

Florida Department of Education



DRAFT School Improvement Plan (SIP)

Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Highlands Middle	District Name: Duval
Principal: Dr. Tyrone A. Blue	Superintendent: Ed Pratt-Dannals
SAC Chair: Tia Keitt	Date of School Board Approval:

Student Achievement Data:

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](#)

Highly Effective Administrators

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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List your school’s highly effective administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Dr. Tyrone A. Blue	Political Science ESOL Middle Grades Endorsement Educational Leadership School Principal Endorsement	1		<p>Principal at HMS in 2010-2011:</p> <p>School Grade C (511 total points);); Reading Proficiency: 35% (-9), Math Proficiency: 39% (-2), Writing Proficiency: 74% (+1), Science Proficiency: 17% (-7); Reading Gains 62% (+9); (LQ Reading Gains: 57% (+19); LQ Math gains: 66% (+1); Acceleration Points 73. HMS did not show adequate learning growth in reading and math.</p> <p>Previously served at an ungraded alternative school</p>

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Assistant Principal	Carlene Smith	Elementary Education ESOL Educational Leadership School Principal Endorsement	6	10	<p>AP of Curriculum at HMS in 2010-2011:</p> <p>School Grade C (511 total points); Reading Proficiency: 35% (-9), Math Proficiency: 39% (-2), Writing Proficiency: 74% (+1), Science Proficiency: 17% (-7); Reading Gains 62% (+9); (LQ Reading Gains: 57% (+19); LQ Math gains: 66% (+1); Acceleration Points 73. HMS did not show adequate learning growth in reading and math.</p> <p>AP of Curriculum at HMS in 2010-2011:</p> <p>School Grade: D, (416 total points); Reading Proficiency: 44%, Math Proficiency: 41%, Writing Proficiency: 73%, Science Proficiency: 24%; LQ Reading Gains: 57%; LQ Math gains: 66%. HMS did not show adequate learning growth in reading and math.</p> <p>AP of Curriculum at HMS in 2009-2010:</p> <p>School Grade: C, (441 total points); Reading Proficiency: 44%, Math Proficiency: 45%, Writing Proficiency: 89%, Science Proficiency: 19%; LQ Reading Gains: 58%; LQ Math gains: 69%. HMS did not show adequate learning growth in reading and math.</p> <p>AP of Curriculum at HMS in 2008-2009:</p> <p>School Grade: C, (468 total points); Reading Proficiency: 46%, Math Proficiency: 46%, Writing Proficiency: 91%, Science Proficiency: 21%; LQ Reading gains: 69%, LQ Math gains, 69%. HMS did not show adequate learning growth in reading and math.</p> <p>AP of Curriculum at HMS in 2007-2008:</p> <p>School Grade: C, (466 total points); Reading Proficiency: 52%, Math Proficiency: 46%, Writing Proficiency: 76%, Science Proficiency: 22%; LQ Reading gains: 62%, LQ Math gains: 72%.</p>
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Assistant Principal	Philip Mitchell	Social Work Educational Leadership	2	7	<p>Assistant Principal at HMS in 2010-2011:</p> <p>School Grade C (511 total points);); Reading Proficiency: 35% (-9), Math Proficiency: 39% (-2), Writing Proficiency: 74% (+1), Science Proficiency: 17% (-7); Reading Gains 62% (+9); (LQ Reading Gains: 57% (+19); LQ Math gains: 66% (+1); Acceleration Points 73. HMS did not show adequate learning growth in reading and math.</p> <p>Assistant Principal at HMS in 2010-2011:</p> <p>School Grade: D, (416 total points); Reading Proficiency: 44%, Math Proficiency: 41%, Writing Proficiency: 73%, Science Proficiency: 24%; LQ Reading Gains: 57%; LQ Math gains: 66%. HMS did not show adequate learning growth in reading and math.</p> <p>Previously served at an ungraded alternative school</p>
Assistant Principal	La'Sha Carter	Middle Grades English Educational Leadership	1	3	<p>Assistant Principal at HMS in 2010-2011:</p> <p>School Grade C (511 total points);); Reading Proficiency: 35% (-9), Math Proficiency: 39% (-2), Writing Proficiency: 74% (+1), Science Proficiency: 17% (-7); Reading Gains 62% (+9); (LQ Reading Gains: 57% (+19); LQ Math gains: 66% (+1); Acceleration Points 73. HMS did not show adequate learning growth in reading and math.</p> <p>Paxon Middle School, 2010: C. While at Matthew Gilbert, the school moved from D to C and remained a C for the duration her term there.</p>

