

FLORIDA DEPARTMENT OF EDUCATION



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Umatilla Middle School	District Name: Lake
Principal: Kelly Sanders	Superintendent: Dr. Susan Moxley
SAC Chair: Linda Bartberger	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)																											
Principal	Kelly Sanders	Bachelor of Science from Florida State University Master of Science in Educational Leadership from Nova Southeastern University.	0	12	<p>2011-2012 Principal of Mount Dora Middle School: School Grade: B 55% met high standards in reading 47% met high standards in math 80% met high standards in writing 43% met high standards in science 66% made learning gains in reading 60% made learning gains in math 76% of lowest quartile made learning gains in reading 63% of lowest quartile made learning gains in math</p> <table border="1"> <thead> <tr> <th>AMO Subgroups</th> <th>AMO Met Math</th> <th>AMO Met in Reading</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>No</td> <td>Yes</td> </tr> <tr> <td>Black</td> <td>No</td> <td>Yes</td> </tr> <tr> <td>Hispanic</td> <td>No</td> <td>Yes</td> </tr> <tr> <td>American Indian</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Asian</td> <td>No</td> <td>No</td> </tr> <tr> <td>Economically Disadvantaged</td> <td>No</td> <td>Yes</td> </tr> <tr> <td>ELL</td> <td>No</td> <td>Yes</td> </tr> <tr> <td>SWD</td> <td>No</td> <td>Yes</td> </tr> </tbody> </table> <p>2010-2011 Principal of Mount Dora Middle School: B 2009-2010 Principal of Mount Dora Middle School: B 2008-2009 Principal of Mount Dora Middle School: A 2007-2008 Principal of Mount Dora Middle School: B 2006-2007 Principal of Mount Dora Middle School: C 2005-2006 Principal of Mount Dora Middle School: A</p>	AMO Subgroups	AMO Met Math	AMO Met in Reading	White	No	Yes	Black	No	Yes	Hispanic	No	Yes	American Indian	N/A	N/A	Asian	No	No	Economically Disadvantaged	No	Yes	ELL	No	Yes	SWD	No	Yes
AMO Subgroups	AMO Met Math	AMO Met in Reading																														
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Asian	No	No																														
Economically Disadvantaged	No	Yes																														
ELL	No	Yes																														
SWD	No	Yes																														
Assistant Principal	Erica Driggers	Bachelors Degree in Psychology from University of Florida. MED. EDS from University of Florida. Educational Leadership certification from the University of Central	2	7	<p>2011-2012 AP of Umatilla Middle School: School Grade: B 57% met high standards in reading 59% met high standards in math 76% met high standards in writing 46% met high standards in science 65% made learning gains in reading 67% made learning gains in math</p>																											

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		Florida.		<p>68% of lowest quartile made learning gains in reading 66% of lowest quartile made learning gains in math</p> <table border="1"> <thead> <tr> <th>AMO Subgroups</th> <th>AMO Met Math</th> <th>AMO Met in Reading</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>No</td> <td>No</td> </tr> <tr> <td>Black</td> <td>No</td> <td>No</td> </tr> <tr> <td>Hispanic</td> <td>No</td> <td>Yes</td> </tr> <tr> <td>American Indian</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Asian</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Economically Disadvantaged</td> <td>No</td> <td>Yes</td> </tr> <tr> <td>ELL</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>SWD</td> <td>Yes</td> <td>Yes</td> </tr> </tbody> </table> <p>Assistant Principal/2010-11 Umatilla Middle School: School Grade A, Reading Mastery: 66%, Math Mastery: 75%, Writing mastery: 68%, Science mastery: 42%, Learning Gains in Math: 66% with lower Quartile Learning Gains: 74%, Learning Gains in Reading: 60% with lower Quartile Learning Gains: 66%. AYP: 92%. White and ED made AYP in Math, but not in Reading.</p> <p>Assistant Principal of Leesburg High School 2009-2010: School Grade D, Reading Mastery: 46%, Math Mastery: 74%, Writing Mastery: 82%, Science Mastery: 30%, AYP: 74%. White, Black, SWD and ED did not make AYP in Reading. Black, SWD, and Ed did not make AYP in Math.</p> <p>Assistant Principal of Leesburg High School 2008-2009: School Grade D, Reading Mastery: 40%, Math Master: 72%, Writing mastery: 74 %, Science Master: 29%, AYP: 72%. White, Black, SWD and ED did not make AYP in Reading. Black, SWD, and Ed did not make AYP in Math.</p> <p>Assistant Principal of Leesburg High School 2007-2008: School Grade D, Reading Mastery: 39%, Math Master: 73%, Writing mastery: 82 %, Science Master: 39%, AYP: 72%. White, Black, SWD and ED did not make AYP in Reading. Black, SWD, and Ed did not make AYP in Math.</p>	AMO Subgroups	AMO Met Math	AMO Met in Reading	White	No	No	Black	No	No	Hispanic	No	Yes	American Indian	N/A	N/A	Asian	N/A	N/A	Economically Disadvantaged	No	Yes	ELL	N/A	N/A	SWD	Yes	Yes
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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)																						
Reading	Kimberly Frazier	Bachelor’s Degree in Biblical Studies with minor in Youth Studies, Master’s Degree in Teaching from National University; Reading Endorsed, ESOL Certification K-12, Certified English 6-12.	5	1	2011-2012 Instructional Coach of Umatilla Middle School: School Grade: B 57% met high standards in reading 59% met high standards in math 76% met high standards in writing 46% met high standards in science 65% made learning gains in reading 67% made learning gains in math 68% of lowest quartile made learning gains in reading 66% of lowest quartile made learning gains in math																						
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				<p>School 2009-2010: School Grade B, Reading Mastery: 65 %, Math Mastery: 65%, Science Mastery: 42%, Writing Mastery: 79%, AYP: 87 %. White and ED did not make AYP in Reading. ED did not make AYP in Math. Intensive Reading Teacher, Umatilla Middle School, 2008- 2009: School Grade B, Reading Mastery: 65%, Math Master: 63%, Writing mastery: 80%, Science Master; 44%, AYP: 85%. White and ED did not make AYP in Reading and Math. Intensive Reading Teacher, Umatilla Middle School, 2007 - 2008: Grade A; Reading Mastery 64%; Learning Gains:64%;Lowest 25% making gains:63%.</p>
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Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Collaboration with Professional Learning Communities.	Principal and PLC Chairperson	June, 2013
2.		
3.		
4.		

