

# Florida Department of Education



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

**2012-2013**

**2012-2013 SCHOOL IMPROVEMENT PLAN**

**PART I: CURRENT SCHOOL STATUS**

**School Information**

School Name: Alice B. Landrum Middle School	District Name: St. Johns County School District
Principal: Emily Harrison	Superintendent: Dr. Joseph Joyner
SAC Chair: Laurie Stanton	Date of School Board Approval: 11/13/2012

**Student Achievement Data and Reference Materials:**

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

**Administrators**

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
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Principal	Emily Harrison	B.A. Elementary Education, Minor in Spanish from Florida Atlantic University, M.A. Educational Leadership from University of North Florida, Professional Certification in elementary Education 1-6, Middle Grade Integrated Curriculum 5-9, Educational Leadership (all levels), Principal Certification, Gifted Endorsement, and ESOL Endorsement	2	7	Ms. Harrison is a highly qualified administrator. She has been a Florida certified teacher since 1998. Ms. Harrison holds a Bachelor of Arts Degree in Education with a minor in Spanish. She holds professional certification in Elementary Education grades 1-6, Middle Grades Integrated Curriculum, Educational Leadership (all levels), Principal Certification, and holds endorsements in both Gifted and ESOL Education. Ms. Harrison earned a Master’s Degree in Educational Leadership in 2004 from the University of North Florida. In 2009 she completed St. Johns County’s 4 year Leadership Training Program and was granted Principal Certification from the Florida Department of Education. Ms. Harrison served as an assistant principal at Fruit Cove Middle School for five years. While at Fruit Cove Middle School, the school maintained an “A” status. In 2011 she was honored with Florida’s Outstanding Assistant Principal Award for the 2010-2011 school year. The 2011-2012 school year was her first year as principal of Alice B. Landrum Middle School. Currently, Alice B. Landrum maintains an "A" status under Florida's grading system. For the 2011-2012 school year 82% of students met high standards in reading, 82% met high standards in math, 93% met high standards in writing, and 77% met high standards in science.
Assistant Principal	Debra Allred	B.S. in Business Administration from Western Carolina University, M.E. in Educational Leadership from University of North Florida, M.S. in Foundation of Education from Troy State University, Educational Leadership Certification (all levels), Clinical Educators Training, ESOL Endorsement, English Certification 5-9 and Business Education Certification 6-12	1	5	Ms. Allred has been an educator in St. Johns County School District for 22 years. She holds an Associates of Arts in Business from Brevard College, a Bachelor of Science in Business Administration from Western Carolina, a Master of Science in Foundation of Education from Troy State University and a Master of Education in Educational Leadership from the University of North Florida. Ms. Allred served as a language arts teacher at R. J. Murray Middle School from 1990-94 and as a language arts teacher at Gamble Rogers Middle School from 1994-2000. Ms. Allred became the Activities Director/Volunteer Coordinator at Bartram Trail High School in 2001, while continuing to teach English I honors, Standard English I and ESE co-teach classes. Ms. Allred taught business classes at Bartram and served as the supervising teacher for the Vystar Bear Branch Credit Union on campus. At the start of 2008-09, she served as the Bartram Trail Career Specialist and Vocational/ Career Department Head before transferring to Sebastian Middle School where she served as assistant principal and LEA from 2008-2012.

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Curriculum Resource Coordinator	Cindy Leeber	B.A. Elementary Education and M.A. in Elementary Education - Marshall University, M.E. Educational Leadership and Policy Studies – Florida State University, ESOL Endorsement	1	1	Mrs. Leeber has 12 years of teaching experience in grades K-5. She holds a Bachelor of Arts degree in Elementary Education from Marshall University, a Master of Arts degree in Elementary Education from Marshall University and a Master of Education degree in Educational Leadership and Policy Studies from Florida State University. She is certified in Elementary Education K-6, Educational Leadership (all levels), as well as ESOL endorsed. Mrs. Leeber was a teacher at Wards Creek Elementary from 2007 to 2012. During her tenure the school maintained an “A” status all five years with over 90% of students achieving high standards in reading, math and writing.
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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)
Instructional Literacy Coach	Catherine Van Housen	BA Political Science and Lit Writing, English 6-12, Social Studies 6-12, Middle Grades Integrated 5-9, Journalism 6-12, Gifted Endorsement, ESOL Endorsement	5	1	Ms. Van Housen is an experienced Language Arts and Gifted Teacher. She has been a teacher at Alice B. Landrum Middle School for 5 years before moving to the Instructional Literacy Coach position. Currently, Alice B. Landrum maintains an "A" status under Florida's grading system. For the 2011-2012 school year 82% of students met high standards in reading, 82% met high standards in math, 93% met high standards in writing, and 77% met high standards in science.

### Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Utilization of district PATS program	Principal	Upon posting

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2. With the support of the SJCSD, we only hire teachers who meet NCLB's Highly Qualified requirements.	Principal/District Personnel	Upon posting
3. Regular district professional development, Professional Learning Communities and monthly school developed professional development and book studies.	District Professional Development, Principal and Assistant Principal	Continuous
4. New Teacher Mentor Program, partnering new teachers with a "veteran" mentor.	Instructional Literacy Coach, Teacher Leaders	Teachers partnered during their first year teaching at A.B. Landrum. Monthly meetings. Completion determined at the conclusion of the school year.
5. Model Lessons	Instructional Literacy Coach, Curriculum Coordinator	Continuous
6. Curriculum Mapping and Training	Principal, Curriculum Coordinator, District CAST Team	Continuous

***Non-Highly Effective Instructors***

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	N/A

***Staff Demographics***

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
55	5% (3)	37% (20)	38% (21)	20% (11)	31% (17)	100%	5% (3)	4% (2)	27% (15)

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### *Teacher Mentoring Program/Plan*

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Laura Loyd	Erica Carpenter	Ms. Loyd is an experienced language arts teacher and is also the department chair.	Initial meeting during pre-planning. Calendar of events will be reviewed throughout the year. Mentors will assist with procedural matters. Mentees will also be assisted with any questions pertaining to curriculum, website maintenance, entering grades for interims and report cards, as well as for student discipline, parent conferencing, special student education and evaluations.
Catherine Van Housen	Beata Ivanyi-Brihammer	Ms. Van Housen is an experienced Language Arts and Gifted Teacher, as well as an experienced Journalist. She currently serves as the Instructional Literacy Coach.	Initial meeting during pre-planning. Calendar of events will be reviewed throughout the year. Mentors will assist with procedural matters. Mentees will also be assisted with any questions pertaining to curriculum, website maintenance, entering grades for interims and report cards, as well as for student discipline, parent conferencing, special student education and evaluations.
Catherine Van Housen	Stacy O'Brien	Ms. Van Housen is an experienced Language Arts and Gifted Teacher, as well as an experienced Journalist. She currently serves as the Instructional Literacy Coach.	Initial meeting during pre-planning. Calendar of events will be reviewed throughout the year. Mentors will assist with procedural matters. Mentees will also be assisted with any questions pertaining to curriculum, website maintenance, entering grades for interims and report cards, as well as for student discipline, parent conferencing, special student education and evaluations.
Tara Van Kouteren, Chris Stubbs	Owen Murphy	Ms. Van Kouteren is an experienced science teacher. She also teaches 8th grade Science and is the department chair. Mr. Stubbs is an experienced math teacher. He currently teaches 8th grade math and Algebra 1 Honors. He also serves as our school web master.	Initial meeting during pre-planning. Calendar of events will be reviewed throughout the year. Mentors will assist with procedural matters. Mentees will also be assisted with any questions pertaining to curriculum, website maintenance, entering grades for interims and report cards, as well as for student discipline, parent conferencing, special student education and evaluations.
Richard Billette	Linda Hof	Mr. Billette is an experienced social studies teacher. He is currently teaching 8th grade Gifted students and is completing a Master's degree in Educational Leadership. He is the Social Studies and 7th grade Team/ Department Chair.	Initial meeting during pre-planning. Calendar of events will be reviewed throughout the year. Mentors will assist with procedural matters. Mentees will also be assisted with any questions pertaining to curriculum, website maintenance, entering grades for interims and report cards, as well as for student discipline, parent conferencing, special student education and evaluations.

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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 N/A
Title I, Part C- Migrant N/A
Title I, Part D N/A
Title II Title II funds used for supplementing curriculum development and teacher preparation.
Title III N/A
Title X- Homeless N/A
Supplemental Academic Instruction (SAI) Our goal is to continue to aggressively target our Lowest 25% in Reading, Math, and Science. Positive results from the use of Reading Plus and Lexia indicate the need to continue using the program In addition, eInstruction aligned to Common Core State Standards with use of CPS clicker systems and MOBIs, as well as Jamestown Navigator (8 <sup>th</sup> grade) and Making Meaning, Language! and Individualized Daily Reading (6 <sup>th</sup> and 7 <sup>th</sup> grade) will be added as supplemental resources for iii classes this year. This gives us the opportunity to address the needs of students enrolled in Intensive Reading/iii. Students access these programs in order to practice the skills that were introduced in their reading class, as these programs complement differentiated instructional practice. We will continue to hire 2 part-time tutors to service the needs of the lowest 25% in reading and math, and continue to provide after school tutoring twice weekly to serve students in reading, math and science. Symphony Math combined with the district funded tool "Discovery Education" programs will also be used for progress monitoring and adjusting curriculum as needed.
Violence Prevention Programs N/A
Nutrition Programs N/A
Housing Programs N/A

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Head Start N/A
Adult Education N/A
Career and Technical Education N/A
Job Training N/A
Other N/A

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

School-Based MTSS/RtI Team
<p><b>Identify the school-based MTSS leadership team.</b> Assistant Principal, Debra Allred; Curriculum Resource Coordinator, Cindy Leeber; Instructional Literacy Coach, Catherine Van Housen; Guidance Counselors, Valerie Golden and Liza White</p>
<p><b>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?</b> The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students? The team meets once a week to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.</p>
<p><b>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?</b> The MTSS/RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures. Staff training on MTSS/RtI thru Wednesday early release.</p>
MTSS Implementation
<p><b>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.</b> Baseline data: Progress Monitoring and Reporting Network (PMRN), Assessment and Information Management System (Degrees of Reading Power), DIBELS, Florida Comprehensive Assessment Test (FCAT) Progress Monitoring: PMRN, Thinklink, Curriculum Based Measurement (CBM), FCAT Simulation, Write Score, Reading Plus, Symphony Math Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Reading Plus, End of year: FAIR, Brainchild, FCAT, Thinklink Frequency of Data Days: twice a month for data analysis. Weekly for students in lowest quartile.</p>

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**Describe the plan to train staff on MTSS.**

Staff training on MTSS/RtI, working with PBS team and MTSS/RtI team thru Wednesday, early release.

