economically Disadvantaged students who are below grade level on FCAT Reading.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	In July 2012, 30.1% (150) of Economically Disadvantaged students scored Level 1 or 2 on FCAT Reading.	In July 2013, 27.1% (135) of Economically Disadvantaged students will score Level 1 or Level 2 on FCAT Reading					
		5E.2. Content-area teachers are unfamiliar with strategies for teaching reading.	5E.2. Provide professional development in reading strategies that can be used across curriculum areas at faculty meetings and in PLCs. Teachers follow up in their classrooms.	5E.2. Literacy Coach, Curriculum Leaders, Assistant Principals, Principal	5E.2. Lesson plan template monitoring, Classroom Visits/ Observations	5E.2. Benchmark Scores, Mini-Benchmark Scores, FCAT Scores	

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		5E.3. Economically Disadvantaged Students who struggle in reading need additional instructional time.	5E.3. Provide Economically Disadvantaged students who are struggling in reading after-school tutoring.	5E.3. Principal, Assistant Principal, Guidance Counselors, Tutors	5E.3. Progress Monitoring (Benchmark Scores, Mini-Benchmark Scores, FAIR Data), PLCs	5E.3. Benchmark Data, Mini-Benchmark Data, FCAT Scores	
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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Content-Area Reading Strategies	School-Wide	Literacy Coach, Principal, Assistant Principals	School-Wide	Bi-Monthly Staff Development (modeling and practice) during faculty meetings	Implement strategies in classroom; reflection and sharing in monthly content area PLCs	Principal, Assistant Principal, Literacy Coach, Curriculum Leaders
Common Core State Standards Training	Language Arts	OCPS Training SRMS Literacy Coach	SRMS Literacy Coach and selected language arts teachers; follow up at school through language arts department	Dates set by OCPS throughout school year	Train the Trainer model to be implemented through grade-level PLCs with school-based follow-up as determined by OCPS	Principal, Assistant Principals, Literacy Coach
Spring Board Training	Language Arts	OCPS Facilitators SRMS Literacy Coach	Language Arts teachers not previously trained in Spring Board	September 19 and 20	Monthly follow-up from training through school level language arts PLCs	Literacy Coach and Language Arts Teachers
Content Area PLCs	By Subject Area, Grade Level Subject Area	Literacy Coach, Staffing Specialist, Curriculum Leaders	Content Area Teachers by subject and grade level	Early Release Wednesdays (first Wednesday of the month); Grade Level Subject Areas scheduled monthly	Reflection on and sharing of reading/literacy strategies implemented in classroom. Data study.	Principal, Assistant Principals

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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
Implement a program whereby multi-sensory strategies are used to teach phonics, fluency and comprehension	Rewards Reading Program	115 (State-Adopted Instructional Materials)	\$976.31
Emphasize vocabulary development through language arts classes	Vocabulary Through Morphemes	115 (State-Adopted Instructional Materials)	\$479.60
Provide reading strategies instruction during after-school tutoring	Amsco Reading Workbooks	176 (Supplemental Academic Instruction)	\$812.00
Implement research-based reading programs for intensive reading classes	Voyager	115 (State-Adopted Instructional Materials)	\$12,058.00
	Corrective Reading	115 (State-Adopted Instructional Materials)	\$1129.82
Subtotal: \$15,455.73			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Provide independent practice with immediate feedback for skills taught in reading classroom; text-based formative assessments for reading	Online component for Journeys	NA—Included with purchase of program above	NA
Reading comprehension accountability	Reading Counts online program that includes comprehension tests for novels	001 General Fund	\$9200.00
Subtotal: \$9200.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
PLCs work together with FCAT Item Specifications	FCAT Item Specification Books	001 General Fund	\$300.00
PLCs work together to learn about and implement Common Core	State Common Core Publications	001	\$655.00

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Subtotal: \$955.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Implement Spring Board in language arts to provide scaffolding for rigorous instruction	Spring Board Texts	115 (State-Adopted Instructional Materials)	\$7620.00
Subtotal: \$7620.00			
Total: \$33,230.73			

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1. Students lack vocabulary and comprehension skills.	1.1. Schedule students into reading and language arts classes with ESOL endorsed teachers. Work with district administration to secure use of Rosetta Stone for our newcomer students.	1.1. Compliance Teacher, Guidance Counselors, Assistant Principals, Principal	1.1. Progress Monitoring	1.1. CELLA, FAIR Data, 9 weeks grades	
<u>CELLA Goal #1:</u> As a new school, collect baseline data in order to determine most effective strategies to help students improve CELLA performance.	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
	NA—No Data					
		1.2. NA—New School	1.2.	1.2.	1.2.	1.2.
		1.3. NA—New School	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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2. Students scoring proficient in reading.	2.1. Students lack reading fluency and comprehension skills.	2.1. Schedule students into appropriate reading intervention classes with ESOL endorsed teachers.	2.1. Compliance Teacher, Literacy Coach, Reading Teachers	2.1. Progress Monitoring, Benchmark Scores, FAIR	2.1. CELLA, FAIR Data, Benchmark Scores, FCAT Scores	
<p><u>CELLA Goal #2:</u></p> <p>As a new school, collect baseline data in order to determine most effective strategies to help students improve CELLA performance.</p>	<p><u>2012 Current Percent of Students Proficient in Reading:</u></p>					
	NA—No Data					
		2.2. NA—New School	2.2.	2.2.	2.2.	2.2.
		2.3. NA—New School	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	2.1. Students struggling with language acquisition lack skills in writing conventions.	2.1. Schedule students into language arts and reading classes with ESOL-endorsed teachers. Provide teacher staff development in new FCAT writing criteria and in Common Core State Standards.	2.1. Compliance Teacher, Literacy Coach, Language Arts Teachers, Assistant Principals, Principal	2.1. Progress Monitoring, PLCs, FCAT Writes practice tests	2.1. CELLA, FCAT Writes scores	
CELLA Goal #3: As a new school, collect baseline data in order to determine most effective strategies to help students improve CELLA performance.	2012 Current Percent of Students Proficient in Writing :					
	NA—No Data					
		2.2. NA—New School	2.2.	2.2.	2.2.	2.2.
		2.3. NA—New School	2.3.	2.3.	2.3.	2.3.