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Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
5% (2) Robert Bartberger (Science)	Teacher will work towards certification in Middle Grades Science, 5-9.
Kristi Smith (ESOL)	Teacher will work towards endorsement in ESOL.

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
41	0% (0)	22% (9)	36% (23)	22% (9)	39% (16)	98% (40)	15% (6)	2% (1)	34% (14)

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
N/A (no new teachers)			

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

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

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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Kelly Sanders, Principal - Provides a common vision for the use of data-based decision-making, ensures that the school based team is implementing RtI, ensures implementation of intervention support and documentation, and ensures adequate professional development to support RtI implementation.

Erica Driggers, Assistant Principal I - Assists the principal in ensuring that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, and ensures adequate professional development to support RtI implementation.

Karen Hogshead, Guidance Counselor - Facilitates the RtI meetings. Participates in collection, interpretation, and analysis of data and facilitates in the development of intervention plans. Provides services to support the academic, emotional, behavioral, and social success to the students.

Tamara New, Guidance Counselor - Facilitates the RtI meetings. Participates in collection, interpretation, and analysis of data and facilitates in the development of intervention plans. Provides services to support the academic, emotional, behavioral, and social success to the students.

Kim Frazier, Literacy Coach - Provides guidance on K-12 reading plan; facilitates the FAIR; provides professional development to teachers regarding data-based instructional planning; and supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Jacqueline DeWitt, Exceptional Student Education (ESE) Specialist - Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education and ESE inclusion teachers.

Select General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 materials/instruction with Tier 2/3 activities.

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Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The MTSS 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 monthly to review progress monitoring data at the grade, class, and subgroup level to develop appropriate programs that will target students who are meeting/exceeding benchmarks and those at moderate risk or at high risk for not meeting benchmarks. Based upon data, professional development plans and resources are identified and recommended. The team will review data, conduct research and collaborate to problem-solve, share effective practices, and evaluate implementation to achieve increased student performance.

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

The MTSS Leadership Team meets regularly to develop and implement documentable interventions to aide in the academic and behavioral success of each student in order to reach our SIP goals.

MTSS Implementation

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

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Edusoft, Florida Comprehensive Assessment Test (FCAT), FCAT-Star, PENDA

Pre-Test Progress Monitoring: PMRN, Edusoft, Curriculum Based Measurement (CBM)

Midyear: Florida Assessments for Instruction in Reading (FAIR), Edusoft

End of year: FAIR, FCAT, Edusoft, End of Course Exams (EOC)

Frequency of Data Days: Every 20 instructional days for data analysis

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time and during Professional Learning Communities (PLC). Two professional development sessions will take place during PLC meetings or faculty meetings during the school year. The MTSS team will also evaluate additional staff professional development needs during the monthly Leadership Team meetings. Continued training for principals and MTSS teams will be provided by the district. A Response to Instruction/Intervention handbook was provided to all teachers at the beginning of the school year.

Describe the plan to support MTSS.

The MTSS Leadership Team meets regularly to develop and implement documentable interventions to aide in the academic and behavioral success of each student in order to meet the needs of all at Umatilla Middle School.

Literacy Leadership Team (LLT)

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Kimberly Frazier (Literacy Coach), Amy Hunter (Media Specialist), Heather Livengood (SS teacher), Diane Louis (Reading teacher), Marjorie Benedict (Inclusion teacher), Karen Douglas (ESE Consultation), Sharon Carr (EBD teacher), Wendy Fletcher (Reading teacher), Thomas Combs (Band/Chorus teacher), Cherie Burke (SS Teacher), Jeremy Dean (LA teacher)
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT will meet once a month to plan and evaluate activities and programs that promote literacy on our campus. Meetings will be facilitated by the Literacy Coach and driven by needs of the students/teachers on campus as determined by data and surveys.
What will be the major initiatives of the LLT this year? Specific initiatives include: <ul style="list-style-type: none">• Reading a non-fiction text from the “subject of the month” and a fiction or non-fiction text for their Language Arts class.• Encourage participation in the Superintendent’s Reading Challenge• Engage students across the curriculum in reading and writing about non-fiction texts (books, articles, etc.)• Provide various reading strategies and professional development/coaching on how to implement these strategies in content area classes.• Conduct parent/community night activities related to literacy• Provide weekly time for silent, sustained reading in Tiger Den (homeroom) classes.

Public School Choice

- **Supplemental Educational Services (SES) Notification**
Upload a copy of the SES Notification to Parents in the designated upload link on the “Upload” page.

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

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

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

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

The K-12 Comprehensive Research-Based Reading Plan was presented to all faculty and staff during pre-plan. FCAT reading data was presented so that teachers could understand the specific areas of need for improvement and how they can provide instruction to help increase student achievement. A Literacy Leadership team was developed that will serve to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The Professional Learning Communities will promote our goal of building a culture of reading throughout the school. The literacy coach will provide job embedded professional development at the school level based on the needs of our faculty and students. Administration will monitor through classroom walk-throughs, lesson plans, and professional instruction binders.