**Describe the plan to support MTSS.**

Staff support on MTSS/RtI, working with PBS team and MTSS/RtI team thru Wednesday, early release and additional support as needed.

### *Literacy Leadership Team (LLT)*

#### School-Based Literacy Leadership Team

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

The Literacy Leadership Team is comprised of the Principal, Assistant Principal, Curriculum Coordinator, Instructional Literacy coach, Guidance Counselor, Media Specialist, and a member from each department.

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

The role of the LLT is to help ensure that literacy is a key learning component in all content and elective classes. The team will serve as leaders to the staff as well as a source of information for ways to incorporate new literacy strategies into their daily lesson plans. The team will meet bimonthly, will communicate via email and will present lessons during faculty meetings.

The team will meet monthly.

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

A major goal of the LLT this year will be to refine our common definition of literacy and to identify common school-wide reading and writing strategies. We will continue to communicate strategies to the entire faculty, printed and displayed in classrooms.

### *Public School Choice*

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

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

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

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

N/A

### *\*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?

Based upon the work of the Literacy Leadership Team, we will continue to communicate our common definition of literacy as well as common and strategic reading and writing strategies aligned to the Common Core State Standards. Model reading and writing strategies will be implemented through the Instructional Literacy Coach. All teachers will communicate with the ILC and plan dates for the ILC to model lessons in

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the classroom. Teachers will implement lessons, be observed by the ILC and receive feedback for a cycle of continuous improvement.

***\*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?

N/A

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?

N/A

***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](#).

N/A

**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

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

Reading Goals	Problem-Solving Process to Increase Student Achievement						
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipate d Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b>	1A.1. Identifying areas for improvement in FCAT 2.0 reporting categories across all content areas (LA, SS, Science): Vocabulary, Reading Application, Literary Analysis and Informational Text	1A.1. NGSSS/CCSS Skills-Based Literacy Instruction and NG-CARPD in all core classes.	1A.1. Administration, Instructional Literacy Coach, Reading, Language Arts, Social Studies and Science Teachers	1A.1. Identify and Analyze Data, Provide Differentiated Instruction, Promote Common Literacy Language in all Classes, Model Strategies, Continuous Progress Monitoring	1A.1. FCAT 2.0, FAIR, Formative and Summative Assessments, Quarterly Exams, Posted Learning Goals, Student and Teacher Rating Scales		
<b>Reading Goal #1A:</b> To increase the number of students demonstrating Proficiency.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>27% (318)</b>	<b>29%</b>					
		1A.2. Develop and Articulate Common Literacy Strategies	1A.2. Literacy Leadership Team Meetings	1A.2. Administration, Instructional Literacy Coach, Classroom Teachers	1A.2. Classroom Observation, Formative and Summative Assessments	1A.2. Blueprint For Learning Evidence (detailed lesson plans) and Professional Development Portfolio	

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		1A.3. Repeated Exposure of Marzano Common Language: For Example, "Learning Goals". This year, elaborating on rubrics.	1A.3. Monthly PLC Meetings Targeting all Domains and all design questions, as well as High Yield Instructional Strategies (>.40).	1A.3. Administration, Instructional Literacy Coach, Classroom Teachers, Peer Evaluator	1A.3. Feedback from Monthly PLC's, Classroom Observation, Peer Conferencing, Administration Conferencing	1A.3. Blueprint for Learning Evidence (detailed lesson plans), Professional Development Portfolio, Classroom Walkthroughs, Informal/Formal Observations	
		1A.4 Using Data to Differentiate Instruction	1A.4 Using real time data Performance Tracker Data	1A.4. Administration, Instructional Literacy Coach, Classroom Teachers	1A.4. Data Discussions, Using Data to Adjust Instruction and Provide Differentiation	1A.4. Continuous Progress Monitoring	
		1A.5. Ensuring that all Standards are Addressed with Appropriate Emphasis Throughout the Year	1A.5. Monthly PLC Meetings (Department), Curriculum Mapping, Focus Calendars	1A.5. Administration, Instructional Literacy Coach, Classroom Teachers	1A.5. Progress Monitoring, Assessment Data	1A.5 Research Based Classroom Instructional Materials, Continuous Progress Monitoring, Focus Calendar and Curriculum Maps, FCAT 2.0	
		1. A.6. Increase the Amount of Books Students Read Across Multiple Genres and Formats	1A.6. Implement 6th grade Reading Elective, "Adventures in Interactive Literacy", to Promote the Joy of Reading for Pleasure, Continue to build Nook/eBook library	1A.6. Administration, 6th Grade Elective Teacher	1A.6. Meet with Elective Teacher to Discuss Classroom Activities Review Student Response Logs, Share LA Progress Monitoring Data	1A.6. Blueprint for Learning Evidence (detailed lesson plans), Professional Development Portfolio, Classroom Walkthroughs, Informal/Formal Observations	

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<p><b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b></p>	<p>1.B.1. Identify areas to improve mastery of levels using Access Points Curriculum</p>	<p>1.B.1. Monthly ESE meetings, In-service Trainings, Modified Curriculum (Unique Learning), Differentiated Instruction, Assistive Technology, Computers, iPads with special APPs, Dynavox to communicate, Text to Speech</p>	<p>1.B.1. Administration, ESE Teachers, Guidance Counselors, Behavior Specialist, Therapists (OT and AT), School Psychologist</p>	<p>1.B.1. Classroom Observations, Access Point Data, Teacher Assessments and Differentiation, Student Work Samples</p>	<p>1.B.1. Learning Goals, Rating Scales and Rubrics, Behavior Plans, Academic Plans, Daily Goals, Use of Unique Learning System, Teacher Assessments and Work Samples</p>		
<p><u>Reading Goal #1B:</u> To increase the number of students demonstrating Proficiency.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>29% (2)</p>	<p>29% (2)</p>					
		<p>1.B.2. Speech and Language teacher assisting with Literacy Strategies</p>	<p>1.B.2. Direct Specialized instruction, Sign Language, Gestures, Picture Cards, Checklists, Charts</p>	<p>1.B.2. Administration, SLP, ESE Teachers,</p>	<p>1.B.2. Observations, Assessment Data, Therapists Feedback, Student Work Samples</p>	<p>1.B.2. Goals and Benchmarks, Progress Reports, Teacher Interview with Student, Speech and Language Evaluation</p>	
		<p>1.B.3. Word Recognition and Vocabulary</p>	<p>1.B.3. Direct Specialized Instruction, Assistive Technology, Decoding</p>	<p>1.B.3. Administration, SLP, ESE Teachers</p>	<p>1.B.3. Observations, Assessment Data, Therapists Feedback, Student Work Samples</p>	<p>1.B.3. Goals and Benchmarks, Progress Reports, Teacher Interview with Student</p>	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipate d Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</b>	2A.1 Real-time Data	2A.1. Place High Achieving Students in Advanced Language Arts, Social Studies and Science Classes. Model and Develop Higher Level Literacy Skills (shifting toward CCSS).	2A.1. Guidance, Administration, Instructional Literacy Coach, Classroom Teachers	2A.1. Tracking of assessment results through Progress Monitoring, Classroom visits	2A.1. FCAT 2.0, Formative Assessment and Summative Research Based Classroom Assessments.		
<b>Reading Goal #2A:</b> To increase the number of students scoring above Proficiency.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>55% (655)</b>	<b>60%</b>					
		2A.2. Real-time Data	2A.2. Use Performance Tracker Data to Determine Baseline Data Analysis, Use Progress Monitoring and Formative Assessment to Adjust Instruction as Needed	2A.2. Administration, Instructional Literacy Coach, Classroom Teachers	2A.2. Summative Assessment Data Analysis	2A.2. FCAT 2.0, Classroom Instructional Materials	

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		2A.3. Articulation with High Schools / Continuous Professional Development	2A.3. Articulate with the High School the Necessary Skills for High School and College Readiness, High School Teacher Driven Workshops, Professional Development Calendar (Laying the Foundation, Socratic Seminar, College Board AP Seminar)	2A.3. Administration, Classroom Teachers	2A.3. Feedback from Teacher Workshops/ Professional Learning Opportunities	2A.3. FCAT 2.0, Classroom Instructional Materials, Qualitative Information Provided Through Teacher Conferencing, Professional Development Portfolio	
		2. A.4. Articulation with Elementary Schools / Continuous Professional Development	2.A.4 Include Elementary School Fifth Grade Teachers in Professional Development Opportunities	2.A.4 Administration	2.A.4 FCAT 2.0 Data Analysis	2.A.4 FCAT, Vertical Planning Meeting Notes	
		2.A.5 Increase the Amount of Books Students Read Across Multiple Genres and Formats	2.A.5 Continue 6th grade Reading Elective, "Adventures in Interactive Literacy", to Promote the Joy of Reading for Pleasure, Continue adding to Nook/ eBook library.	2.A.5 Administration, 6th Grade Elective Teacher	2.A.5 Meet with Elective Teacher to Discuss Classroom Activities, Review Student Response Logs, Share LA Progress Monitoring Data	2.A.5 Blueprint for Learning Evidence (detailed lesson plans), Professional Development Portfolio, Classroom Walkthroughs, Informal/ Formal Observations	