CELLA Budget (Insert rows as needed)

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

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

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1. NA	1A.1. NA	1A.1. NA	1A.1. NA	1A.1. NA		
<u>Mathematics Goal</u> #1A: NA	<u>2012 Current Level of Performance:*</u> NA	<u>2013 Expected Level of Performance:*</u> NA					
	NA	NA					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1. NA	1B.1. NA	1B.1. NA	1B.1. NA	1B.1. NA		
<u>Mathematics Goal #1B:</u> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	NA					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1. NA	2A.1. NA	2A.1. NA	2A.1. NA	2A.1. NA		
<u>Mathematics Goal</u> #2A: NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	NA					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1. NA	2B.1. NA	2B.1. NA	2B.1. NA	2B.1. NA		
<u>Mathematics Goal</u> #2B: NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1. NA	3A.1. NA	3A.1. NA	3A.1. NA	3A.1. NA		
<u>Mathematics Goal #3A:</u> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	NA					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1. NA	3B.1. NA	3B.1. NA	3B.1. NA	3B.1. NA		
<u>Mathematics Goal #3B:</u> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1. NA	4A.1. NA	4A.1. NA	4A.1. NA	4A.1. NA		
Mathematics Goal #4: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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

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	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:				
		5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1. NA	5C.1.NA	5C.1.NA	5C.1.NA	5C.1.NA		
<u>Mathematics Goal</u> #5C: NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	NA					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1. NA	5D.1.NA	5D.1.NA	5D.1.NA	5D.1.NA		

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<u>Mathematics 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>					
NA							
	NA	NA					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

Middle School Mathematics	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1. Lack of achievement data on 9% of students.	1A.1. Ensure 100% participation on Benchmark Testing.	1A.1. Assistant Principal for Instruction, Guidance Counselors	1A.1. Study attendance and data records for Benchmark Testing	1A.1. Attendance Data, Benchmark Data		
Mathematics Goal #1A: SunRidge Middle School is a new school the 2012-2013 school year. 26.9% of the students for whom we have test scores scored Level 3 on FCAT Math.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	In July 2012, 26.9% (262 of 1012) scored Level 3 on FCAT Math	By July 2013 30% (332 of 1105) of SunRidge students will score Level 3 on FCAT Math					

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		1A.2. Students need review and remediation.	1A.2. Implement Intensive Math classes for identified struggling math students	1A.2. Principal, Assistant Principals, Math Curriculum Leader, Math Teachers	1A.2. Progress Monitoring, PLCs	1A.2. Benchmark Data, Mini-Benchmark Data, FCAT Scores	
		1A.3. Students need additional practice and application.	1A.3. Provide additional support through use of Compass Learning, and/or online resources available through math textbook.	1A.3. Math Curriculum Leader, Math Teachers	1A.3. Progress Monitoring, User Reports for Online Resources	1A.3. Benchmark Scores, Mini-Benchmark Scores, FCAT Scores	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1. NA	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Mathematics Goal #1B:</u> NA—No FAA Students	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	NA					
		1B.2. NA	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3. NA	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1. Need to increase participation in advanced mathematics courses.	2A.1. Study participation rate, success rate, and placement indicators for advanced math classes	2A.1. Math Curriculum Leader, Math Teachers, Guidance Counselors	2A.1. Advanced math class enrollment data, Progress Monitoring Data	2A.1. FCAT Scores, EOC Scores		
<u>Mathematics Goal #2A:</u> In order to prepare students more effectively for high school and beyond, SunRidge Middle School needs to help increase numbers of students to be high achievers in Mathematics (FCAT Levels 4 and 5).	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	In July 2012 52% (525 of 1012) achieved above proficiency FCAT Levels 4 and 5) on FCAT Mathematics.	By July 2013 55% (608 of 1105) will have achieved above proficiency (FCAT Levels 4 and 5) on FCAT Reading.					
		2A.2. Need to increase level of rigor in mathematics instruction.	2A.2. Provide training in Common Core State Standards for Mathematics and other strategies for increasing rigor. Provide professional development in Higher Order Thinking Skills (HOTS).	2A.2. Principal, Assistant Principal, Math Curriculum Leader	2A.2. Lesson Plan Template Monitoring, Classroom Visits/Observations, Progress Monitoring, PLCs	2A.2. Benchmark Scores, FCAT Scores, EOC Scores	