****High Schools Only***

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

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

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

Postsecondary Transition

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

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

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Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. Limited exposure to complex texts and non-fiction texts	1A.1. Professional Development on Text Complexity and CCSS – implemented school-wide. LA teachers will utilize an "Article of the Week/Marking the Text." LA teachers will use SpringBoard texts. Cornell Note taking from non-fiction texts will be used school-wide.	1A.1. Administration, PLC leaders, Literacy Coach, Teachers	1A.1. CWT, Teacher feedback and observations of student work	1A.1. Informal and formal assessments of student work, Edusoft/LBA assessments.
<u>Reading Goal #1A:</u> In grades 6-8, 34% of our students will achieve Level 3 on FCAT Reading.	<u>2012 Current Level of Performance:*</u> 29% (190)	<u>2013 Expected Level of Performance:*</u> 34% (194)					
			1A.2. Understanding the FAIR data and how to use it to drive instruction.	1A.2. Professional development on the FAIR assessment and on FAIR data interpretation.	1A.2. Administration, PLC leader, Literacy Coach, Teachers	1A.2. Teacher survey and feedback, lesson plans, data chats with students, CWTs.	1A.2. FAIR Data chats, informal and formal assessments of student work.
			1A.3. Lack of targeted reading strategies being used in classrooms to help struggling readers.	1A.3. Reading Department will develop a Reading strategy guide to utilize in content area classes and professional development will be offered for implementation of strategies. Select content area teachers will go through NGCARpd training with Literacy Coach. Teacher leaders will provide staff development on C2 Cohort learning.	1A.3. Administration, PLC chairs, Literacy Coach, LLT, Teachers	1A.3. Teacher survey and feedback, lesson plans, data chats with students, CWTs.	1A.3. Teacher assessments, progress monitoring, lesson plans, CWTs, informal and formal assessments of student work
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Reading Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. Lack of materials that will challenge the students to use critical thinking skills.	2A.1. Utilize SpringBoard text as the primary text to increase rigor and ensure the use of complex texts. Professional Development on Text Complexity and CCSS – implemented school-wide. LA teachers will utilize an "Article of the Week/Marking the Text." Cornell Note taking from non-fiction texts will be used school-wide.	2A.1. Administration, PLC chairs, Literacy Coach, LLT, Teachers	2A.1. CWT, Teacher feedback and observations of student work	2A.1. Informal and formal assessments of student work, Edusoft/LBA assessments, lesson plans, CWTs
<u>Reading Goal #2A:</u> In grades 6-8, 27% of our students will achieve Level 4 or above on FCAT Reading.	<u>2012 Current Level of Performance:*</u> 22% (145)	<u>2013 Expected Level of Performance:*</u> 27% (147)					
			2A.2. Student motivation/engagement during higher level/challenging assignments in order to be C2 Ready	2A.2. Use of Socratic seminars, group projects, technology (iPads, computers, video to text connections, SMART boards).	2A.2. Administration, PLC chairs, Literacy Coach, LLT, Teachers	2A.2. CWT, Teacher feedback and observations of student work	2A.2. Informal and formal assessments of student work, Edusoft/LBA assessments, lesson plans, CWTs
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Reading Goal #2B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Lack of materials that will challenge the students to use critical thinking skills.	3A.1. Utilize SpringBoard text as the primary text to increase rigor and ensure the use of complex texts. Professional Development on Text Complexity and CCSS – implemented school-wide. LA teachers will utilize an "Article of the Week/Marking the Text." Cornell Note taking from non-fiction texts will be used school-wide.	3A.1. Administration, PLC chairs, Literacy Coach, Teachers	3A.1. CWT, Teacher feedback and observations of student work	3A.1. Informal and formal assessments of student work, Edusoft/LBA assessments, lesson plans, CWTs
<u>Reading Goal #3A:</u> In grades 6-8, 70% of our students will show annual learning gains in reading.	<u>2012 Current Level of Performance:*</u> 65% (430)	<u>2013 Expected Level of Performance:*</u> 70% (410)					
			3A.2. Time and fidelity of differentiated instruction.	3A.2. Common plan is provided for content area teachers. Teachers participate in lesson study and collaborate on best practices for differentiated instruction.	3A.2. Administration, PLC chairs, Literacy Coach	3A.2. PLC minutes, Lesson study observations, CWTs	3A.2. Baseline and mid-year assessments, progress monitoring, and teacher assessments.
			3A.3. Implementation of Curriculum Blueprints	3A.3. Professional development will be provided on how to read and utilize Curriculum Blueprints throughout all content areas Professional development will be provided on how to read and utilize Task Cards throughout all content areas	3A.3. Administration, PLC chairs, Literacy Coach, LLT, C2 Cohort attendees	3A.3. Lesson plans, CWTs	3A.3. Informal assessments
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<u>Reading Goal #3B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			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 group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Lack of rigor in READ180 and AMP curriculum for the intensive reading courses.	4A.1. Professional Development on Text Complexity and CCSS. Supplemental materials will be used to add complex text to the curriculum of the intensive reading classes (i.e. newspapers, magazines, etc.)	4A.1. Reading Teachers and Literacy Coach	4A.1. Teacher feedback, observations, FAIR data/progress	4A.1. Informal assessments, FAIR
<u>Reading Goal #4A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grades 6-8, 73% of our lower quartile will make learning gains in reading on the FCAT test.	68% (112)	73% (108)					
			4A.2. Implementation of Edusoft mini-assessments through intensive reading classes	4A.2. Edusoft data from LBA's will be used to drive small or whole group instruction in intensive reading classes	4A.2. Reading teachers and Literacy Coach	4A.2. Teacher feedback, observations, Edusoft data/progress	4A.2. Edusoft mini-assessments and LBA's
			4A.3. Lack of use/knowledge of reading strategies across the content areas to assist struggling readers	4A.3. Reading department will develop a Reading Reference Guide to assist teachers with content area reading strategies	4A.3. Reading teachers, Literacy Coach, content area teachers	4A.3. Teacher feedback and observations	4A.3. Formal and informal assessments by teachers
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
<u>Reading Goal #4B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%. <u>Reading Goal #5A:</u> In 6 years, UMS will reduce the Reading achievement gap by 50%.	Baseline data 2010-2011		56%	60%	64%	68%	72%	76%
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.			5B.1. Implementation of effective instruction for all subgroups.	5B.1. Tutoring will be provided for struggling students. READ 180 and AMP will be utilized in Intensive Reading Classes. Teachers will incorporate texts from varying ethnicities into their content. Specific content area teachers will complete NGCARpd training with Literacy Coach Reading department will create a Reading strategies guide to be used across the content areas.	5B.1. Administration, PLC chairs, Literacy Coach, Teachers	5B.1. Lesson plans, CWTs , teacher feedback, observations, FAIR data/progress, LBA/Edusoft	5B.1. FAIR, Edusoft/LBAs, teacher observation, informal and formal evaluation of student work	
Reading Goal #5B: Umatilla Middle School will reduce the percentiles of students not making progress in reading.	2012 Current Level of Performance:* White:42% (239) Black:67% (17) Hispanic:48% (27) Asian: N/A American Indian: N/A	2013 Expected Level of Performance:* White:37% (201) Black:56% (16) Hispanic:56% (39) Asian: N/A American Indian: N/A						
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. Implementation of effective instruction	5D.1. Tutoring will be provided for struggling students. READ 180 and AMP will be utilized in Intensive Reading Classes. Teachers will incorporate texts from varying ethnicities into their content. Specific content area teachers will complete NGCARpd training with Literacy Coach Reading department will create a Reading strategies guide to be used across the content areas.	5D.1. Administration, PLC chairs, Literacy Coach, Teachers	5D.1. Lesson plans, CWTs , teacher feedback, observations, FAIR data/progress, LBA/Edusoft	5D.1. FAIR, Edusoft/LBAs, teacher observation, informal and formal evaluation of student work
Reading Goal #5D: Umatilla Middle School will reduce the percentage of Students with Disabilities not making progress.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	70% (50)	69% (64)					
	5E.2. Communication with parents		5D.2. Teacher calls to home/cell Letters sent through students and/or letters sent through the mail Guidance Counselor notified - Conference set with parents	5D.2. Administration, Teachers, Guidance, school's Social Worker	5D.2. Contact log, teacher feedback, observations, FAIR data/progress, LBA/Edusoft	5D.2. FAIR, Edusoft/LBAs, teacher observation, informal and formal evaluation of student work	5D.2. FAIR, Edusoft/LBAs, teacher observation, informal and formal evaluation of student work