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<p><b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b></p>	<p>2B.1. Identify areas to improve mastery of levels using Access Points Curriculum</p>	<p>2.B.1. Monthly ESE meetings, In-service Trainings, Modified Curriculum (Unique Learning), Differentiated Instruction, Assistive Technology, Computers, iPads with special APPs, Dynavox to communicate, Text to Speech</p>	<p>2.B.1. Administration, ESE Teachers, Guidance Counselors, Behavior Specialist, Therapists (OT and AT), School Psychologist</p>	<p>2.B.1. Classroom Observations, Access Point Data, Teacher Assessments and Differentiation, Student Work Samples</p>	<p>2.B.1. Learning Goals, Rating Scales and Rubrics, Behavior Plans, Academic Plans, Daily Goals, Use of Unique Learning System, Teacher Assessments and Work Samples</p>		
<p><b>Reading Goal #2B:</b> <i>To increase the number of students scoring a level 7.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>29% (2)</b></p>	<p><b>29% (2)</b></p>					
		<p>2.B.2. Speech and Language teacher assisting with Literacy Strategies</p>	<p>2.B.2. Direct Specialized instruction, Checklists, Charts, Read Alouds</p>	<p>2.B.2. Administration, SLP, ESE Teachers,</p>	<p>2.B.2. Observations, Assessment Data, Therapists Feedback, Student Work Samples</p>	<p>2.B.2. Goals and Benchmarks, Progress Reports, Teacher Interview with Student, Speech and Language Evaluation</p>	
		<p>2.B.3. Word Recognition and Vocabulary</p>	<p>2.B.3. Direct Specialized Instruction, Assistive Technology, Decoding</p>	<p>2.B.3. Administration, SLP, ESE Teachers</p>	<p>2.B.3. Observations, Assessment Data, Therapists Feedback, Student Work Samples</p>	<p>2.B.3. Goals and Benchmarks, Progress Reports, Teacher Interview with Student</p>	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3A. FCAT 2.0: Percentage of students making learning gains in reading.</b>	3A.1. Identifying areas for improvement in FCAT 2.0 reporting categories: Vocabulary, Reading Application, Literary Analysis and Informational Text	3A.1. CCSS/NGSSS Skills-Based Literacy Instruction	3A.1. Administration, Instructional Literacy Coach, Reading and Language Arts, Science and Social Studies Teachers	3A.1. Identify and Analyze Data, Provide Differentiated Instruction, Promote Common Literacy Language in all Classes, Model Strategies, Continuous Progress Monitoring	3A.1. FCAT 2.0, FAIR, Formative and Summative Assessments, Quarterly Exams, Posted Learning Goals, Student and Teacher Rating Scales		
<b>Reading Goal #3A:</b> Improve the number of students achieving an Annual Learning Gain. Students will achieve an Annual Learning Gain in one of three ways: 1. Maintain Current Level of Proficiency (If Level 3, 4, 5) 2. Achieve an Annual Learning Gain Through Points Earned 3. Increase a Level	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>74%</b>	<b>80%</b>					

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		3A.2. Real time data	3A.2. Using Data as a Guide (Performance Tracker/ FCAT 2.0)- Make Decisions About Reading Instruction and Monitor Progress	3A.2. Administration, Instructional Literacy Coach, Classroom Teachers	3A.2. Formative and Summative Assessments / Progress Monitoring	3A.2. FCAT 2.0, FAIR, Formative and Summative Assessments, Quarterly Exams, Posted Learning Goals, Student and Teacher Rating Scales, Student Data Notebooks	
		3A.3. Learning a Common Language of Instruction- Marzano and Literacy Leadership Team	3A.3. Monthly Marzano and Common Core PLC's / Department Meetings, Book Talks (Hattie – Visible Learning Research), Faculty Meetings, LLT Meetings	3A.3. Administration, Instructional Literacy Coach, Classroom Teachers	3A.3. Classroom Observation, Teacher Conferencing	3A.3. Classroom Walkthroughs, Informal/ Formal Observation	
		3.A.4 Increase the Amount of Books Students Read Across Multiple Genres and Formats, 6 <sup>th</sup> grade goal of 20 books per semester course.	3.A.4 Implement 6th grade Reading Elective, "Adventures in Interactive Literacy", to Promote the Joy of Reading for Pleasure, Continue to add to Nook/ eBook library	3.A.4 Administration, 6th Grade Elective Teacher	3.A.4 Meet with Elective Teacher to Discuss Classroom Activities, Review Student Response Logs, Share LA Progress Monitoring Data	3.A.4 Blueprint for Learning Evidence (detailed lesson plans), Professional Development Portfolio, Classroom Walkthroughs, Informal/Formal Observations	
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</b>	3.B.1. Continuing Monitoring Academic, Social and Medical Student Needs	3.B.1. Direct Specialized instruction, Sign Language, Gestures, Picture Cards, Checklists, Charts	3.B.1. Administration, SLP, ESE Teachers,	3.B.1. Observations, Assessment Data, Therapists Feedback, Student Work Samples	3.B.1. Goals and Benchmarks, Progress Reports, Teacher Interview with Student, Speech and Language Evaluation		

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Reading Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>							
	40% (5)	40% (5)					
		3.B.2 Word Recognition and Vocabulary	3.B.2.Direct Specialized Instruction, Assistive Technology, Decoding	3.B.2.Administration, SLP, ESE Teachers	3.B.2.Observations, Assessment Data, Therapists Feedback, Student Work Samples	3.B.2.Goals and Benchmarks, Progress Reports, Teacher Interview with Student	
		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		
<b>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</b>	4A.1. Repeated Exposure of Marzano Common Language: For Example, "Learning Goals and Rubrics"	4A.1. Monthly PLC Meetings Targeting all Domains (Marzano) and Visible Learning Strategies (Hattie), all Design Questions	4A.1. Administration, Instructional Literacy Coach, Classroom Teachers, Peer Evaluator	4A.1. Feedback from Monthly PLC's, Classroom Observation, Peer Conferencing, Administration Conferencing	4A.1. Blueprint for Learning Evidence (detailed lesson plan), Professional Development Portfolio, Classroom Walkthroughs, Informal/ Formal Observations		
<b>Reading Goal #4A:</b> Improve the number of students in the lowest 25% achieving an Annual Learning Gain. Students will achieve an Annual Learning Gain in one of three ways: 1. If the student is a level 3, Maintain / Improve Current Level of Proficiency 2. If the student is a level 1, 2 or 3 Achieve an Annual Learning Gain Through Points Earned 3. Increase One or More Levels	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>67%</b>	<b>80%</b>					

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		4A.2. Identify Students with Specific Barriers to Learning Through MTSS/RtI	4A.2. Use MTSS as a Means to Address Students with Specific Learning Barriers	4A.2. Guidance, Instructional Literacy Coach, Classroom Teachers	4A.2. Continuous Progress Monitoring of Interventions	4A.2. Research Based Classroom Materials, Attendance Records	
		4A.3. Reading Instruction Through Core Academics and Electives	4A.3. Monthly PLC's / Workshops Addressing Specific Literacy Skills and Techniques (NGCARPD, Larry Bell Strategies, Project (CRISS)	4A.3. Administration, Instructional Literacy Coach, Classroom Teachers, Guidance	4A.3. Classroom Walkthroughs, Informal/Formal Observations, Department Meeting Notes	4A.3. Observational Data, Blueprint for Learning Evidence (detailed lesson plans)	
		4.A.4 Research-based High-yield practice, time constraints for practicing skills in lowest 25%	4.A.4 bi-monthly professional development, Visible Learning administrative workshop	4.A.4 Administration, Instructional Literacy Coach, Classroom Teachers	4.A.4 Feedback from Monthly PLC's, Classroom Observation, Peer Conferencing, Administration Conferencing	4.A.4 Blueprint for Learning Evidence (detailed lesson plans), Professional Development Portfolio, Classroom Walkthroughs, Informal/Formal Observations	
		4.A.5 Increase the Amount of Books Students Read Across Multiple Genres and Formats	4.A.5 Implement 6th grade Reading Elective, "Adventures in Interactive Literacy", to Promote the Joy of Reading for Pleasure, Continue purchasing titles for Nook/eBook library.	4.A.5 Administration, 6th Grade Elective Teacher	4.A.5 Meet with Elective Teacher to Discuss Classroom Activities, Review Student Response Logs, Share LA Progress Monitoring Data	4.A.5 Blueprint for Learning Evidence (detailed lesson plans), Professional Development Portfolio, Classroom Walkthroughs, Informal/Formal Observations	

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<b>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.</b>	4.B.1. Continuing Monitoring Academic, Social and Medical Student Needs	4.B.1.Direct Specialized instruction, Sign Language, Gestures, Picture Cards, Checklists, Charts	4.B.1.Administration, SLP, ESE Teachers,	4.B.1.Observations, Assessment Data, Therapists Feedback, Student Work Samples	4.B.1.Learning Goals, Rating Scales and Rubrics, Behavior Plans, Academic Plans, Daily Goals, Use of Unique Learning System, Teacher Assessments and Work Samples		
<b>Reading Goal #4B:</b> <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>Pending DOE</i>	<i>Pending DOE</i>					
		4.B.2 Word Recognition and Vocabulary	4.B.2.Direct Specialized Instruction, Assistive Technology, Decoding	4.B.2.Administration, SLP, ESE Teachers	4.B.2.Observations, Assessment Data, Therapists Feedback, Student Work Samples	4.B.2.Goals and Benchmarks, Progress Reports, Teacher Interview with Student	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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