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		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1. NA	2B.1. NA	2B.1. NA	2B.1. NA	2B.1. NA	2B.1. NA	
<u>Mathematics Goal #2B:</u> NA—No FAA Students	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	NA					
		2B.2. NA	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.NA	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1. Need to increase the level of rigor in mathematics instruction in order to ensure students make appropriate gains.	3A.1. Provide training in Common Core State Standards and other strategies for increasing rigor. Provide staff development in Higher Order Thinking Skills strategies to increase rigor in mathematics instruction.	3A.1. Principal, Assistant Principal, Math Curriculum Leader	3A.1. Lesson Plan Template Monitoring, Classroom Visits/ Observations, Progress Monitoring, PLCs	3A.1. Benchmark Scores, FCAT Scores, EOC Scores		
<u>Mathematics Goal #3A:</u> SunRidge Middle School is in its first year. There is no learning gains data for FCAT Mathematics.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA—New School No Data	By July 2013, 65% of SunRidge students will make learning gains on FCAT Mathematics.					
		3A.2. Students who are not On Target need instructional interventions.	3A.2. Provide instructional interventions through math class, intensive math class, and Study Skills class.	3A.2. Principal, Assistant Principals, Curriculum Leader for Math, Math Teachers	3A.2. Lesson Plan Template monitoring, Classroom Visits/ Observations, Progress Monitoring, PLCs	3A.2. Benchmark Scores, Mini-Benchmark Scores, FCAT Scores, EOC Scores	

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		3A.3. Individualized instructional support is needed for students who are not On Target in math.	3A.3. Implement Compass Learning or other individualized online resources in math to support students in mastering the Math Benchmarks.	3A.3. Principal, Assistant Principals, Math Curriculum Leader, Math Teachers.	3A.3. Progress Monitoring, Online Use Data/Records, PLCs	3A.3. Benchmark Scores, FCAT Scores, EOC Scores	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1. NA	3B.1. NA	3B.1. NA	3B.1. NA	3B.1. NA		
<u>Mathematics Goal #3B:</u> NA—No FAA Students	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	NA					
		3B.2. NA	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3. NA	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1. Students lack fundamental skills in math problem-solving.	4A.1. Provide direct instruction of skills necessary to problem solve for grade-level math through implementation of FCIM and direct Mathematics Benchmark Instruction.	4A.1. Principal, Assistant Principals, Math Curriculum Leader, Math Teachers.	4A.1. Progress Monitoring, PLCs	4A.1. Benchmark Scores, Mini-Benchmark Scores, FCAT Scores		
Mathematics Goal #4A: SunRidge Middle School is in its first year. There is no learning gains data for the lowest 25% of FCAT Reading.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	New School-No Data	By July 2013 65% (180) of the lowest 25% will make Learning Gains on FCAT Mathematics.					
		4A.2. Struggling students need additional instructional time.	4A.2. Provide additional instructional time by implementing Intensive Mathematics for lowest achievers.	4A.2. Principal, Assistant Principals, Guidance Counselors, Mathematics Curriculum Leader, Intensive Mathematics Teachers	4A.2. Progress Monitoring, PLCs	4A.2. Benchmark Scores, Mini-Benchmark Scores, FCAT Scores	

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		4A.3. Students struggling in math need additional instructional support.	4A.3. Implement an after-school tutoring program to provide additional support in math for lowest achievers.	4A.3. Assistant Principal, Guidance Counselor, Mathematics Curriculum Leader, Math Tutor-Teachers	4A.3. Tutoring Attendance Data, Progress Monitoring	4A.3. Benchmark Scores, Mini-Benchmark Scores, FCAT Scores	
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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011 NA—New School	NA—New School	80%	82%	84%	86%	89%
<u>Mathematics Goal</u> <u>#5A:</u> By June 2013, 80% of SunRidge Middle School will score Level 3 or higher on FCAT Math.							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. Need to increase the level of rigor in mathematics instruction.	5B.1. Provide training in Common Core State Standards and other strategies for increasing rigor. Provide staff development in Higher Order Thinking Skills strategies to increase rigor in mathematics instruction.	5B.1. Principal, Assistant Principals, Curriculum Leader for Math, Math Teachers	5B.1. Lesson plan template monitoring, Classroom Visits/ Observations, Progress Monitoring, PLCs	5B.1. Benchmark Scores, FCAT Scores		