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		School Social Worker notified and sent to home				
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Implementation of effective instruction	5E.1. Tutoring will be provided for struggling students. READ 180 and AMP will be utilized in Intensive Reading Classes. Teachers will incorporate texts from varying ethnicities into their content. Specific content area teachers will complete NGCARpd training with Literacy Coach Reading department will create a Reading strategies guide to be used across the content areas.	5E.1. Administration, PLC chairs, Literacy Coach, Teachers	5E.1. Lesson plans, CWTs , teacher feedback, observations, FAIR data/progress, LBA/Edusoft	5E.1. FAIR, Edusoft/LBAs, teacher observation, informal and formal evaluation of student work
Reading Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Umatilla Middle School will reduce the percentage of Economically Disadvantaged students not making progress.	50% (189)	47% (193)					
			5E.2. Communication with parents	5E.2. Teacher calls to home/cell Letters sent through students and/or letters sent through the mail Guidance Counselor notified - Conference set with parents School Social Worker notified and sent to home	5E.2. Administration, Teachers, Guidance, school's Social Worker	5E.2. Contact log, teacher feedback, observations, FAIR data/progress, LBA/Edusoft	5E.2. FAIR, Edusoft/LBAs, teacher observation, informal and formal evaluation of student work
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FAIR data interpretation	6 -8	Literacy Coach	LA & Reading PLCs	PLCs meetings, weekly as needed	Data Chats, PLC Agendas	Literacy Coach

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PD on Curriculum Blueprints & Task Cards	6-8	C2 Cohort attendees and PLC Chairs	School-wide	PLCs meetings, weekly as needed	Teacher feedback, CWTs, lesson plans	PLC leader/ Administration
PD on Reading Strategies	6-8	Literacy Coach	School-wide	Pre-planning In service, Monthly PLC	Teacher feedback, CWTs, lesson plans	Administration and Literacy Coach
NGCARpd Training	6-8	Literacy Coach	Select Teachers	Prof. Development days provided September-March	Teacher portfolio and lesson plans	Literacy Coach, Administration, participating Teachers

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		1.1.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Percent of Students Proficient in Listening/Speaking: <i>Enter numerical data for current level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Percent of Students Proficient in Reading: <i>Enter numerical data for current level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #3: <i>Enter narrative for the goal in this box.</i>	2012 Current Percent of Students Proficient in Writing : <i>Enter numerical data for current level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Mathematics Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Mathematics Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