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<u>Reading Goal #5A:</u>							
N/A							
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>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b>	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		
<u>Reading Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							
	<i>Pending DOE</i>  White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	



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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:	Anticipate d Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Reading Goal #5C:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Pending DOE</i>	<i>Pending DOE</i>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipate d Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>	5D.1. Identification of students	5D.1. Cross-reference sub group lists with lowest 25% for monitoring	5D.1. Computer Operator, Instructional Literacy Coach, Administration	5D.1. Progress Monitoring	5D.1. FCAT 2.0, Formative/Summative Assessment, Discovery Education		

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<u>Reading Goal #5D:</u> Increase the number of SWD students meeting AYP requirements	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Pending DOE</i>	<i>Pending DOE</i>					
		5.D.2.	5.D.2.	5.D.2.	5.D.2.	5.D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>	5E.1. Identify At-Risk Students Who Qualify for Economically Disadvantaged	5E.1. Case managers communicating with Core Class teachers to provide ongoing support, remediation and enrichment	5E.1. Computer Operator, Administration, Case Managers, Instructional Literacy Coach	5E.1. Identified Students	5E.1. Identified Students		
<u>Reading Goal #5E:</u> Increase the number of students making AYP in Reading	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<i>Pending DOE</i>	<i>Pending DOE</i>					
		5E.2. Identify At-Risk Students Who Qualify for Economically Disadvantaged	5E.2. Mentor	5E.2. Assigned Mentors	5E.2. Continuous Progress Monitoring, Communication with Teachers	5E.2. FCAT 2.0, FAIR (if applicable), Conferencing	
		5E.3. Identify At-Risk Students Who Qualify for Economically Disadvantaged	5E.3. Appropriate Communication with Classroom Teachers	5E.3. Administration, Instructional Literacy Coach	5E.3. Continuous Progress Monitoring, Formative / Summative Assessments	5E.3. FCAT 2.0, FAIR (if applicable), Teacher Data Notebooks	

**Reading Professional Development**

<p><b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b></p> <p>Please note that each strategy does not require a professional development or PLC activity.</p>						
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PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
All Team Meetings, All team meetings focus DuFour's four questions	ALL	Department Chair, Teacher Leaders	By Department and Grade Level	Early Release Wednesday	Professional Development Portfolio	Administration
Professional Learning Opportunities, Teacher Developed Focusing on Areas for Improvement, Book Talks	ALL	Teacher Leaders, Instructional Literacy Coach, Administration	School-Wide	Voluntary Tuesday Workshops, Monthly Calendar Created and Kept on First Class- Listed as Landrum PD Calendar	Professional Development Portfolio	Administration, Instructional Literacy Coach
Marzano 4 Domains and Hattie Visible Learning Focus- High Yield Instructional Strategies (> .40)	ALL	Teacher Leaders, Instructional Literacy Coach, Administration	School-Wide	Bi-Monthly Early Release Wednesdays	Classroom Walkthroughs, Informal/Formal Observations, Professional Development Portfolio	Administration, Instructional Literacy Coach
Common Literacy Language-Literacy Leadership Team	ALL	Instructional Literacy Coach, Teacher Leaders, Administration	School-Wide	Monthly Meetings	Classroom Walkthroughs, Informal/Formal Observations, Professional Development Portfolio	Administration, Instructional Literacy Coach
MTSS/ RtI	ALL	Guidance, ESE, Assistant Principal, Curriculum Coordinator	School-Wide	Weekly Meetings (Fridays)	Individual Progress Monitoring, Intervention Tracking Form for Communication	Guidance, Administration
Visible Learning Plus Foundational Seminar (Hattie)	Admin	Admin	School-wide	September 19-20	Faculty Professional Development	Administration, Instructional Literacy Coach
Building Common Assessments	Admin	Admin, ILC, Language Arts Teachers	School-wide	October 9-10	Faculty Professional Development	Administration, Instructional Literacy Coach

### Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Amount</b>
Making Meaning	Books and Teacher Guides	SAI	8,000
<b>Subtotal:8,000</b>			

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Technology			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Amount</b>
Reading Plus and Lexia	Computerized program	SAI	800
STAR Reading	Computerized program	SAI	1816.56
<b>Subtotal:2616.56</b>			
Professional Development			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Amount</b>
Visible Learning	Conference	PTO	1748
Building Common Assessments	workshop	Title 11	2700
<b>Subtotal:4448.00</b>			
Other			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Amount</b>
<b>Subtotal:</b>			
<b>Total:15064.56</b>			

*End of Reading Goals*

**Comprehensive English Language Learning Assessment (CELLA) Goals**

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

<b>CELLA Goals</b>	<b>Problem-Solving Process to Increase Language Acquisition</b>					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.						
<b>1. Students scoring proficient in listening/speaking.</b>	1.1. Need to increase percentage of teachers obtaining ESOL Endorsement	1.1. Professional Development courses offered by district (Moodle)	1.1. Instructional Literacy Coach, Administration	1.1. course certificates of completion	1.1. Professional Learning Portfolio, SunGard in-service records	

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<b>CELLA Goal #1:</b> <i>To increase the number of student scoring proficient in listening/speaking.</i>	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
	57% (4).					
		1.2. Increase in ELL student population	1.2. student placement in intensive reading courses	1.2. Guidance, Classroom Teachers, Instructional Literacy Coach	1.2. ongoing progress monitoring	1.2. CELLA, FCAT 2.0, Discovery Education
		1.3. Increased need for ELL materials	1.3. Use of Rosetta Stone, student dictionaries	1.3. Guidance, Administration, Instructional Literacy Coach	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	
<b>2. Students scoring proficient in reading.</b>	2.1. Need to increase percentage of teachers obtaining ESOL Endorsement	2.1. Professional Development courses offered by district (Moodle)	2.1. Instructional Literacy Coach, Administration	2.1. course certificates of completion	2.1. Professional Learning Portfolio, SunGard in-service records	
<b>CELLA Goal #2:</b> <i>To increase the number of students scoring proficient on reading.</i>	<u>2012 Current Percent of Students Proficient in Reading:</u>					
	29% (2)					
	1.2. Increase in ELL student population 1.3. Increased need for ELL materials	2.2. student placement in intensive reading courses	2.2. Guidance, Classroom Teachers, Instructional Literacy Coach	2.2. ongoing progress monitoring	2.2. CELLA, FCAT 2.0, Discovery Education	2.2. FCAT 2.0
		2.3. Use of Rosetta Stone, student dictionaries	2.3. Guidance, Administration, Instructional Literacy Coach	2.3. ongoing progress monitoring	2.3. CELLA, FCAT 2.0, Discovery Education	2.3. FCAT 2.0

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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	
<b>3. Students scoring proficient in writing.</b>	3.1. Need to increase percentage of teachers obtaining ESOL Endorsement	3.1. Professional Development courses offered by district (Moodle)	3.1. Instructional Literacy Coach, Administration	3.1. course certificates of completion	3.1. Professional Learning Portfolio, SunGard in-service records	
<b>CELLA Goal #3:</b> <i>To increase the number of students scoring proficient in writing.</i>	<b>2012 Current Percent of Students Proficient in Writing :</b>					
	29% (2)					
	1.2. Increase in ELL student population 1.3. Increased need for ELL materials	3.2. student placement in intensive reading courses	3.2. Guidance, Classroom Teachers, Instructional Literacy Coach	3.2. ongoing progress monitoring	3.2. CELLA, FCAT 2.0, Discovery Education	3.2. schedules
		3.3. Use of Rosetta Stone, student dictionaries	3.3. Guidance, Administration, Instructional Literacy Coach	3.3. ongoing progress monitoring	3.3. CELLA, FCAT 2.0, Discovery Education	3.3. student records

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

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

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

*End of CELLA Goals*

**Elementary School Mathematics Goals**

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

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



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<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
<u>Mathematics Goal #1A:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Mathematics Goal #1B:</u> N/A.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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**Elementary School Mathematics Goals**

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

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

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

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

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	N/A	N/A					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<u>Mathematics Goal #2B:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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

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

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

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<u>Mathematics Goal</u> <u>#4B:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
N/A							
	N/A	N/A					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	



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

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
<u>Mathematics Goal</u> #5A:  N/A.							
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>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		
<u>Mathematics Goal</u> #5B:  N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	N/A White: Black: Hispanic: Asian: American Indian:	N/A White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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

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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>					
N/A							
	N/A	N/A					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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

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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		
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Mathematics Goal #5E:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		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*

**Middle School Mathematics Goals**

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

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

	<b>Increase Student Achievement</b>						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>	1A.1. Addressing Individual Needs Through Analysis of Real-time Data	1A.1. Performance Tracker, Daily Practice Problems, Progress Monitoring	1A.1. Administration, Instructional Literacy Coach, Math Teachers, Math Tutor	1A.1. Analyze Data, Provide Differentiated Instruction, Practice Skills Based Problems Daily/Weekly on Early Release Wednesdays, Continuous Progress Monitoring	1A.1. Formative and Summative Assessments, FCAT 2.0 Data		
<u>Mathematics Goal #1A:</u> To Increase the Number of Students Demonstrating Proficiency	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>24% (286)</b>	<b>29%</b>					
		1A.2. Identifying Data Within Specific Reporting Categories	1A.2. Professional Development in using Performance Tracker as a Tool for Locating Data	1A.2. Administration, Instructional Literacy Coach, Department Chairs	1A.2. Analyze Data, Provide Differentiated Instruction, Continuous Progress Monitoring, Classroom Walkthroughs, Department Planning	1A.2. Teacher Data Notebooks, Blueprint for Learning Portfolio Evidence (detailed lesson plans)	