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<u>Mathematics Goal</u> <u>#5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By July 2013, the number of students who are not achieving at or above grade level on FCAT Mathematics will be reduced by 10%.							
	Percentage of students scoring at Levels 1 and 2 White: 86 (15.1%) Black:49 (32.7%) Hispanic: 68 (34.7%) Asian: 13 (19.4%) American Indian: 0%	Percentage of students scoring at Levels 1 and 2 White: 77 (13.5%) Black: 44 (29.3%) Hispanic: 61 (30.8%) Asian: 12 (17.9%) American Indian: 0%					
		5B.2. Instructional interventions are needed for students who are not achieving at or above grade level in math.	5B.2. . Provide during –school interventions based on Benchmark and mini-benchmark performance as part of FCIM.	5B.2. Principal, Assistant Principals, Math Curriculum Leader, Math Teachers.	5B.2. Progress Monitoring, PLCs	5B.2. Benchmark Data, Mini-Benchmark Data, FCAT Scores	
		5B.3. Individualized instructional support is needed for students who are not achieving at or above grade level in math.	5B.3 Implement Compass Learning or other individualized online resources in math to support students in mastering the Math Benchmarks.	5B.3. Principal, Assistant Principals, Math Curriculum Leader, Math Teachers.	5B.3. Progress Monitoring, PLCs	5B.3. Compass Learning Student Data Reports, Benchmark Data, Mini-Benchmark Data, FCAT Scores	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1. ELL students need additional support within the classroom in order to master math curriculum.	5C.1. Schedule students who struggle with language acquisition into math classes with an ESOL paraprofessional, so they can receive additional support.	5C.1. Assistant Principal, Guidance Counselors, Compliance Teacher, Math Teachers, ESOL Paraprofessional	5C.1. Progress Monitoring, PLCs	5C.1. CELLA, Benchmark Data, FCAT Scores		
<u>Mathematics Goal #5C:</u> Decrease by 10% the number of ELL students who are below grade level on FCAT Mathematics.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	In July 2012, 46.8% (52) of ELL students scored Level 1 or 2 on FCAT Mathematics.	In July 2013, 42.3% (47) of ELL students will score Level 1 or Level 2 on FCAT Reading					
		5C.2. Additional instructional time is needed to support ELL students who are not achieving at or above grade level in math.	5C.2. Schedule struggling ELL students into Intensive Math elective in order to provide additional instructional time.	5C.2. Principal, Assistant Principal, Compliance Teacher, Counselors, Intensive Math Teachers	5C.2. Progress Monitoring, PLCs	5C.2. Benchmark Data, Mini-Benchmark Data, FCAT Scores	

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		5C.3. ELL students struggling in math need additional instructional support.	5C.3. Include ELL students struggling in math in the newly implemented after-school tutoring program to provide additional support.	5C.3. Assistant Principal, Guidance Counselors, Mathematics Curriculum Leader, Math Tutor-Teachers	5C.3. Tutoring Attendance Data, Progress Monitoring	5C.3. Benchmark Scores, Mini-Benchmark Scores, FCAT Scores	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1. Students with disabilities need additional support in the classroom in order to improve their math achievement.	5D.1. Implement Support Facilitation Model for students struggling in their content classes. Schedule SWD together in Study Skills class in order to provide interventions and accommodations more effectively.	5D.1. . Principal, Assistant Principals, Staffing Specialist, ESE Support Facilitation Teachers, Study Skills Teachers for SWD	5D.1. . Progress Monitoring, PLCs	5D.1. Benchmark Data, Mini-Benchmark Data, FCAT Scores		
<u>Mathematics Goal #5D:</u> Decrease by 10% the number of Students with Disabilities (SWD) who are below grade level on FCAT Mathematics	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	In July 2012, 55.5% (45) of Students with Disabilities scored Level 1 or 2 on FCAT Mathematics.	In July 2013, 49.3% (40) of Students with Disabilities will score Level 1 or Level 2 on FCAT Reading.					
		5D.2. Additional instructional time is needed to support SWD who are not achieving at or above grade level in math.	5D.2. Schedule struggling SWD students into Intensive Math elective in order to provide additional instructional time.	5D.2. Principal, Assistant Principal, Staffing Specialist, Counselors, Intensive Math Teachers	5D.2. Progress Monitoring, PLCs	5D.2. Benchmark Data, Mini-Benchmark Data, FCAT Scores	
		5D.3. Students with Disabilities struggling in math need additional instructional support.	5D.3. Provide SWD who are not On Target in math after-school tutoring.	5D.3. Assistant Principal, Guidance Counselors, Staffing Specialist, Mathematics Curriculum Leader, Math Tutor-Teachers	5D.3. Tutoring Attendance Data, Progress Monitoring	5D.3. Benchmark Scores, Mini-Benchmark Scores, FCAT Scores	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1. Additional instructional time is needed to support Economically Disadvantaged students who are not On Target in math.	5E.1. Schedule struggling Economically Disadvantaged students into Intensive Math elective in order to provide additional instructional time.	5E.1. Principal, Assistant Principal, Counselors, Intensive Math Teachers	5E.1. Progress Monitoring, PLCs	5E.1. Benchmark Data, Mini-Benchmark Data, FCAT Scores		
<u>Mathematics Goal #5E:</u> Decrease by 10% the number of Economically Disadvantaged students who are below grade level on FCAT Mathematics	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	In July 2012, 28.7% (143) of Economically Disadvantaged students scored Level 1 or 2 on FCAT Mathematics.	In July 2013, 25.9% (129) of Economically Disadvantaged students will score Level 1 or Level 2 on FCAT Reading.					