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Assistant Principal	Tyrona Murray	English 6-12 ESOL Educational Leadership	1	1	<p>Assistant Principal at HMS in 2010-2011:</p> <p>School Grade C (511 total points);); Reading Proficiency: 35% (-9), Math Proficiency: 39% (-2), Writing Proficiency: 74% (+1), Science Proficiency: 17% (-7); Reading Gains 62% (+9); (LQ Reading Gains: 57% (+19); LQ Math gains: 66% (+1); Acceleration Points 73. HMS did not show adequate learning growth in reading and math.</p> <p>Previously served at an ungraded alternative school</p>
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Highly Effective Instructional Coaches

List your school’s highly effective 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 AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
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Reading	Shawnta Pride- Brathwaite	Masters in Ed Leadership K-12 Reading Endorsement K-12 ELA 5-9 ESE K-12	2	4	<p>Middle School Reading Coach at Highlands Middle School 2011-2012 school grade increased from D to C Reading Proficiency 44 to 35 (-9), Reading Gains +9, and Reading LQ Gains, +19</p> <p>Middle School Reading Coach at North Shore K-8 2010-2011 Writing Proficiency at Level 4 or Higher 76% Middle School Reading Proficiency in Middle School 42%-school did not meet AYP.</p> <p>Middle School Reading Coach at North Shore K-8 2009-2010 Writing Proficiency 43% to 82% and Reading Proficiency 41% to 42% (Middle School)</p> <p>Writing FCAT gains in 2008-2009 100% at Ribault Middle</p> <p>School grade advanced from C to a B.</p> <p>Reading FCAT gains in 2008-2009 90.4% at Ribault Middle</p>
Reading	Carol Solomon-Jenkins	Reading Elementary Education ESOL	0	0	<p>Reading Teacher at Englewood High School</p> <p>School Grade Pending (407 total points); Reading Proficiency: 25%; Math Proficiency: 58%, Writing Proficiency: 62%, Science Proficiency: 31%; Reading Gains 42%; LQ Reading Gains: 52%; LQ Math gains: 67%; Acceleration Points 73. Englewood did not show adequate learning growth in reading and math.</p>
Math	Jamia Baker-Madden	Master in Human Resource Management K-6	2	6	<p>Middle School Math Coach at Highlands Middle School 2011-2012 school grade increased from a D to C. Math Proficiency 41 to 39 (-2), Math gains +10, LQ Gains +1 and MS Acceleration 73 points.</p> <p>Previously served at an ungraded alternative school</p>

Highly Effective Teachers

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

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Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Recruit at Teach for America	Principal and Assistant Principals	6/2012	
2. New teachers attend an orientation at the school prior to pre-planning. The session includes information on the use of lesson/unit plan template, classroom rituals and routines, standards based instruction, school and district policies and other faculty handbook information.	Curriculum Principal Instructional Coaches	8/20/12	
3. Regular meetings with new teachers to provide information on classroom strategies, certification, and TIP requirements.	Administrative Team SSC PDF	On-going	
4. Mentor teachers and “buddies” are assigned to support new teachers during the beginning year at the school.	PDF	On-going	
5. Teacher input for training needs is solicited through a faculty survey. Topics for Early Release, IPDP and planning period training reflects teacher needs as indicated through the survey, classroom observations, focus walks and self assessments.	SSC PDF	On-going	
6. Provide ESOL Instruction on site	Reading Coach Curriculum Principal	On-going	
7. Provide CHAMPs Training on site	Assistant Principals PDF		

Non-Highly Effective Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly effective.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
2 Reading Teachers (50%)	Elementary Education	Reading	Completion of the Florida Reading Competencies
1 ELA Teacher (14%)	English	Reading	Completion of the Florida Reading Competencies
1 Elective Teacher (14%)	None	Aviation Elective	Completion of the Florida Reading Competencies

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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
73	(11) 15.07%	(25) 34.25%	(27) 36.99%	(10) 13.70%	2(8) 38.36%	(4) 2) 57.53%	(5) 6.85%	(1) 1.37%	(9) 12.33%

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities

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Jessica Bryant	Carolyn Cannon	Ability to build student relationships	All teachers will work to complete the required elements on the MINT program, have opportunity to have mentors evaluate lesson planning, instruction and visit their classrooms. Additionally, novice teachers will work with veteran teachers on PLC and AVID training and be used as a source for any needed guidance
Marlee Chisum	Patrice Johnson	Class room management skills	See above