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

		1A.3. Scheduling Students for Remediation and Specific Learning "Gaps" Within Reporting Categories	1A.3. Students will be Scheduled into Math Tutoring Based On Discovery Education Data Results and FCAT 2.0 Data	1A.3. Administration, Instructional Literacy Coach, Math Department Chair, Math Tutor	1A.3. Use Discovery Education Reports and Probes, Classroom Assessments	1A.3. Use Discovery Education Reports and Probes, Classroom Assessments, Blueprint for Learning Portfolio (detailed lesson plans)	
		1.A.4 Aligning Instructional Focus with depth and frequency of Standards (shifting toward CCSS)	1.A.4 Continuous Alignment of curriculum maps and pacing guides, focus calendars	1.A.4 Administration, Instructional Literacy Coach, Math Department Chair, Math Teachers	1.A.4 Analyze Data, Provide Differentiated Instruction, Practice Skills Based Problems Daily/Weekly on Early Release Wednesdays, Continuous Progress Monitoring	1.A.4 Formative and Summative Assessments, FCAT 2.0 Data, Use Discovery Education Reports and Probes, Classroom Assessments, Blueprint for Learning Portfolio (detailed lesson plans), Teacher Data Evidence	
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>	1B.1. Computational Math Problems	1B.1. Using Touch Points, Math Manipulatives, Modified Curriculum, Specially Designed Instruction, Unique Learning and Kahn Academy, Use of Prompting	1B.1. Administration, ESE Teachers, Therapists, District Program Specialists	1B.1. Graded Work Samples, Charts, Graphs, Checklists, Classroom Observations	1B.1. Observations, Teacher Assessments, Independent Work Product, Teacher Checklists, ESE Progress Reports		
<u>Mathematics Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	43% (3)	43% (3)					

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

		1B.2. Math Operations	1B.2. Using Touch Points, Math Manipulatives, Modified Curriculum, Specially Designed Instruction, Unique Learning and Kahn Academy, Use of Prompting	1B.2. Administration, ESE Teachers, Therapists, District Program Specialists	1B.2. Graded Work Samples, Charts, Graphs, Checklists, Classroom Observations	1B.2. Observations, Teacher Assessments, Independent Work Product, Teacher Checklists, ESE Progress Reports	
		1B.3 Regrouping, Understanding Whole Numbers	1B.3. Using Touch Points, Math Manipulatives, Modified Curriculum, Specially Designed Instruction, Unique Learning and Kahn Academy, Use of Prompting	1B.3. Administration, ESE Teachers, Therapists, District Program Specialists	1B.3. Graded Work Samples, Charts, Graphs, Checklists, Classroom Observations	1B.3. Observations, Teacher Assessments, Independent Work Product, Teacher Checklists, ESE Progress Reports	
		1B.4 Real Life Math Scenarios	1B.4. Using Touch Points, Math Manipulatives, Modified Curriculum, Specially Designed Instruction, Unique Learning and Kahn Academy, Use of Prompting	1B.4. Administration, ESE Teachers, Therapists, District Program Specialists	1B.4. Graded Work Samples, Charts, Graphs, Checklists, Classroom Observations	1B.4. Observations, Teacher Assessments, Independent Work Product, Teacher Checklists, ESE Progress Reports	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<p><b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b></p>	<p>2A.1. A Portion of Students at Levels 4 and 5 Take Math Courses That are Above Grade Level in NGSSS/CCSS</p>	<p>2A.1. Daily Review Problems that are on Grade Level so that Students Have the Opportunity to Review Skills They will be Tested on for the FCAT 2.0 Focus Calendars and Review of Curriculum Maps</p>	<p>2A.1. Classroom Teachers, Math Department Chair, Administration</p>	<p>2A.1. Progress Monitoring through Think Link/Discovery Education, Skills Based Assessments, Team Planning and Data Discussions</p>	<p>2A.1. Research Based Classroom Materials, Discovery Education Results, FCAT 2.0</p>		
<p><u>Mathematics Goal #2A:</u> Students will achieve an Annual Learning Gain in at least one of three ways: 1. Maintain Current Level 4 or Level 5 2. Achieve an Annual Learning Gain through Points Earned 3. Increase From a Level 4 to a Level 5</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>58% (686)</p>	<p>61%</p>					

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

		2A.2. Differentiated Instruction while keeping on Target with Pacing Guides	2A.2. Classroom organization that addresses the need to provide both Remediation and Acceleration Depending on Student Needs	2A.2. Classroom Teacher, Administration	2A.2. Progress Monitoring using Formative and Summative Assessments	2A.2. Research Based Classroom Materials, Progress Monitoring Data, Blueprint for Learning Portfolio Evidence (detailed lesson plans)	
		2A.3. Identifying "Gaps" in Student Learning	2A.3. Using FCAT 2.0 Data and Classroom Pre- Tests/ Post-Tests, Areas in Need of remediation will be Identified	2A.3. Classroom Teachers, Administration	2A.3. Continuous Progress Monitoring using Formative and Summative Assessments	2A.3. Research Based Classroom Materials, Progress Monitoring Data, Blueprint for Learning Portfolio Evidence (detailed lesson plans)	
		2.A.4 Incorporating Technology	2.A.4 Using TI Calculators, Smart Boards, Student Response Clickers, Online Textbook/ CD Resources	2.A.4 Classroom Teachers, Media Specialist	2.A.4 Student engagement, Student Feedback	2.A.4 SAC Survey-Student, Research Based Classroom Materials	
		2.A.5 Identifying Data Within Specific Reporting Categories	2.A.5 Staff Development in Identifying Data Within Reporting Categories and in using Performance Tracker as a Tool for Locating Data	2.A.5 Administration, Instructional Literacy Coach, Department Chairs	2.A.5 Analyze Data, Provide Differentiated Instruction, Practice Skills Based Problems Daily/Weekly on Early Release Wednesdays, Continuous Progress Monitoring	2.A.5 Formative and Summative Assessments, FCAT 2.0 Data, Use Discovery Education Reports and Probes, Classroom Assessments, Blueprint for Learning Portfolio (detailed lesson plans), Teacher Data Evidence	
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>	2B.1. Applying Mathematical Operations	2B.1. Symphony Math, Kahn Academy, Unique Curriculum, Direct Specialized Instruction	2B.1. Administration, ESE Teachers, Program Specialists, Therapists	2B.1. Student Work Samples, Graded Work, Teacher Charts, Graphs and Checklists, Classroom Observations, Data Collection Observations	2B.1. ESE Progress Reports, Observations, Student Work, Teacher Checklists on Student's Individual Goals		

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

<u>Mathematics Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	14% (1)	14% (1)					
		2B.2. Computational Word Problems and Graphs	2B.2. Symphony Math, Kahn Academy, Unique Curriculum, Direct Specialized Instruction	2B.2. Administration, ESE Teachers, Program Specialists, Therapists	2B.2. Student Work Samples, Graded Work, Teacher Charts, Graphs and Checklists, Classroom Observations, Data Collection Observations	2B.2. ESE Progress Reports, Observations, Student Work, Teacher Checklists on Student's Individual Goals	
		2B.3. Real Life Math Scenarios	2B.3. Direct Specialized Instruction, Differentiated Strategies	2B.3. Administration, ESE Teachers, Program Specialists, Therapists	2B.3. Student Work Samples, Graded Work, Teacher Charts, Graphs and Checklists, Classroom Observations, Data Collection Observations	2B.3. ESE Progress Reports, Observations, Student Work, Teacher Checklists on Student's Individual Goals	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b>	3A.1. Ensuring All Standards are Addressed with Appropriate Emphasis	3A.1. Curriculum Mapping/ Focus Calendars	3A.1. Department Chair, Math Teachers, Administration	3A.1. Analyze Data, Provide Differentiated Instruction, Practice Skills Based Problems Daily/Weekly on Early Release Wednesdays, Continuous Progress Monitoring	3A.1. Formative and Summative Assessments, FCAT 2.0 Data, Use Discovery Education Reports and Probes, Classroom Assessments, Blueprint for Learning Portfolio (detailed lesson plans), Teacher Data Evidence		

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<u>Mathematics Goal</u> <u>#3A:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
Students will achieve an Annual Learning Gain in at least one of three ways: 1. Maintain Current Level, If Level 3, 4, 5 2. Achieve an Annual Learning Gain through Points Earned 3. Increase a Level							
	83%	85%					
		3A.2. Re-teaching and Extended Time to Develop Skills	3A.2. Classroom Organization and Math Tutoring	3A.2. Department Chair, Math Teachers, Math Tutor, Administration	3A.2. Classroom Walkthroughs, Informal/ Formal Observation	3A.2. Formative and Summative Assessments, FCAT 2.0 Data, Use Discovery Education Reports and Probes, Classroom Assessments, Blueprint for Learning Portfolio(detailed lesson plans), Teacher Data Evidence	
		3A.3. Using Technology for Skills Development	3A.3. Discovery Education Probes, Symphony Math	3A.3. Department Chair, Math Teachers, Math Tutor, Administration	3A.3. Analyze Data, Provide Differentiated Instruction, Practice Skills Based Problems Daily/Weekly on Early Release Wednesdays, Continuous Progress Monitoring	3A.3. Data Analyzed from Program Reports Generated	
		3.A.4 Addressing Individual Needs Through Data Analysis	3.A.4 Performance Tracker, Daily Practice Problems, Progress Monitoring	3.A.4 Administration, Instructional Literacy Coach, Math Teachers, Math Tutor	3.A.4 Analyze Data, Provide Differentiated Instruction, Practice Skills Based Problems Daily/Weekly on Early Release Wednesdays, Continuous Progress Monitoring	3.A.4 Formative and Summative Assessments, FCAT 2.0 Data	