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		5E.2. Economically Disadvantaged students struggling in math need additional instructional support.	5E.2. . Include Economically Disadvantaged students who are not On Target in math in the newly implemented after-school tutoring program to provide additional support.	5E.2. Assistant Principal, Guidance Counselors, Mathematics Curriculum Leader, Math Tutor-Teachers	5E.2. . Tutoring Attendance Data, Progress Monitoring	5E.2. . Benchmark Scores, Mini-Benchmark Scores, FCAT Scores	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

High School	Mathemat	Problem-Solving Process to Increase Student Achievement						
	Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1.1. NA	1.1. NA	1.1. NA	1.1. NA	1.1. NA		
	Mathematics Goal #1: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		NA	NA					
			1.2.	1.2.	1.2.	1.2.	1.2.	
			1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2.1. NA	2.1. NA	2.1. NA	2.1. NA	2.1. NA		
Mathematics Goal #2: NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	NA					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3.1. NA	3.1. NA	3.1. NA	3.1. NA	3.1. NA		
Mathematics Goal #3: NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	NA					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	

End of Florida Alternate Assessment High School Mathematics Goals

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High School AMO Mathematics Goals

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011 <u>NA</u>	NA	NA	NA	NA	NA	NA
<u>HS Mathematics</u> <u>Goal A:</u> NA							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	3B.1. White: Black: Hispanic: Asian: American Indian: NA	3B.1.NA	3B.1.NA	3B.1.NA	3B.1.NA		

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
C. English Language Learners (ELL) not making satisfactory progress in mathematics.	3C.1. NA	3C.1.NA	3C.1.NA	3C.1.NA	3C.1.NA		
<u>HS Mathematics</u> <u>Goal C:</u> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	NA					
		3C.2. NA	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3. NA	3C.3.	3C.3.	3C.3.	3C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	3D.1. NA	3D.1. NA	3D.1. NA	3D.1. NA	3D.1. NA		

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<u>HS Mathematics</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Goal D: NA							
	NA.	NA					
		3D.2. NA	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3. NA	3D.3.	3D.3.	3D.3.	3D.3.	

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

End of HS Mathematics AMO Goals_

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

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

Algebra 1 EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Algebra 1.	1.1. No Algebra I EOC data exists for SunRidge Middle School students.	1.1. Collect progress monitoring data and EOC exam data for Algebra I students.	1.1. Principal, Assistant Principals, Math Curriculum Leader, Math Teachers	1.1. Progress Monitoring, PLCs	1.1. Algebra I EOC data		
Algebra 1 Goal #1: SunRidge Middle School is in its first year. There is no data on Algebra I EOC for SunRidge Students.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA—New School—No Data	NA—New School—No Data					
		1.2. Some Level 3 FCAT Math students lack foundational skills for Algebra I.	1.2. Provide professional development in foundational skills for Algebra I.	1.2. Math Curriculum Leader, Math Teachers	1.2. Progress Monitoring, PLCs	1.2. Algebra I Benchmark Scores, Algebra I EOC data	

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		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.	2.1. No Algebra I EOC data exists for SunRidge Middle School students.	2.1. Collect progress monitoring data and EOC exam data for Algebra I students	2.1. Principal, Assistant Principals, Math Curriculum Leader, Math Teachers	2.1. Progress Monitoring, PLCs	2.1. Algebra I EOC data		
Algebra Goal #2: SunRidge Middle School is in its first year. There is no data on Algebra I EOC for SunRidge Students.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA—New School—No Data	NA—New School—No Data					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Algebra 1 EOC Goals

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

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

Geometry EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Geometry.	1.1. No Geometry EOC data exists for SunRidge Middle School students.	1.1. Collect progress monitoring data and EOC exam data for Geometry students.	1.1. Principal, Assistant Principals, Math Curriculum Leader, Math Teachers	1.1. Progress Monitoring, PLCs	1.1. Geometry EOC data		
Geometry Goal #1: SunRidge Middle School is in its first year. There is no data on Geometry EOC for SunRidge Students.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA—New School—No Data	NA—New School—No Data					
		1.2.	1.2.	1.2.	1.2.	1.2.	

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		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	2.1. No Geometry EOC data exists for SunRidge Middle School students.	2.1. Collect progress monitoring data and EOC exam data for Geometry students	2.1. Principal, Assistant Principals, Math Curriculum Leader, Math Teachers	2.1. Progress Monitoring, PLCs	2.1. Geometry EOC data		
Geometry Goal #2: SunRidge Middle School is in its first year. There is no data on Geometry EOC for SunRidge Students.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA—New School—No Data	NA—New School—No Data					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Geometry EOC Goals

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Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Content Area PLCs for Math	Department PLC (Math), Grade-Level Math PLC	Math Curriculum Leader	Math Department Members	Early Release Wednesdays (first and second weeks)	Strategy sharing, reflection, data study.	Principal, Assistant Principals
Common Core State Standards Training	Math Curriculum Leader Math Grade Level Representatives	OCPS Professional Development Train the Trainer	Math Department Members through PLCs	Dates set by OCPS throughout school year	Train the Trainer model to be implemented through grade-level PLCs with school-based follow-up as determined by OCPS	Principal, Assistant Principals
Math Technology/Software Training	Mathematics 6-8	Math Curriculum Leader	Math Department Members	Early Release Wednesdays (fourth week)	Technology use reports, strategy sharing in PLCs	Principal, Assistant Principal, Math Curriculum Leader

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Use multi-sensory strategies to teach math concepts	Manipulatives for classroom instruction support	001 General	\$420.00