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Brittany Frye	Jamia Baker-Madden	Needs someone with coaching experience	See above
Celeste Gonzalez	Alycia Williams	classroom management skills	See above
Jenna James	Petika Tave	Subject area	See above
Kenneth Joyner	James Bullock	Elective teachers	See above
Brian Orr	Virginia Gay	Classroom management skills	See above
Samantha Parton	Shawnta Brathwaite	Identified possible leadership for subject matched with coach	See above
Leteia Schwander	Carolyn Wynn	Both navigating new content materials	See above
Catherine Sideris	Carol Solomon-Jenkins	Many new reading teachers wanted with a reading coach	See above
Michael Stanley	Barbara Smith	Elective teachers	See above
Michaela Watford	Martha Rozier	Came content	See above

Additional Requirements

Coordination and Integration-Title I Schools Only

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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

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Adult Education
Career and Technical Education
Job Training
Other: HMS has established a Foundations Committee which is committed to keeping the faculty, students & staff safe.
HMS has established a checklist explaining step by step emergency procedures available in each classroom.

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

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.

Administrators (Principal/Assistant Principals): Administrators, Dr. Tyrone A. Blue, Carlene Smith, Philip Mitchell, Tyrona Murray and La'Sha Hill, provide a common vision for the use of data-based analysis and instruction, ensure the school-based team is implementing and monitoring RtI, conduct assessments and ensure implementation of intervention support and documentation, collaborate in the design and delivery of professional development, communicate with parents and the community regarding school-based RtI plans and activities, and create opportunities to have celebrations.

Department Specialists (ELA/Reading/Math/Social Studies/Science): Department Specialists, Petika Tave, Shagara Bradshaw, Virginia Gay, Patrice Johnson, and Julius Smith, lead classroom teachers to begin intentional responses when reflecting on student performance, behavior, and attendance. Emphasis is on supporting collaboration with colleagues to constantly evaluate and review students' performances, providing curriculum instruction for students that include reflective practices, analyzing student data, and implementing instruction and intentional intense interventions for Tier 1, Tier 2, and Tier 3.

Exceptional Student Education (ESE) Liaison: (Lewis Carter) Leads teacher support in the implementation of Tiered instruction for students with disabilities; develops Tier 3 intervention and supports content area teachers in the implementation intervention; helps teachers initiate and design instruction for students who show low content area skills or lack of progress over time.

Instructional Coaches (Reading, Math and Science): Instructional Coaches, Shawnta Brathwaite, Carol Solomon Jenkins, Jamia Baker-Madden, and Angie Heidinger serve as liaisons between teachers, students, and parents; support targeted instruction and monitor implementation; model teaching and reflective practices for all school-based educators; collect and analyze data; design and deliver professional development.

Data Specialist: (Robert Sullivan) Develops and leads the school in data collection and in the data; helps provide professional development and data assistance regarding data-based instructional planning and interventions.

Guidance Counselors and School Psychologist: (Pat Warren, Shannon Romagnolo and Avis Mathews) Provide direct contributions/presentations to teachers in order to address students' behaviors and ways to help teachers and students manage distractions that hinder the learning environment; participates to work proactively to respond to individual students' social/emotional behaviors, academic deficiencies, attendance, and overall student performance. In addition to providing interventions, counselors link child-serving and community agencies to the school and families to support students' academic, emotional, behavioral, and social success.

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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 school-based RtI leadership members meet and collaborate weekly both as a team and in smaller Professional Learning Communities. Our focus is to ensure that all Professional Learning Communities respond in a proactive approach to intentional interventions that meet our students' needs in a timely manner. The team engages in conversations on how best

to serve the students in all Tiers and how to support the teachers; therefore, the following activities are provided to the teachers: 1) technical assistance in collection of data and the data analysis, 2) program evaluation, and 3) continuous professional development. This collaboration facilitates our school-based decision-making process.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The basic structure of RtI was reviewed. The Data Specialist was instrumental in providing, assisting, and analyzing the data collection with team members. The team used data on Tier 1, 2, and 3 targets reflecting on the academic and social/emotional areas that needed to be addressed; developed very high expectations for staff and students for building a learning partnership; helped set clear expectations for instruction (Rigor, Relevance, Relationship), and for the instructional process; facilitated the development of improved curriculum and teaching aligned with standards, processes, and procedures.

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.

Reading will use FAIR, Inform, LSA's pre and post assessment to summarize the data.