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		3.A.5 Identifying Specific Learning "Gaps" Within Reporting Categories	3.A.5 Instruction Adjusted Based on Discovery Education Data Results and FCAT 2.0 Data	3.A.5 Math Teachers, Administration, Instructional Literacy Coach	3.A.5 Analyze Data, Provide Differentiated Instruction, Practice Skills Based Problems Daily/Weekly on Early Release Wednesdays, Continuous Progress Monitoring	3.A.5 Formative and Summative Assessments, FCAT 2.0 Data	
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>	3B.1. Continuing Monitoring Academic, Social and Medical Student Needs	3B.1.	3B.1.	3B.1.	3B.1.		
<u>Mathematics Goal #3B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	67% (6)	67% (6)					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<p><b>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b></p>	<p>4A.1. Identifying Data Within Specific Reporting Categories</p>	<p>4A.1. Staff Development in Identifying Data Within Reporting Categories and in Using Performance Tracker as a tool for Locating Data</p>	<p>4A.1. Administration, Instructional Literacy Coach, Math Teachers</p>	<p>4A.1. Progress Monitoring</p>	<p>4A.1. Teacher Data Notebooks, Blueprint for Learning Portfolio Evidence (detailed lesson plans)</p>		
<p><u>Mathematics Goal #4A:</u> Students will achieve an Annual Learning Gain in at least one of three ways: 1. Maintain Current Level, If Level 3, 4, 5 2. Achieve an Annual Learning Gain Through Points Earned 3. Increase one or more Levels</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>71%</p>	<p>80%</p>					
		<p>4A.2. Extended Learning Time for Remediating Student Math Skills</p>	<p>4A.2. Math Tutoring During Electives</p>	<p>4A.2. Administration, Instructional Literacy Coach, Math Tutor, Math Teachers</p>	<p>4A.2. Progress Monitoring</p>	<p>4A.2. Discovery Education Data Probes, FCAT 2.0 Data</p>	

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

		4A.3. Student Engagement	4A.3. Mentor Assigned to Discuss Data and Progress with Students, MTSS/RtI as Needed	4A.3. Mentor, Administration, Guidance, Instructional Literacy Coach	4A.3. Conferencing with Classroom Teachers	4A.3. FCAT 2.0 Data	
<b>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.</b>	4B.1. Continuing Monitoring Academic, Social and Medical Student Needs	4B.1.	4B.1.	4B.1.	4B.1.		
<b>Mathematics Goal #4B:</b> <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>Pending DOE</i>	<i>Pending DOE</i>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<p><b>5A. In six years, school will reduce their achievement gap by 50%.</b></p>	<p><b>Baseline data 2010-2011</b></p>					
<p><u>Mathematics Goal #5A:</u>  N/A</p>						
<p>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:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>	
<p><b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b></p>	<p>5B.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>	
<p><u>Mathematics Goal #5B:</u>  N/A</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>				
	<p><i>Pending DOE</i>  White: Black: Hispanic: Asian: American Indian:</p>	<p>White: Black: Hispanic: Asian: American Indian:</p>				

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		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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

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

<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>	5E.1. Assisting "at-risk" students who qualify for Economically Disadvantaged	5E.1. Identification, Computer Operator	5E.1. Computer Operator, Administration	5E.1. Identified Students	5E.1. Identified Students		
<u>Mathematics Goal #5E:</u>  <i>Increase the number of Economically Disadvantaged Students making AYP in Math</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Pending DOE</i>	<i>Pending DOE</i>					
		5E.2. Assisting "at-risk" students who qualify for Economically Disadvantaged	5E.2. Mentor	5E.2. Assigned Mentor	5E.2. Continuous Progress Monitoring, Communication with Teachers	5E.2. FCAT 2.0, Progress Monitoring, Conferencing	
		5E.3. Assisting "at-risk" students who qualify for Economically Disadvantaged	5E.3. Focus Data Driven Instruction	5E.3. Math Teachers, Administration	5E.3. Progress Monitoring/Formative and Summative Assessments	5E.3. FCAT 2.0, Discovery Education, Research Based Classroom Assessments	

*End of Middle School Mathematics Goals*

**Florida Alternate Assessment High School Mathematics Goals**

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

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High 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		
	<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
	Mathematics Goal #1: N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		N/A	N/A					
			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		
<b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		
<b>Mathematics Goal #2:</b> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>	3.1.	3.1.	3.1.	3.1.	3.1.		

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Mathematics Goal #3:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
	N/A	N/A					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.</b>	4.1.	4.1.	4.1.	4.1.	4.1.		
Mathematics Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
	N/A	N/A					
		4.2.	4.2.	4.2.	4.2.	4.2.	

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		4.3.	4.3.	4.3.	4.3.	4.3.	
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*End of Florida Alternate Assessment High School Mathematics Goals*

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

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

<b>Algebra 1 EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Students scoring at Achievement Level 3 in Algebra 1.</b>	1.1.	1.1. Increase number of students enrolled in Algebra 1	1.1. administration, ILC, math teachers, computer operator	1.1.	1.1. EOC and FCAT results		
<b>Algebra 1 Goal #1:</b> <i>Maintain 100% of students achieving level 3 or higher</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	6%(10)	6%					

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		1.2. vertical alignment with high school	1.2. teacher planning sessions, department meetings	1.2. administration, department chair, math teachers	1.2. curriculum maps	1.2. blueprint for learning (detailed lesson plans), PLC meeting notes	
		1.3. materials for advanced courses	1.3. incorporate CPS clickers systems, Mobis	1.3. administration, department chair, math teachers	1.3. teacher developed lessons and resources, CPS lesson bank	1.3. blueprint for learning (detailed lesson plans), PLC meeting notes	
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:	Anticipate d Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</b>	2.1.	2.1. Increase number of students enrolled in Algebra 1	2.1. administration, ILC, math teachers, computer operator	2.1.	2.1. EOC and FCAT results		
<b>Algebra Goal #2:</b> <i>Maintain 100% of students achieving a level 3 or higher</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	94%(152)	94%					
		2.2. vertical alignment with high school	2.2. teacher planning sessions, department meetings	2.2. administration, department chair, math teachers	2.2. curriculum maps, professional development	2.2. blueprint for learning (detailed lesson plans), PLC meeting notes	
		2.3. materials for advanced courses	2.3. incorporate CPS clickers systems, Mobis	2.3. administration, department chair, math teachers	2.3. teacher developed lessons and resources, CPS lesson bank	2.3. blueprint for learning (detailed lesson plans), PLC meeting notes	

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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	
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
<u>Algebra 1 Goal #3A:</u>  N/A							
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>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.</b>	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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Algebra 1 Goal #3B: N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Pending DOE</i> White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.</b>	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		

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

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

*End of Algebra 1 EOC Goals*

**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						

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	<b>Student Achievement</b>						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Students scoring at Achievement Level 3 in Geometry.</b>	1.1.	1.1. Increase number of students enrolled in Geometry	1.1. administration, ILC, math teachers, computer operator	1.1.	1.1. EOC and FCAT results		
<u>Geometry Goal #1:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Pending DOE</i>						
		1.2. vertical alignment with high school	1.2. teacher planning sessions, department meetings	1.2. administration, department chair, math teachers	1.2. curriculum maps	1.2. blueprint for learning (detailed lesson plans), PLC meeting notes	
		1.3. materials for advanced courses	1.3. incorporate CPS clickers systems, Mobis	1.3. administration, department chair, math teachers	1.3. teacher developed lessons and resources, CPS lesson bank	1.3. blueprint for learning (detailed lesson plans), PLC meeting notes	
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:	Anticipate d Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<b>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</b>	2.1.	2.1. Increase number of students enrolled in Geometry	2.1. administration, ILC, math teachers, computer operator	2.1.	2.1. EOC and FCAT results		
<u>Geometry Goal #2:</u> N/A	<u>2012 Current Level of Performance</u> .*	<u>2013 Expected Level of Performance</u> .*					
	<i>Pending DOE</i>	<i>Pending DOE</i>					
		2.2. vertical alignment with high school	2.2. teacher planning sessions, department meetings	2.2. administration, department chair, math teachers	2.2. curriculum maps, professional development	2.2. blueprint for learning (detailed lesson plans), PLC meeting notes	
		2.3. materials for advanced courses	2.3. incorporate CPS clickers systems, Mobis	2.3. administration, department chair, math teachers	2.3. teacher developed lessons and resources, CPS lesson bank	2.3. blueprint for learning (detailed lesson plans), PLC meeting notes	

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2011-2012</b>						

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Geometry Goal #3A:  N/A							
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>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</b>	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		
Geometry Goal #3B:  N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Pending DOE</i>  White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	

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

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Geometry Goal #3D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
	<i>Pending DOE</i>	<i>Pending DOE</i>					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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

*End of Geometry EOC Goals*

**Mathematics Professional Development**

<p><b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b></p> <p>Please note that each strategy does not require a professional development or PLC activity.</p>						
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PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
MTSS/RtI	ALL	Guidance, ESE, Administration	School-wide	Monthly meetings	Individual Progress Monitoring	Guidance, Administration
Math Department meetings, DuFour's 4 Questions of Learning	ALL	Department Chair, Teacher Leaders	By Department and Grade Level	Early Release Wednesdays	Professional Development Portfolio	Administration
Marzano (all Domains and Design Questions) focus - Common Language Development	ALL	Teacher Leaders, Instructional Literacy Coach, Administration	School-wide	Early Release Wednesdays	Professional Development Portfolio, Classroom Walk-throughs, Informal/Formal Observations	Administration
Professional Development Opportunities, Teacher Developed Focusing on Areas of Improvement, Book Talks, Shift towards standards based grading	ALL	Teacher Leaders, Instructional Literacy Coach, Administration	School-wide	Voluntary Tuesday Workshop, Monthly Calendar created and kept on First Class listed as "Landrum PD Calendar"	Professional Development Portfolio	Administration
Data Discussion Days	ALL	Administration, ILC, Science Teachers	School-wide	Continuous	Progress Monitoring, student data notebooks	Administration, Instructional Literacy Coach

**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
Advanced Academic Budget will support Advanced Academic courses	Everglades Math	Academic Support Funds	\$6500.00
Data Chats	substitutes	Title II	
<b>Subtotal: \$6500.00</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
CPS Pulse clicker system	Pulse clickers, Teacher Mobi, Student Mobi	SAI	\$2909.00
STAR Math	Computerized program	SAI	217.56

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<b>Subtotal: \$2909.00</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Training support from eInstruction	Scott LeDuc - trainer	N/A	\$0.00
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total: \$9626.56</b>			

*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]).