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

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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%. Mathematics Goal #5A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2010-2011							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1. Better understanding of expectations of benchmarks.	1A.1. Use of Common Board Configuration, rubrics, data chats, Math specific task cards, and tutoring sessions.	1A.1. Math Chair and Administration	1A.1. Mini Assessments (Weekly)	1A.1. Classroom assessments, Benchmark tests/assessments, FCAT Math
<u>Mathematics Goal</u> #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grades 6-8 at UMS 35% of our students will achieve proficiency in math on the FCAT test.	31 % (189)	35% (205)					
			1A.2. Text Complexity	1A.2. SpringBoard Materials, Marking the Text, IPADS, Real-world Applications, Student Collaboration, and Cornell notes.	1A.2. Math Chair, Administration, and Math PLC	1A.2. Mini assessments, Benchmark assessments, and FCAT Math	1A.2. Mini assessments, Benchmark assessments, and FCAT Math
			1A.3. Student behavior and attendance	1A.3. Utilize Positive Behavior System, Call-Out system, Parent Notification, and Data Chats.	1A.3. Administration and classroom teachers	1A.3. Discipline and Absentee statistics	1A.3. Analyze mid year and end-of-year discipline and attendance data.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1..	1B.1..	1B.1.	1B.1.	1B.1.
<u>Mathematics Goal</u> #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. Level of rigorous text.	2A.1. SpringBoard Materials, Tutoring Sessions, Data Chats, Real World Applications, and Implementation of Common Core Stategies.	2A.1. Math Chair, Administration, and Math PLC	2A.1. Benchmark assessments and FCAT Math	2A.1. Classroom assessments and FCAT Math Results.
Mathematics Goal #2A: In grades 6-8 at UMS 31% of our students will achieve above proficiency in mathematics on the FCAT test.	2012 Current Level of Performance :* 26% (159)	2013 Expected Level of Performance :* 31% (182)					
	2A.2. Students maintaining above proficiency status.			2A.2. SpringBoard Materials, Promise Modules, Data Chats, and Specific Tutoring for all advanced classes.	2A.2. Math Chair and Math PLC	2A.2. 1B.2. Inquiry based activities, classroom assessments, real-world applications, and Instructional focus calendar.	Benchmark Test Results and FCAT Math Results.
	2A.3. Increased Level of Difficulty in Mathematics.			2A.3. SpringBoard, Promise Modules, IPADS with Math Applications, Onsite Staff Development, and Real World Applications.	2A.3. Math Chair, Administration, and Math PLC	2A.3. Classroom Assessments, Mini Assessments, and Benchmark Tests.	Benchmark Test Results and FCAT Math Results.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: Enter narrative for the goal in this box.	2012 Current Level of Performance :* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance :* Enter numerical data for expected level of performance in this box.					
	2B.2.			2B.2.	2B.2.	2B.2.	
	2B.3.			2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1. Students lack of background knowledge and pre-requisite skills.	3A.1.Math specific homerooms in each grade level to fill gaps in information (Accelerated Math), IPADS, Interactive SmartBoards, and Math Tutoring Sessions.	3A.1.Math Chair and Math PLC.	3A.1.Classroom assessments and mini benchmark assessments	3A.1.Benchmark Assessments, teacher assessments, FCAT math test, Edusoft Benchmark Exams, Accelerated Math reports.
<u>Mathematics Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grades 6-8 at UMS 70% of our students will make learning gains in mathematics on the FCAT test	67% (442)	70% (410)					
			3A.2. Provide effective instructional strategies for all students to make learning gains.	3A.2. Teachers will accommodate needs of individual students by interests and differentiation in lesson plans, Tutoring Sessions, SmartBoards, IPADS,and Common Board Configuration.	3A.2. Math Chair and Administration	3A.2. Classroom assessments, classroom walkthroughs, lesson plans, and data chats.	Benchmark Assessments, teacher assessments, FCAT math test, Edusoft Benchmark Exams, Accelerated Math reports.
			3A.3. Mathematical disconnect by students	3A.3. Provide instruction that relates to Relevant Real-World Applications for students, IPADS, and Math tutoring sessions.	3A.3. Administration, Math Chair and Math PLC	3A.3. Lesson Studies, teacher observations, classroom walkthroughs	Benchmark Assessments, teacher assessments, FCAT math test, Edusoft Benchmark Exams, Accelerated Math reports.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<u>Mathematics Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3B.2.	3B.2.	3B.2.	3B.2.	
			3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1. Lack of intensive math for remediation.	4A.1. Math specific homerooms, utilize PENDA and Dimension U, IPADS, Relevant Real World Applications, Data Chats, and Use of Instructional Focus Calendar.	4A.1. Administration and Math Chair	4A.1. PENDA and DimensionU reports, teacher assessments, mini assessments, Edusoft	4A.1. FCAT Math Test, Benchmark Assessments
<u>Mathematics Goal #4A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grades 6-8 at UMS 70% of our lower quartile students will make learning gains in mathematics on the FCAT test.	66% (109)	70% (102)					
			4A.2. Attendance	4A.2. Teachers will monitor student attendance and notify guidance with any issues, Data Chats with Students, and Parent Notification.	4A.2. Administration, teachers, and guidance counselors.	4A.2. Attendance reports, ESembler	4A.2.FIDO, ESembler, and Teacher Observations.
			4A.3. Lack of external resources to support the learning	4A.3. Before/After School Tutoring, Math Specific Homerooms, Teacher Availability, IPADS, PENDA, Onsite Staff Development, and Dimension U.	4A.3. Administration and Math Chair, Math PLC	4A.3. Increased student achievement, Mini Assessments, Teacher Observations.	4A.3.FCAT Math Test, Benchmark Assessments.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
<u>Mathematics Goal #4B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011	65%	68%	72%	75%	78%	81%	
	62%							
<u>Mathematics Goal #5A:</u> In 6 years, UMS will reduce the Math achievement gap by 50%.								
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.			5B.1. Text Complexity	5B.1. Math specific homerooms, utilize PENDA and Dimension U, IPADS, Relevant Real World Applications, Data Chats, and Use of Instructional Focus Calendar.	5B.1. Administration, Math Chair, Math PLC	5B.1. Teacher Observations, Classroom Assessments, Data Chats	5B.1. FCAT math test, Edusoft test results, mini assessments	
<u>Mathematics Goal #5B:</u> Umatilla Middle School will reduce the percent of students not making progress in math.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>						
	White: 38% (251)	White: 30% (163)						
	Black: 67% (17)	Black: 52% (15)						
	Hispanic: 52% (30)	Hispanic: 41% (29)						
	Asian: N/A	Asian: N/A						
	American Indian: N/A	Indian: N/A						
			5B.2. Attendance	5B.2. Utilize Positive Behavior System, Call-Out system, Parent Notification, and Data Chats.	5B.2. Administration, Math PLC, Guidance	5B.2. Attendance reports, ESemblem, and Teacher Observations.	5B.2. FIDO, ESemblem	
			5B.3. Students lack of background knowledge and pre-requisite skills.	5B.3. Math specific homerooms in each grade level to fill gaps in information (Accelerated Math), IPADS, Interactive SmartBoards, and Math Tutoring Sessions.	5B.3. Math Chair and Math PLC.	5B.3. Classroom assessments and mini benchmark assessments	5B.3. Benchmark Assessments, teacher assessments, FCAT math test, Edusoft Benchmark Exams, Accelerated Math reports.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<u>Mathematics Goal</u> #5C:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	N/A	N/A					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. Attendance	5D.1. Utilize Positive Behavior System, Call-Out system, Parent Notification, and Data Chats.	5D.1. Administration and Math Chair, Math PLC, Guidance	5D.1. Attendance reports, Esembler, and Teacher Observations.	5D.1. Benchmark Assessments, Mini Assessments, FCAT Math Results.
<u>Mathematics Goal</u> #5D:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Umatilla Middle School will reduce, according to AMOs and targets, the percentage of Students with Disabilities not making progress.	62% (44)	63% (59)					
			5D.2. Lack of external resources to support the learning.	5D.2. Before/After School Tutoring, Math Specific Homerooms, Teacher Availability, IPADS, PENDA, Onsite Staff Development, and Dimension U.	5D.2. Administration and Math Chair, Math PLC	5D.2. Increased student achievement, Accelerated math assessments, teacher observations.	5D.2. .FCAT Math Test, Benchmark Assessments.
			5D.3. Students lack of background knowledge and pre-requisite skills.	5D.3. Math specific homerooms in each grade level to fill gaps in information (Accelerated Math), IPADS, Interactive SmartBoards, and Math Tutoring Sessions.	5D.3. Math Chair and Math PLC.	5D.3. Classroom assessments and mini benchmark assessments	5D.3. Benchmark Assessments, teacher assessments, FCAT math test, Edusoft Benchmark Exams, Accelerated Math reports.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1. Students lack of background knowledge and pre-requisite skills.	5E.1. .Math specific homerooms in each grade level to fill gaps in information (Accelerated Math), IPADS, Interactive SmartBoards, and Math Tutoring Sessions.	5E.1.Administration, Math PLC, Guidance	5E.1.Teacher observations, student surveys, Data chats	5E.1.Benchmark assessments, FCAT math test
<u>Mathematics Goal</u> #5E:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Umatilla Middle School will reduce the percentage of Economically Disadvantaged students not making progress.	47% (177)	47% (192)	5E.2. Attendance	5E.2.Provide incentives tied to attendance, PBS and Tiger Dollars, Utilize Positive Behavior System, Call-Out system, Parent Notification, and Data Chats.	5E.2. Administration, Math PLC, Guidance	5E.2.Weekly and monthly attendance reports	5E.2. .Benchmark assessments, FCAT Math test