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Intervention math skills to build support for students not ready for Algebra I	Inside Algebra by Voyager	001	\$2644.00
Subtotal: \$3064.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Common Assessment Development	Release time for personnel	Title II	\$1200
Subtotal: \$1200.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$4264.00			

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1A.1. No FCAT Science data exists for SunRidge Middle School students.	1A.1. Collect progress monitoring data and FCAT Science data for 2012-13 school year.	1A.1. Principal, Assistant Principals, Science Curriculum Leader, Science Teachers	1A.1. Progress Monitoring, PLCs	1A.1. Benchmark Scores, FCAT Science Scores		

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<p>Science Goal #1A: SunRidge Middle School is in its first year. There is no data on FCAT Science for SunRidge Students.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>NA—New School—No Data</p>	<p>NA—New School—No Data</p>					
		<p>1A.2. District change in course sequence causes some teachers to be less familiar with grade level content (Earth Space Science).</p>	<p>1A.2. Provide training in content and strategies for Earth Space Science.</p>	<p>1A.2. Science Curriculum Leader, Science Teachers, Assistant Principals, Principal</p>	<p>1A.2. PLCs, Classroom Visits/Observations, Lesson Template Monitoring</p>	<p>1A.2. Science Benchmark Scores, FCAT Science, EOC Exam (Earth Space Science Honors)</p>	
		<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	
<p>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</p>	<p>1B.1. NA</p>	<p>1B.1. NA</p>	<p>1B.1. NA</p>	<p>1B.1. NA</p>	<p>1B.1. NA</p>		
<p>Science Goal #1B: NA—No FAA Students</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>NA</p>	<p>NA</p>					
		<p>1B.2. NA</p>	<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	

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		1B.3. NA	1B.3.	1B.3.	1B.3.	1B.3.	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2A.1. No FCAT Science data exists for SunRidge Middle School students.	2A.1. Collect progress monitoring data and FCAT Science data for 2012-13 school year.	2A.1. Principal, Assistant Principals, Science Curriculum Leader, Science Teachers	2A.1. Progress Monitoring, PLCs	2A.1. Benchmark Scores, FCAT Science Scores		
Science Goal #2A: SunRidge Middle School is in its first year. There is no data on FCAT Science for SunRidge Students.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA—New School—No Data	NA—New School—No Data					
		2A.2. District change in course sequence causes some teachers to be less familiar with grade level content (Earth Space Science).	2A.2. Provide training in content and strategies for Earth Space Science.	2A.2. Science Curriculum Leader, Science Teachers, Assistant Principals, Principal	2A.2. PLCs, Classroom Visits/ Observations, Lesson Template Monitoring	2A.2. Science Benchmark Scores, FCAT Science, EOC Exam (Earth Space Science Honors)	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

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2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2B.1. NA	2B.1. NA	2B.1. NA	2B.1. NA	2B.1. NA		
Science Goal #2B: NA—No FAA Students	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	NA					
		2B.2. NA	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.NA	2B.3.	2B.3.	2B.3.	2B.3.	

End of Elementary and Middle School Science Goals

Florida Alternate Assessment High School Science Goals

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

High School Science Goals	Problem-Solving Process to Increase Student Achievem						
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	ent						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1.1. NA	1.1. N.A.	1.1. N.A.	1.1. N.A.	1.1. N.A.		
<u>Science Goal #1:</u> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	NA					
		1.2. NA	1.2.	1.2.	1.2.	1.2.	
		1.3. NA	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2.1. NA	2.1. N.A.	2.1. N.A.	2.1.N.A.	2.1. N.A.		

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<u>Science Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
NA							
	NA	NA					
		2.2. NA	2.2.	2.2.	2.2.	2.2.	
		2.3. NA	2.3.	2.3.	2.3.	2.3.	

End of Florida Alternate Assessment High School Science Goals

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

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

Biology 1 EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Biology 1.	1.1. NA	1.1. NA	1.1. NA	1.1. NA	1.1. NA		
<u>Biology 1 Goal #1:</u> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	NA					
		1.2. N.A.	1.2.	1.2.	1.2.	1.2.	
		1.3. N.A.	1.3.	1.3.	1.3.	1.3.	

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

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Content Area PLCs for Science	Science 6-8	Science Curriculum Leader; Course Facilitator	All Science Department Members	Early Release Wednesdays (first and second week monthly)	Reflection and strategy sharing. Data study	Principal, Assistant Principal
Common Assessment Development	Science 6-8	Science Curriculum Leader; Course Facilitator	All Science Department Members	Release Day in September, December and April	Common Semester and EOC Exams, Instructional Focus Calendars	Curriculum Leader Assistant Principals

Science Budget (Insert rows as needed)

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

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Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Common Assessment Development	Personnel Release Time	Title II	\$2200
Subtotal: \$2200.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$2200.00			

End of Science Goals

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

Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. No FCAT Writes data exists for SunRidge Middle School students.	1A.1. Collect progress monitoring data and FCAT Writes data for the 2012-13 school year.	1A.1. Principal, Assistant Principals, Literacy Coach, Language Arts Teachers	1A.1. Progress Monitoring, PLCs	1A.1. Benchmark Writing Tests, FCAT Writes Data		
Writing Goal #1A: SunRidge Middle School is in its first year. There is no data on FCAT Writes for SunRidge Students.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA—New School—No Data	NA—New School—No Data					