<b>Elementary and Middle Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.</b>	1A.1. Vertical alignment of Science Curriculum from Grades 6-8 reviewed periodically	1A.1. Classroom Based Activities Reviewing Science Topics, Curriculum Mapping/ Vertical Team Meetings	1A.1. Administration, Instructional Literacy Coach, Science Department Chair, Science Teachers	1A.1. Analyze Data, Provide Differentiated Instruction, Strategic Content Review Lessons, Model Strategies, Continuous Progress Monitoring	1A.1. Discovery Education		
<u>Science Goal #1A:</u> <i>To increase the number of students demonstrating proficiency in Science</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	40% (149)	42%					

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		1A.2. Review of Science Curriculum from Previous Years	1A.2. Content Focus Calendar, Classroom Based Activities Reviewing Science Topics, Curriculum Mapping/ Vertical Team Meetings	1A.2. Science Department Chair, Science Teachers	1A.2. Analyze Data, Provide Differentiated Instruction, Strategic Content Review Lessons, Model Strategies, Continuous Progress Monitoring	1A.2. Discovery Education	
		1A.3. Repeated Exposure of Marzano Common Language (all Domains and Design Questions), "Learning Scales, Learning Goals", Visible Learning Strategies	1A.3. Monthly Professional Learning Community Meetings Targeting all Domains and Design Questions, as well as Visible Learning Strategies	1A.3. Administration, Instructional Literacy Coach, Science Department Chair, Science Teachers	1A.3. Feedback from Monthly PLC's, Classroom Observation, Peer Conferencing, Administration Conferencing	1A.3. Blueprint For Learning Evidence (detailed lesson plans), Professional Development Portfolio, Classroom Walkthroughs, Informal/ Formal Observations	
		1.A.4 Using data to differentiate instruction	1.A.4 Performance Tracker, Thinklink/Discovery Education, Use data to provide remediation / acceleration (differentiated instruction)	1.A.4 Administration, Instructional Literacy Coach, Science Teachers	1.A.4 Progress Monitoring	1.A.4 Thinklink Discovery Education Data, Research-based Classroom Assessments, FCAT 2.0, Teacher Data Notebooks	
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1		

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<b>Science Goal #1B:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	50% (1)	Pending DOE					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipate d Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b>	2A.1. Previously limited advanced science offering	2A.1. Expand Advanced Science to all level 4 and 5 students, as well as Gifted students	2A.1. Administration, Science Teachers	2A.1. Progress Monitoring, Formative/Summative Assessments, Classroom Observation	2A.1. Thinklink/ Discovery Education, Research-based Classroom Assessments, FCAT		
<b>Science Goal #2A:</b> <i>To increase the number of students scoring a 4 or 5 on the science FCAT</i>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					

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	37% (139)	38%					
		2A.2. Identifying specific gaps in knowledge	2A.2. Diagnostic Testing, reviewing data and using it to make instructional and grouping decisions	2A.2. Administration, Science Teachers	2A.2. Progress Monitoring, Formative/ Summative Assessments, Classroom Observation	2A.2. Thinklink/ Discovery Education, Research-based Classroom Assessments, FCAT	
		2A.3. Reviewing materials taught in previous years	2A.3. Focus calendar, curriculum mapping	2A.3. Administration, Science Department Chair, Science Teachers	2A.3. Progress Monitoring, Formative/ Summative Assessments, Classroom Observation	2A.3. Thinklink/ Discovery Education, Research-based Classroom Assessments, FCAT	
		2.A.4 Providing engaging and real-world experiences	2.A.4 Inquiry-based Activity Labs, virtual labs, field experiences, science fair, Laying the Foundation	2.A.4 Science Department Chair, Science Teachers, Academic Enrichment Group (PTO), Administration	2.A.4 Level of student involvement, student feedback, progress monitoring, formative/ summative assessments, classroom observation	2.A.4 Thinklink/ Discovery Education, Research-based Classroom Assessments, FCAT	
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<b>Science Goal #2B:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	0% (0)	0% (0)					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

*End of Elementary and Middle School Science Goals*

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

<b>High School Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Science Goal #1:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		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		
<b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Science Goal #2:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	N/A	N/A					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

*End of Florida Alternate Assessment High School Science Goals*

**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]).

<b>Biology 1 EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievem</b>						

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	<b>ent</b>						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Students scoring at Achievement Level 3 in Biology 1.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Biology 1 Goal #1:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Biology 1 Goal #2:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					



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	N/A	N/A					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

*End of Biology I EOC Goals*

**Science Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
Marzano Domain 1 Focus – Common Language Development	ALL	Teacher Leaders, Instructional Literacy Coach, Administration, Department Chair	School-wide	Early release Wednesdays	Common Meeting	Administration, Instructional Literacy Coach

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Common Literacy Language, Literacy Leadership Team	ALL	Teacher Leaders, Instructional Literacy Coach, Administration, Department Chair	School-wide	Monthly Meetings	Professional Development Portfolio, Faculty Meetings	Administration, Instructional Literacy Coach
AP Science – High School Teacher Liaison, Facilitator	ALL	Teacher Leaders, Instructional Literacy Coach, Administration, Department Chair	Science Department	October	Department Meetings	Department Chair, Language Arts Teachers, Instructional Literacy Coach, Administration
Science Department Meetings, Best Practice Sharing, 2 Learning Pieces per meeting	ALL	Teacher Leaders, Instructional Literacy Coach, Administration, Department Chair	Science Department	Continuous	Professional Development Portfolio	Science Chair, Administration
Professional Learning Opportunities, Teacher Developed Focusing on Areas of Improvement, Book Talks	ALL	Teacher Leaders, Instructional Literacy Coach, Administration, Department Chair	School-wide	Voluntary Tuesday Workshops, Monthly Calendar (created and kept on First Class as “Landrum PD Calendar”)	Professional Development Portfolio, Classroom Walk-through, Informal/Formal Observations	Department Chair, Language Arts Teachers, Instructional Literacy Coach, Administration
Data Discussion Days	ALL	Administration, ILC, Science Teachers	School-wide	Continuous	Progress Monitoring, student data notebooks	Administration, Instructional Literacy Coach
Advanced Ed Training	ALL	Administration, ILC, Science Teachers	School-wide	October	Collaborative Planning and professional development	Administration, Instructional Literacy Coach, Science Teachers

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

Include only school-based funded activities/materials and exclude district			
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funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
CPS Clicker system and Mobis	Instructional technology	PTO	
<b>Subtotal:2400</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Advanced Placement	Workshop	PVHS vertical articulation	4,000
<b>Subtotal:4,000</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
Science tutor	personnel	SAI	1200
<b>Subtotal:1,200</b>			
<b>Total:7600.00</b>			

*End of Science Goals*

**Writing Goals**

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

<b>Writing Goals</b>	<b>Problem-Solving Process to</b>						
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	<b>Increase Student Achievement</b>						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>	1A.1. Greater emphasis on conventions than in previous years	1A.1. Professional development on the shift in emphasis for grading student writing	1A.1. Administration, Instructional Literacy Coach, District Program Specialist for Language Arts, Language Arts Teachers and Department Chair	1A.1. Student Writing Samples	1A.1. Student Writing Samples, Teacher/ Student Conferencing, Learner Portfolios, FCAT Writes		
<b>Writing Goal #1A:</b> <i>To improve the number of students achieving 3.0 and higher on the FCAT Writes!</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	93% (358)	96%					
		1A.2. Vertical Articulation between grades 6-8	1A.2. Professional Development through Department Meetings	1A.2. Administration, Instructional Literacy Coach, District Program Specialist for Language Arts, Language Arts Teachers and Department Chair	1A.2. Student Writing Samples	1A.2. Progress Monitoring through Student Writing Samples, Teacher/ Student Conferencing, Learner Portfolios	
		1A.3. Time to evaluate student writing and conferencing	1A.3. Planning Time Allocated for Writing	1A.3. Administration, Language Arts Teachers	1A.3. Student Writing Samples	1A.3. Progress Monitoring through Student Writing Samples, Teacher/ Student Conferencing, Learner Portfolios	

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		1.A.4 Increased opportunity for authentic writing	1.A.4 Journalism Class/ Partnership with local news, journalism planning and department meetings with Language Arts Teachers	1.A.4 Administration, Instructional Literacy Coach, Journalism Teacher	1.A.4 Student Writing Samples	1.A.4 Progress Monitoring through Student Writing Samples, Teacher/ Student Conferencing, Learner Portfolios	
		1.A.5 Use of writing technology with literature series	1.A.5 Professional Development	1.A.5 Instructional Literacy Coach, Language Arts Teachers	1.A.5 Student and Teacher Feedback	1.A.5 Writing Results	
<b>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<b>Writing Goal #1B:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	50% (1)	50% (1)					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