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

High School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1.1.	1.1.	1.1.	1.1.	1.1.
Mathematics Goal #1: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2.1.	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4.1.	4.1.	4.1.	4.1.	4.1.
Mathematics Goal #4: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.	4.3.

End of Florida Alternate Assessment High School Mathematics Goals

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

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1.			1.1. Lack of completion of out of class assignments.	1.1. Parent Notification, Data Chats, Tutoring and Teacher Intervention.	1.1. Algebra Teacher, Math Chair, and Administration.	1.1. Teacher observations, classroom assessments, data chats	1.1. FCAT Math test, Edusoft test results, Mini Assessments
Algebra 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In Eighth Grade at UMS 92% of students will achieve proficiency on the Algebra 1 EOC.	89% (49)	92% (40)					
			1.2. Lack of prerequisite skills	1.2. Benchmark specific bell ringers, Tutoring, IPADS, PENDA, and mini assessments.	1.2. Teacher and Administration	1.2. Teacher observations, classroom assessments, data chats	1.2. FCAT math test, Edusoft test results, mini assessments
			1.3. Attendance	1.3. Teachers will monitor student attendance and notify guidance with any issues, Data Chats with Students, and Parent Notification.	1.3. Algebra Teacher, Math Chair, Guidance and Administration.	1.3. Attendance reports, ESemblem, and Teacher Observations.	1.3. Benchmark assessments, FCAT Math test
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1. Lack of understanding expectations of Algebra I.	2.1. Parent contact, daily review of expectations, District Provided Staff Development, Promise Modules, IPADS, Interactive SmartBoards and Teacher Interventions.	2.1. Algebra Teacher, Math Chair, and Administration.	2.1. Teacher Observations, Classroom Assessments, Data Chats, Benchmark Assessments.	2.1. FCAT Math Test, Edusoft Assessments, and Benchmark Tests
Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In Eighth Grade at UMS 60% of students will achieve proficiency levels 4 or 5 on the Algebra 1 EOC.	55% (30)	60% (26)					
			2.2. Lack of external resources to support the learning goals.	2.2. Before/After School Tutoring, Math Specific Homerooms, Teacher Availability, IPADS,	2.2. Algebra Teacher, Math Chair, and Administration.	2.2. Teacher observations, classroom assessments, data chats	2.2. FCAT math test, Edusoft test results, mini assessments

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			PENDA, Onsite Staff Development, and Dimension U.			
		2.3. Attendance	2.3. Teachers will monitor student attendance and notify guidance with any issues, Data Chats with Students, and Parent Notification.	2.3. Algebra Teacher, Math Chair, Guidance and Administration.	2.3. Attendance reports, ESembler, and Teacher Observations.	2.3. .Benchmark assessments, FCAT Math test

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%. Algebra 1 Goal #3A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2010-2011							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1. Algebra 1 Goal #3B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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

End of Algebra 1 EOC Goals

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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1.	1.1.	1.1.	1.1.	1.1.
Geometry Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal #2: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. In six years, school will reduce their achievement gap by 50%. Geometry Goal #3A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2011-2012							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	
				3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
				3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

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

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities <small>Please note that each strategy does not require a professional development or PLC activity.</small>						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Advanced Springboard Training	All Grades	PLC Chair	Math Department	Initial and advanced training were in July 2012	PLC Meetings and Lesson Plans aligned with Instructional Focus Calendar	PLC Chair and Administration
Advanced Smartboard training	All grades	PLC and Administration	Math Department	10/23/12	PLC Meetings	Administration and PLC Chair
IPAD Training	All Grades	ILS	Math Department	10/09/12	PLC Meetings and E-mail ILS	PLC Chair and Administration
Common Core Capacity Builders	All Grades	PLC Chair	Math Department	9/01/12-05/31/12	PLC Meetings and Lesson Plans aligned with Instructional Focus Calendar	PLC Chair and Administration

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Mathematics Budget (Insert rows as needed)