Previous Florida Comprehensive Assessment Test (FCAT) 2012 Results, Progress Monitoring Assessments, Benchmark Assessments, Florida Assessments Instruction in Reading(FAIR), Scrimmage Results, Write Score, District Formative /Summative Assessments and student portfolios including self assessments and reflections.

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<p>Describe the plan to train staff on MTSS.</p> <p>Teachers and AP's will receive professional development during the 2012 – 2013 school year. The school based team will attend district module trainings throughout the school year. The team will also evaluate additional staff professional development needs during the weekly Team meetings and Professional Learning Communities.</p>
<p>Describe plan to support MTSS.</p>

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
<p>Identify the school-based Literacy Leadership Team (LLT).</p> <p>Dr. Tyrone Blue,(Principal) Shawnta Pride-Brathwaite, (Reading Coach), Carol Solomon Jenkins, (Reading Coach), Stephanie Oliver, (Reading Academic Interventionist), Lasha Carter-Hill, Assistant Principal), Catherine Sideris, (Intensive Reading Teacher), Rod Carter, (ESE Support), Virginia Gay, (Math Interventionist), Julius Smith, (Science), Patrice Johnson,(Social Studies), Kenneth Joyner, (Band Instructor)</p>
<p>Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).</p> <p>The LLT will meet every 3rd Tuesday of the month to look at student work in all curriculums, discuss next steps and improvement areas. As a team, we will decide which strategy is working. In support of the district's reading goals and our school-based reading goals, team members will review current and longitudinal data to ensure the successful implementation of the core reading series and research-based strategies for supporting students in the core curriculum. The team will engage in the following activities: investigate an overall area of school wide literacy concerns and review of data collected to determine next steps for overall student needs in that area. Based on the data collected, LLT will determine course of action and take steps to support the instructional staff with implementing the course of action. LLT will determine the effectiveness of the course of action determined by teams through progress monitoring of student learning.</p>

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What will be the major initiatives of the LLT this year? The major function this year will be to meet and discuss how we are incorporating Reading and Writing across all contents. We will focus on cross-curricular lessons. The major initiative this year for the LLT is to increase literacy across content areas by building a literacy culture through collaboration. The school reading targets are to increase the number of students meeting high standards in Reading, increase the number of students making learning gains in reading and increase the number of proficient students by 25% making learning gains in reading. LLT will promote literacy through various school wide activities that will motivate students to read. These initiatives will be accomplished through:

- ongoing, job-embedded, researched-based professional development
- highly effective teachers in every content area that model and provide explicit instruction to improve comprehension, and strategic and accelerated intervention.

Public School Choice

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

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

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

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Bi-weekly professional development on non-early release Wednesdays at 8:45 will be facilitated by the AVID Site Team . The Reading Coach will conduct professional development on additional reading strategies such as Making Connections, Close Reading, and Questioning the Text .

Teachers attend weekly collaborative planning sessions in all core areas to incorporate reading strategies into lessons.

All teachers will be responsible for teaching the reading and AVID strategy of the month and preserving student work in their evidence and professional development binders that show mastery of the strategies taught.

Social Studies, Reading and Language Arts teachers will collaborate to choose the benchmarks for focus lessons.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

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<p>1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</p>	<p>1A.1. FAIR assessment data will not show a lexile score for students during all assessment periods</p>	<p>1A.1. Provide continuous professional development on understanding FAIR data and changes Align text material to changes in FAIR to provide a range of complex text within their content area Increase capacity among teachers for interpreting student FAIR data strategically plan instructional activities for maximum impact and consistency</p>	<p>1A.1. Administrators Teachers Reading Coaches</p>	<p>1A.1. Analyzing Data using FAIR data through-out the school year</p>	<p>1A.1. Weekly Data Chats</p>		
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Reading Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>Current level 3 will be expected to maintain proficiency and /or increase achievement to above proficiency</i></p> <p><i>Target goal this year is 30%</i></p>							
	25% (853)	30% (853)					

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		1A.2. Teacher implementation of a gradual release model is inconsistent.	1A.2. Build rigorous differentiated task including short and expected responses into the curriculum as appropriate for student development and success.	1A.2. Administrators Reading Coaches	1A.2. Discussion in Professional Learning Communities (PLC) - instructional practices & student data Daily Focus Walks Analyzing data using- FAIR data through-out the school year Benchmark Assessment Learning Schedule Assessments (LSA)	1A.2. PLC Feedback Focus Walks feedback Teacher & Student Data Chats Documentation Lesson Plans	
		1a.3. Teachers need to embed higher order questions within the lesson.	1a.3. Use Webb's Depth of Knowledge to script higher order questions within the lesson plan.	1a.3. Administrators Reading Coaches	1a.3. Discussion in Professional Learning Communities (PLC) - instructional practices & student data Daily Focus Walks	1a.3. PLC Feedback Focus Walks feedback Lesson Plans	