**Writing Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning</b>							
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<b>Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Laying the Foundation Training – College Board	Language Arts Department	LTF – College Board	Language Arts Teachers	October	Department Meetings	Department Chair, Language Arts Teachers, Instructional Literacy Coach, Administration
AP English Literature/ Language and Composition	8 <sup>th</sup> Grade LA	College Board	8 <sup>th</sup> grade Language Arts Teachers	October	Department Meetings	Department Chair, 8 <sup>th</sup> grade Language Arts Teachers, Instructional Literacy Coach, Administration
Marzano All Domains and Design Questions Focus – Common Language Development and Visible Learning Strategies	All	Teacher Leaders, Instructional Literacy Coach, Administration, Department Chair	School-wide	Early-release Wednesdays	Common Meeting	Administration, Instructional Literacy Coach
Common Literacy Language – Literacy Leadership Team	All	Instructional Literacy Coach, Teacher Leaders, Administration	School-wide	Monthly meetings	Professional development portfolio, faculty meetings	Administration, Instructional Literacy Coach
MTSS/RtI	All	Guidance, ESE, Administration	School-wide	Weekly meetings	Individual progress monitoring	Guidance, Administration, Instructional Literacy Coach
Professional Learning Opportunities, Teacher Developed Focus Areas for Improvement, Book Talks	All	Teacher Leaders, Instructional Literacy Coach, Administration, Department Chair	School-wide	Voluntary Tuesday Workshops, Monthly Calendar created on First Class (listed as Landrum PD Calendar)	Professional Development Portfolio	Department Chair, Language Arts Teachers, Instructional Literacy Coach, Administration

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

*End of Writing Goals*

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

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Students scoring at Achievement Level 3 in Civics.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Civics Goal #1:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Civics Goal #2:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					



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		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

**Civics Professional Development**

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

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

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

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

*End of Civics Goals*

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

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

<b>U.S. History EOC Goals</b>	<b>Problem- Solving Process to Increase Student Achievem</b>						
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

	<b>ent</b>						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Students scoring at Achievement Level 3 in U.S. History.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<b>U.S. History Goal #1:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							
	N/A	N/A					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		

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

**U.S. History Professional Development**

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

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

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

*End of U.S. History Goals*

**Attendance Goal(s)**

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

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<b>Attendance Goal(s)</b>	<b>Problem-solving Process to Increase Attendance</b>						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Attendance</b>	1.1. Parent and Student Awareness	1.1. Advertise the problem in Principal/School News	1.1. Administration, Computer Operator	1.1. Weekly checks in student attendance and tardies	1.1. eSchool Plus		
<b>Attendance Goal #1:</b> <i>Maintain or improve attendance ratings as reported by the state.</i>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	96%	97%					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	368	350					
	<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>					

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	<i>Enter numerical data for current number of students tardy in this box.</i>	<i>Enter numerical data for expected number of students tardy in this box.</i>					
		1.2. Communication to Parents and Students	1.2. MTSS/RtI	1.2. Guidance, Computer Operator, Administration, Instructional Literacy Coach	1.2. Intervention for students with excessive absences	1.2. eSchool Plus	
		1.3. Student Awareness	1.3. PBS Incentives (Individual and Group) for reduced number of absenteeism and tardies	1.3. Deans, PBS Team, PE Department, PTO, Administration, Guidance	1.3. weekly checks on student attendance and tardies	1.3. eSchool Plus	
		1.4. Communication to parents and students	1.4 Alert Now	1.4 Computer Operator	1.4 Weekly checks on attendance and tardies	1.4 eSchool Plus	

**Attendance Professional Development**

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

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

*End of 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)).

<b>Suspension Goal(s)</b>	<b>Problem-solving Process to Decrease Suspension</b>						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Suspension</b>	1.1.increased enrollment	1.1. Mentoring and meeting with new students. New student lunch.	1.1. Administration, Guidance, Deans	1.1. A reduction in referrals, feedback from students.	1.1. ISS and OSS data, Qualitative/ Anecdotal data from mentoring meetings and student lunches.		
<b>Suspension Goal #1:</b> <i>To reduce the number of in-school and out-of-school suspensions</i>	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	200	190					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	136	129					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	94	89					

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	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	72	68					
		1.2. character education	1.2. Ride with Pride bus program, quarterly classroom lessons	1.2. Deans and Guidance	1.2. referral records	1.2. ISS and OSS data, Qualitative/Anecdotal data from mentoring meetings and student lunches.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Suspension Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.							
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
	MTSS/RtI	All	Guidance	School-wide	MTSS team meets weekly	eSchool Plus	Guidance, Administration
	PBS	All	PBS Team, Deans	School-wide	PBS team meets monthly	eSchool Plus	Dean Anthony
	Character Counts	All	PBS Team, Deans	School-wide	PBS team meets monthly	eSchool Plus	Dean Anthony

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Ride With Pride	All	PBS Team, Deans	School-wide	PBS team meets monthly	eSchool Plus	Dean Anthony
Anti-bullying	All	PBS Team, Deans	School-wide	PBS team meets monthly	eSchool Plus	Dean Anthony

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

*End of 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)).

<b>Dropout Prevention Goal(s)</b>	<b>Problem-solving Process to Dropout Prevention</b>						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Dropout Prevention</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Dropout Prevention Goal #1:</u>  N/A.  <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	N/A	N/A					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
	N/A	N/A					
		1.2.	1.2.	1.2.	1.2.	1.2.	

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		I.3.	I.3.	I.3.	I.3.	I.3.	
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**Dropout Prevention Professional Development**

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

**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
<b>Subtotal:</b>			
Technology			

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

*End of Dropout Prevention Goal(s)*

**Parent Involvement Goal(s)**

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

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

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

<b>Parent Involvement Goal(s)</b>	<b>Problem-solving Process to Parent Involvement</b>						
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Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Parent Involvement</b>	1.1. Communicating Parent Volunteer Opportunities	1.1. School to Parent (PTO) Volunteer Coordinator	1.1. Front Office Clerk	1.1. Parent Feedback	1.1. Keep n' Track Volunteer Hours		
<u>Parent Involvement Goal #1:</u> Our goal is to foster the well-established partnership with parents and the community and to help parents feel welcomed at our school.  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	<u>2012 Current Level of Parent Involvement.*</u>	<u>2013 Expected Level of Parent Involvement.*</u>					
	83%	87%					

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		1.2. Identifying Opportunities for Parents to Feel Welcome	1.2. Focus on 5 Strategies: 1. Discuss Strategies at Front Office PLC 2. Parent/Teacher Conferences Opening Comments 3. Coffee with the Principal 4. SAC Meetings 5. Volunteer Appreciation Banquet	1.2. Front Office Personnel, Teachers, Administration, SAC Chair	1.2. Parent Feedback	1.2. SAC Survey	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Parent Involvement Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
	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

**Parent Involvement Budget**

June 2012

Rule 6A-1.099811

Revised April 29, 2011



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

*End of Parent Involvement Goal(s)*

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

<b>STEM Goal(s)</b>	<b>Problem-Solving Process to</b>				
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 Revised April 29, 2011

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	<b>Increase Student Achievement</b>				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>STEM Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**STEM Professional Development**

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

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

*End of STEM Goal(s)*

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

**CTE Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> <small>Please note that each Strategy does not require a</small>						
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professional development or PLC activity.						
PD Content / Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of 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)).

<b>Additional Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Additional Goal</b>	1.1. Developing meaningful and engaging lessons that will be incorporated into classroom lessons	1.1. Use character education resources and discuss lessons among the departments	1.1. Curriculum Resource Coordinator	1.1. Teacher and student feedback	1.1. Classroom survey		

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

<p><u>Additional Goal #1:</u>                  Last year our goal was to increase the percentage of favorable responses regarding the following two statements:                  1. The six pillars of character are taught and modeled throughout the school community.                  2. Character Counts and the Positive Behavior Support system reinforce student character as exhibited through their actions and choices.</p> <p>Both goals were met/exceeded. Because there is not a Character Education question on the Accreditation Survey, we are choosing a new goal.</p> <p>Our new goal is to implement at least one Character Education lesson in each core class at least once per semester.</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
	<p><i>Met goal 92%</i></p>	<p><i>100% of new goal</i></p>					
	<p><i>Previous goal 89%</i></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><b>Professional</b></p>						
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<b>Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

*End of Additional Goal(s)*

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

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

Please provide the total budget from each section.	
<b>Reading Budget</b>	<b>Total:15064.56</b>
<b>CELLA Budget</b>	<b>Total:0</b>
<b>Mathematics Budget</b>	<b>Total: 9626.56</b>
<b>Science Budget</b>	<b>Total:7600.00</b>
<b>Writing Budget</b>	<b>Total:</b>
<b>Civics Budget</b>	<b>Total:</b>
<b>U.S. History Budget</b>	<b>Total:</b>
<b>Attendance Budget</b>	<b>Total:</b>
<b>Suspension Budget</b>	<b>Total:</b>
<b>Dropout Prevention Budget</b>	<b>Total:</b>
<b>Parent Involvement Budget</b>	<b>Total:</b>
<b>STEM Budget</b>	<b>Total:</b>
<b>CTE Budget</b>	<b>Total:</b>
<b>Additional Goals</b>	<b>Total:</b>
	<b>Grand Total:22291.12</b>

**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.)

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

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

**School Advisory Council (SAC) SAC Membership Compliance**

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

Yes       No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.
The School Advisory Council will review the school by-laws, assist in the disbursement of school recognition funds, prepare for and support academic needs of the students and properly spend money that has been budgeted for student achievement.

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

Describe the projected use of SAC funds.	Amount
Support teacher training and professional development by supplying funds for substitutes, workshops, etc.	4,000.00