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

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1. Students not performing on grade level for scientific inquiry benchmarks.	1A. Inquiry based labs will be used in all science classrooms to increase the use of scientific method. 1A 8th grade students will be doing a scientific method lab with plants and recording data to reinforce the scientific method.	1A.1. Science Chairperson and Administration	1A.1. Completion of hands on labs, lesson plans and county lab reports.	1A.1. Lab documentation form for each teacher and county lab write up form.
Science Goal #1A: 50% of our 8 th grade students will achieve proficiency in Science on the FCAT test.	2012 Current Level of Performance:* 44% (108)	2013 Expected Level of Performance:* 50% (108)					
			1A.2. Students who are not introduced to common core might struggle with writing in science.	1A.2. We introduce common core by writing in every class. All 8 th grade students will be required to write a research paper based on their science fair project.	1A.2. Science Chairperson and Administration	1A.2. Completing research papers, essays, short answers and writing in complete sentences	1A.2. Grading papers, answers and checking to make sure students are writing in complete sentences.
			1A.3. Students who are not proficient in 6 th and 7 th grade science.	1A.3. We will use PENDA as a review for those benchmarks they are struggling with. We will also use our focus calendars and mini benchmark assessments.	1A.3. Science Chairperson and Administration	1A.3. Students will get 80% or better on PENDA work. Benchmarks will be reviewed by teachers and mini assessments will be graded.	1A.3. PENDA tests, teacher observation and mini benchmark assessments.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Science Goal #1B: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. Students falling back on proficiency.	2A.1. Utilizing PENDA, benchmark learning centers, Focus calendar, advanced bell ringers and provide a lab every week.	2A.1. Science Chairperson and Administration	2A.1. Using reports through PENDA and benchmark testing, lesson plans and lab documentation.	2A.1. Mini benchmark exams and teacher observation.
Science Goal #2A: 15% of our 8 th grade students will score a level 4 or 5 on FCAT Science.	2012 Current Level of Performance:* 7% (14)	2013 Expected Level of Performance:* 15% (31)	2A.2. Students who are not introduced to common core might struggle with writing in science.	2A.2. Research papers assigned based on science fair projects. Essays assigned in class and writing in complete sentences.	2A.2. Science Chairperson and Administration	2A.2. Grading and assessing research papers and assignments.	2A.2. Grading papers, benchmark exams.
			2A.3. Students not performing on grade level for scientific inquiry benchmarks.	2A.3. Inquiry based labs will be used in all science classrooms to increase the use of scientific method. 1A 8th grade students will be doing a scientific method lab with plants and recording data to reinforce the scientific method.	2A.3. Science Chairperson and Administration	2A.3. Completion of hands on labs, lesson plans and county lab reports.	2A.3. Lab documentation form for each teacher and county lab write up form.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.	2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1.1.	1.1.	1.1.	1.1.	1.1.
Science Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Florida Alternate Assessment High School Science Goals

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

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

Biology 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology 1.			1.1.	1.1.	1.1.	1.1.	1.1.
Biology 1 Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology 1 Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Scientific method instruction	6,7,8	Blackstone	PLC	Sept - Feb	Mini lessons on SM Lake County Benchmark Exam	Blackstone and Administration
Smart Board Training	6,7,8	Administration	School-wide	Sept 2012	PLC meetings to update progress with Smart Boards	Administration
Penda usage	6,7,8	Blackstone	PLC	Oct. 2012	Lake County Benchmark Exams Teacher Assessments Penda Quizzes	Blackstone and Administration

Science Budget (Insert rows as needed)

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

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	Subtotal:
	Total:

End of Science Goals

DRAFT

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Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1. Lack of student motivation and engagement	1A.1. LA teachers collaborate with Social Studies Teachers in the continued use of the DBQ Project with regard to DBQ Scoring and Assessment Data Use of Writing Reference Guides Use of high interest and interactive daily writing activities across the content areas.	1A.1. Language Arts Teachers, Social Studies Teachers, and Administration	1A.1. Scoring sessions within SS PLC and within LA PLC to ensure that both departments are working collaboratively.	1A.1. Scores on LBA writing assessments and DBQs, informal/formal observations.
Writing Goal #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grades 8, 80% of our students will score proficient on FCAT Writes.	75% (206)	80% (174)					
			1A.2. Lack of background knowledge.	1A.2. Utilize curriculum blueprints to build writing program. Use of Writing Reference Guides Use of high interest and interactive daily writing activities across the content areas.	1A.2. Department chairs, Teachers, Administration	1A.2. Writing scores on LBA Assessments.	1A.2. Scores on LBA writing assessments and DBQs, informal/formal observations.
			1A.3. Conflicting Rubrics for FCAT Writes and DBQ Scoring	1A.3. LA and SS teachers will collaborate on how to best implement the writing process across their content areas – common language, use of Writing Reference Guide Attend C2 Cohort sessions on FCAT writing.	1A.3. Department chairs, Teachers, Administration, C2 Cohort Attendees	1A.3. Scoring sessions within SS PLC and within LA PLC to ensure that both departments are working collaboratively.	1A.3. Scores on LBA writing assessments and DBQs, informal/formal observations.
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Curriculum Blueprint Review	6-8	Dept. Chair	LA teachers	1 st 9 Weeks	Monitor lesson plans	Dept. Chairs and Administration
Advanced Springboard Training	6-8	Springboard Consultant	LA teachers	Summer, 2012	Monitor lesson plans	Administration
Social Studies and Language Arts DBQ Scoring Session – On-site Staff Development	6-8	SS and LA Dept. Chairs	SS and LA Teachers	Beginning of 2 nd 9 Weeks (1 st DBQ) and beginning of 3 rd and 4 th 9 Weeks.	PLC Chairs will collaborate on follow-up Examine student writing samples using rubrics.	SS and LA Dept. Chairs

Writing Budget (Insert rows as needed)

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

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

End of Writing Goals

DRAFT

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

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

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Civics.			1.1.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

End of Civics Goals

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

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History.			1.1.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
U.S. History Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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U.S. History Professional Development

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

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

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

End of U.S. History Goals

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Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Lack of clerical staff, which has affected attendance monitoring.	1.1. Attendance duties will be redistributed among all clerks.	1.1. Administration, School clerks.	1.1. Administration will meet to determine the effectiveness of strategies by looking at necessary data.	1.1. Periodically Review Excessive Absentee Report and monitor daily absences through FIDO.
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
Our attendance rate will increase to 96%.	94% (621)	96% (563)					
Our number of students with excessive absences will decrease to 198	<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>					
Our number of students with excessive tardiness will decrease to 47	248	198					
	<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>					
	59	47					
			1.2 Lack of consequential attendance policy.	1.2. Amended Tardy Policy and use of Positive Behavior Support program.	1.2. Administration and School clerks.	1.2. Administration will meet to determine the effectiveness of strategies by looking at necessary data.	1.2. Periodically Review Excessive Absentee Report and monitor daily absences through FIDO.
			1.1. Student home life and lack of parental support.	1.3. Parent will be informed of county attendance policy and implementation of attendance incentive program, and use of new call-out system to parents.	1.3. Administration, School clerks, Guidance Counselors, and social worker.	1.3. Work with Counselors, Social Worker, SRD & Staff	1.3. Periodically Review Excessive Absentee Report and monitor daily absences through FIDO.