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		IA.2. Teachers are unfamiliar with new grading criteria for FCAT Writes.	IA.2. Provide staff development on the new grading criteria for FCAT Writes along with supporting literacy instruction across curriculum areas.	IA.2. Literacy Coach, Language Arts Curriculum Leader, Language Arts Teachers	IA.2. Progress Monitoring, PLCs	IA.2. Benchmark Writing Tests, FCAT Writes Data	
		IA.3. Providing timely feedback on writing is difficult due to labor-intensity of scoring.	IA.3. Implement a support program for scoring, such as My Access or Write Score to support teachers in providing timely feedback.	IA.3. Literacy Coach, Assistant Principals, Principal, Language Arts Teachers	IA.3. Progress Monitoring, PLCs	IA.3. Benchmark Writing Tests, FCAT Writes Data	
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	IB.1. NA	IB.1. NA	IB.1. NA	IB.1. NA	IB.1. NA		
<u>Writing Goal #1B:</u> NA—No FAA Students	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	NA					
		IB.2. NA	IB.2.	IB.2.	IB.2.	IB.2.	
		IB.3. NA	IB.3.	IB.3.	IB.3.	IB.3.	

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Writing 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>						
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
Literacy Strategies Staff Development	All Content Areas	Literacy Coach	All Content Area Teachers	Bi-Monthly Staff Development (modeling and practice) during faculty meetings	Implement strategies in classroom; reflection and sharing in monthly content area PLCs	Principal, Assistant Principal, Literacy Coach, Curriculum Leaders
Language Arts PLCs (Writing Focus)	Language Arts, Reading, Grades 6-8	Literacy Coach	Language Arts, Reading, Grades 6-8	Early Release Wednesdays (first and second Wednesday of the month);	Reflection on literacy strategies with writing focus implemented in classroom. Data study.	Principal, Assistant Principals, Literacy Coach

Writing Budget (Insert rows as needed)

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

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

End of Writing Goals

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

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

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

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

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

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Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			\$300.00
Subtotal			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Civics Goals

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

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

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

U.S. History EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in U.S. History.	1.1. NA	1.1. NA	1.1. NA	1.1. NA	1.1. NA		
<u>U.S. History Goal #1:</u> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	NA					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	2.1. NA	2.1. NA	2.1. NA	2.1. NA	2.1. NA		
<u>U.S. History Goal #2:</u> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	NA					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

U.S. History Professional Development

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

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

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

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Subtotal:			
Total:			

End of U.S. History Goals

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Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance	1.1. No Attendance data exists for SunRidge Middle School students.	1.1. Collect baseline attendance data during 2012-13.	1.1. Principal, Assistant Principals, Dean, Grade Level Clerks	1.1. Monitor Educational Data Warehouse (EDW)	1.1. End-of-Year Attendance Data (EDW)		
<p><u>Attendance Goal #1:</u> SunRidge Middle School is in its first year. There is no attendance data for SunRidge Students.</p> <p>Collect Baseline Attendance Data for SunRidge Middle School students during 2012-13.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	NA—New School—No Data	NA—New School—No Data					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					

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	NA—New School—No	NA—New School—No Data					
	<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>					
	NA—New School—No Data	NA—New School—No Data					
		1.2. Staff is not trained to monitor for attendance problems.	1.2. Provide training to support staff on procedures for Attendance Child Study Team monitoring and meetings.	1.2. Social Worker, Guidance Counselors, Grade Level Clerks	1.2. Monitor Educational Data Warehouse	1.2. End-of-Year Attendance Data (EDW)	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Attendance Professional Development

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

Attendance Budget (Insert rows as needed)

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

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

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1. No suspension data exists for SunRidge Middle School students.	1.1. Collect baseline suspension data during 2012-13.	1.1. Principal, Assistant Principals, Dean, Grade Level Clerks	1.1. Monitor Educational Data Warehouse (EDW)	1.1. End-of-Year Suspension Data (EDW)		
<u>Suspension Goal #1:</u> SunRidge Middle School is in its first year. There is no suspension data for SunRidge Students. Collect Baseline Suspension Data for SunRidge Middle School students during 2012-13.	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	NA—New School—No Data	NA—New School—No Data					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	NA—New School—No Data	NA—New School—No Data					

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	<u>2012 Total Number of Out-of- School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	NA—New School—No Data	NA—New School—No Data					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	NA—New School—No Data	NA—New School—No Data					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Suspension Professional Development

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

Suspension Budget (Insert rows as needed)

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

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

End of Suspension Goals

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Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout Prevention	I.1. NA	I.1. NA	I.1. NA	I.1. NA	I.1. NA		
<u>Dropout Prevention Goal #1:</u> NA *Please refer to the percentage of students who dropped out during the 2011-2012 school year.	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	NA	NA					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
	NA	NA					
		I.2. NA	I.2.	I.2.	I.2.	I.2.	
		I.3. NA	I.3.	I.3.	I.3.	I.3.	

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Dropout Prevention Professional Development

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

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Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to “Guiding Questions,” identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	1.1. No parent involvement data exists for SunRidge Middle School.	1.1. Collect baseline data on parent involvement during 2012-13.	1.1. Classroom Teachers, Assistant Principals, Principal	1.1. Monitor indicators: Sign-In Sheets, Email Data Base, Additions Hours	1.1. School Event Sign-In Sheets, Email Data Base, Additions Hours		
<p><u>Parent Involvement Goal #1:</u> SunRidge Middle School is in its first year. There is no parent involvement data for SunRidge. Collect Baseline Parent Involvement Data for SunRidge Middle School during 2012-13.</p>	<p><u>2012 Current Level of Parent Involvement:*</u></p>	<p><u>2013 Expected Level of Parent Involvement:*</u></p>					
	NA—New School—No Data	NA—New School—No Data					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic 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
OCPS PIE and Additions Training	NA	OCPS PIE/ Additions Administrator	Assistant Principal, Faculty Representative, PTSO Representative	August 2012	Bi-monthly follow up school-based meetings	Assistant Principal

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Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: Implement an elective to help students develop STEM abilities.	1.1. Lack of information about STEM for parents and students.	1.1. Through registration and beginning of school year activities, provide information about STEM elective benefits to students and parents.	1.1. Assistant Principal for Instruction, Guidance Counselors, STEM elective teachers	1.1. Course enrollment, progress monitoring of students in course	1.1. Student grades in elective class, science class, and math class; FCAT scores
	2. Teachers need time to collaborate and develop STEM curriculum.	1.2. Through PLCs and professional development, develop school-based STEM curriculum.	1.2. Assistant Principal for Instruction, Principal	1.2. Lesson Plan Template Monitoring, Classroom Visits/ Observations	1.2. Student Grade Data, FCAT Scores, EOC Data
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

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Please note that each Strategy does not require a professional development or PLC activity.						
PD Content / Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM PLC	STEM Elective Teachers	STEM Lead	STEM Elective Teachers	Early Release Wednesdays fourth week of month	Strategy sharing, PLC reflection	Assistant Principal for Instruction

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STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

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

CTE Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or</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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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Additional Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal	1. No high school course participation data exists for SunRidge Middle School.	1.1. Collect baseline data on high school course participation during 2012-13.	1.1. Assistant Principal for Instruction, Guidance Counselors	1.1. Progress Monitoring, 9 weeks grades	1.1. EOC data, final grades data		

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<p><u>Additional Goal #1:</u> SunRidge Middle School is in its first year. There is no baseline high school course participation data for SunRidge.</p> <p>Collect baseline high school course participation data for SunRidge Middle School during 2012-13 so that an appropriate goal for growth can be set for 2013-14.</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
	<p>NA—New School—No Data</p>	<p>NA—New School—No Data</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 Goal(s)

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

	<p>Problem-Solving Process to</p>						
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Additional Goal(s)	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>1. Additional Goal</p>	<p>2. No fine arts course participation data exists for SunRidge Middle School.</p>	<p>1.1. Collect baseline data on fine arts course participation during 2012-13.</p>	<p>1.1. Assistant Principal for Instruction, Fine Arts Teachers</p>	<p>1.1. Progress Monitoring, 9 weeks grades</p>	<p>1.1. Final grades data</p>		
<p><u>Additional Goal #1:</u> SunRidge Middle School is in its first year. There is no baseline data for participation in fine arts classes.</p> <p>Collect baseline data for participation in fine arts classes for SunRidge Middle School during 2012-13, so that an appropriate goal for growth can be set for 2013-14.</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					

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	NA—New School—No Data	NA—New School—No Data					
		3. Students and parents do not have information about fine arts courses at SunRidge Middle School.	1.2. Develop brochures and information for website as well as other forms of communication to use as recruitment tools.	1.2. Music Teachers, Guidance Counselors	1.2. Monitor registration numbers	1.2. Registration data, 2013-14 Master Schedule	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Additional Goal(s)

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

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

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<p>1. Additional Goal</p>	<p>1. No AVID Coordinator has been trained for SunRidge Middle School.</p>	<p>1.1. Work with OCPS AVID personnel to train a coordinator.</p>	<p>1.1. Principal, Assistant Principal</p>	<p>1.1. Participation in AVID training</p>	<p>1.1. Enrollment Data for AVID for 2013-14</p>		
<p><u>Additional Goal #1:</u> SunRidge Middle School is in its first year. There is not an AVID program at SunRidge Middle School. Research and prepare for the implementation of AVID for 2013-14.</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
	<p>NA—New School—No Data</p>	<p>NA—New School—No Data</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 Goals Professional Development

<p>Professional Development</p>						
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(PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
AVID Training	6-8	AVID Administrator	Selected teachers	Release days for selected personnel for dates determined by AVID	Planning meetings with Leadership Team	Principal, Assistant Principal

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: \$33,230.73
CELLA Budget	Total:
Mathematics Budget	Total: \$4264.00
Science Budget	Total:\$2200.00
Writing Budget	Total:
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total:
	Grand Total: \$39,694.73

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

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.)

NA for SunRidge Middle School

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

Are you reward school? Yes No **NA for SunRidge Middle School**

(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

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

School Advisory Council (SAC)

SAC Membership Compliance

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

X Yes No

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

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Develop SAC By-Laws
Assist with Development of School Vision
Survey School Stakeholders
Share Progress Monitoring Data for SIP Goals
Provide input for 2013-14 SIP

Describe the projected use of SAC funds.	Amount
To be determined—new school	