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Attendance Professional Development

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

Attendance Budget (Insert rows as needed)

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

End of Attendance Goals

DRAFT

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

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1. Students are not clear on school expectations.	1.1. Staff will work collaboratively to clearly define school and classroom rules through the Positive Behavior System; Orientation meetings to inform parents of expectations.	1.1. PBS Team and Administration	1.1. Discipline referrals will be reviewed to see if they are being completed correctly and the proper procedures are being followed (PBS Tracking System)	1.1. Discipline referral data, Classroom walkthroughs, FIDO, and observations.
Suspension Goal #1:	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
Our number of out of school suspensions will decrease by 20%, and the number of students suspended will decrease by 20%.	0	0					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	0	0					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	132	106					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
74	59						
			1.2. Inconsistency exists between staff members on disciplinary procedures	1.2. Staff and students will be trained in a consistent meaning of school and classroom rules.	1.2. PBS Team	1.2. Discipline data will be reviewed monthly to see if consistency in procedures is helping to reduce the number of referrals.	1.2. Discipline referral data, Classroom walkthroughs, and observation.
			1.3. Different rules in classroom results in inconsistent consequences and confusion for students in understanding the rules.	1.3. Staff will be trained on consistent procedures for handling broken rules.	1.3. PBS Team	1.3. Discipline data will be reviewed monthly to see if consistency in procedures is helping to reduce the number of referrals.	1.3. Discipline referral data, Classroom walkthroughs, and observation.

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School/Classroom Rules	6-8	Assistant Principal and PBS Coordinator	School Wide	Pre-Planning and monthly	Data from referrals, attendance checks, tardies	Administration and PBS Team

Suspension Budget (Insert rows as needed)

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

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

End of Suspension Goals

DRAFT

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

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention			1.1.	1.1.	1.1.	1.1.	1.1.
Dropout Prevention Goal #1: <i>Enter narrative for the goal in this box.</i> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

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

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Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)

**Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.
Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.**

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1. Communication	1.1. Quarterly UMS Newsletter. Use of electronic sign. Positive phone calls home and volunteer opportunities. Use of call-out system to parents.	1.1. Guidance, SAC, Literacy Coach, Administration.	1.1. Feedback from parents, participation at school functions, surveys.	1.1. Results of parent participation and involvement; survey data.
Parent Involvement Goal #1: To increase parent involvement at our school to 60%.	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*					
	50% (330)	60% (352)					
	1.2. Working parents 1.3. Parent knowledge of activities in the school		1.2. Parental Involvement	1.2. LLT will sponsor 3 parent/family nights during the school year. Open House events. Volunteer Opportunities SAC membership	1.2. LLT, Administration	1.2. Feedback from parents, participation at functions, LLT response.	1.2. Results of parent participation and involvement; survey data.
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective two-way parent/teacher communication	6-8	PBS Team	School-wide	Pre-plan	Ongoing training as necessary.	Guidance, Administration

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Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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

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

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

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

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STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
CTE Goal #1: In grades 6-8, 33% of our students will achieve Level 3 on FCAT Reading.	1.1. Lack of knowledge of how to use graphic organizers to enhance reading comprehension.	1.1. Will collaborate with the LA and Reading Depts. on how to incorporate graphic organizers in to reading our texts. Will attend on-site professional development courses on graphic organizers. Will use Reading strategies booklet created by the Reading Department.	1.1. Administration, PLC Chair, Teachers	1.1. CWT, Teacher feedback and observations of student work	1.1. Informal and formal assessments of student work, lesson plans, observations/CWT
	1.2. Lack of text complexity in elective texts	1.2. Professional Development on Text Complexity and CCSS.	1.2. Administration, PLC chair, Literacy Coach, Teachers	1.2. CWT, Teacher feedback and observations of student work. collaboration with Literacy Coach	1.2. Informal and formal assessments of student work, lesson plans, observations/CWT
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PD on Reading Strategies and Text complexity	6-8	Literacy Coach	School-wide	Pre-planning In service, Monthly PLC	Teacher feedback, CWTs, lesson plans	Administration and Literacy Coach

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CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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

Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Anti-Bullying Goal			1.1. Lack of student knowledge of the definition of bullying.	1.1. Educate students, throughout all grade levels, on the definition, signs, and consequences of bullying. Provide students with real-world examples of bullying through grade level books with an anti-bullying theme.	1.1. Administration and Guidance	1.1. Discipline data will be reviewed monthly to see if a reduction of incidences is evident.	1.1. Discipline referral data, Classroom walkthroughs, FIDO, and observations.
<u>Anti-Bullying Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
Umatilla Middle School will reduce the number of confirmed reports of bullying by 20%, according to referral data.	10	8					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School Safety- Threat Awareness	6-8	Deputy Crotty	All faculty and staff members	October, 2012	Teacher feedback, staff awareness/preparedness	Administration, Deputy

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

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

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:
CELLA Budget	Total:
Mathematics Budget	Total:
Science Budget	Total:
Writing Budget	Total:
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total:
	Total:
	Total:
	Grand Total:

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school’s DA Status. (To activate the checkbox: 1. Double click the desired box; 2. When the menu pops up, select *Checked* under “Default value” header; 3. Select *OK*, this will place an “x” in the box.)

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

If No, describe the measures being taken to comply with SAC requirements.

Describe the activities of the SAC for the upcoming school year.

Describe the projected use of SAC funds.	Amount