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<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</p>	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		
<p>Reading Goal #1b:</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in Reading.</p>	<p>2a.1. New teachers develop the skills to implement the necessary rigor needed to enhance student performance</p>	<p>2A.2. Content Area teachers will engage in collaborative planning, analyzing data and sharing strategies to address the needs of students</p>	<p>2A.2. Administrators Reading Coach</p>	<p>2A.2. Classroom Walkthroughs Teacher informal observations</p>	<p>2A.2. Classroom observation forms</p>		

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Reading Goal #2a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Level 4 or 5 students will be expected to maintain proficiency and /or increase achievement by 10 points.</i>	10%	20%	2a.2. Proficient students provided with small group and additional enrichment activities.	2a.2. Academic Interventionist will work with proficient students in small group pull-out.	2A.2. Administrators Reading Coaches	2A.2. Classroom Walkthroughs Teacher informal observations	2A.2. Classroom observation forms

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		2a.3 Proficient students provided with small group and additional enrichment activities	2a.3 RC and Academic Interventionist will utilize Wildcat Tutoring as an additional enrichment activity to reach the proficient students.	2A.2. Administrators Reading Coaches	2A.2. Classroom Walkthroughs Teacher informal observations	2A.2. Classroom observation forms	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2b.1.	2b.1.	2b.1.				

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

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<p>3a. FCAT 2.0: Percentage of students making Learning Gains in Reading.</p>	<p>BA.1. Students in all grade levels showing little to no movement on the Interim Benchmark Assessments.</p>	<p>BA.1. Provide continuous professional development on understanding and using data to drive instruction. Teachers will use variety of instructional practices Reading Coach will co-plan with content area teachers Differentiated Instruction professional development Small group instruction with align learning targets 3 times a week Teachers will teach, model, provide guided practice, independent practice, assessment of , and immediate feedback</p>	<p>BA.1. Administrators Reading Coach</p>	<p>BA.1. Discussion in Professional Learning Communities Lesson Planning sessions with Reading Coach Classroom Observation (lesson plans; instructional delivery; student engagement; rigor) Teacher & Student Data Chats Daily/Weekly Check for Understanding</p>	<p>BA.1. PLC feedback Classroom Walkthroughs Evidence of Student Work Teacher & Student Data Chats Documentation Data Progress Monitoring Tools Student Assessment Lesson plans</p>		
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Reading Goal #3a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>To improve the percentage of students making learning gains in reading by 7 points.</i>	68%	75%					
		3a.2.	3a.2.	3a.2.	3a.2.	3a.2.	
		3a.3.	3a.3.	3a.3.	3a.3.	3a.3.	

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<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</p>	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.		
<p>Reading Goal #3b:</p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					

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

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<p>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</p>	<p>4a.1. Several new teachers teaching Intensive Reading students.</p>	<p>4a.1. Reading Coach will assist by doing push-ins and small group pull-outs.</p>	<p>4a.1. Administrator Reading Coach District Literacy Coach</p>	<p>Discussion in Professional Learning Communities Classroom Observation (lesson plans; instructional delivery; student engagement; rigor) Teacher & Student Data Chats Daily/Weekly Check for Understanding</p>	<p>4a.1. PLC feedback Evidence of Student Work Teacher & Student Data Chats Documentation Data Progress Monitoring Tools Student Assessment</p>		
<p>Reading Goal #4a: <i>To improve the percentage of students in the lowest 25% making learning gains in reading by 10%</i></p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					

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	73%	83%					
		4a.2. A need for strategically assigning the LQ students to a safety net.	4a.2. Saturday School will target all LQ students. LQ students will also receive first priority for Team Up.	4a.2. Administrator Reading Coach	4a.2. Discussion in Professional Learning Communities Classroom Observation (lesson plans; instructional delivery; student engagement; rigor) Teacher & Student Data Chats Daily/Weekly Check for Understanding	4a.2. PLC feedback Evidence of Student Work Teacher & Student Data Chats Documentation Data Progress Monitoring Tools Student Assessment	
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.	

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

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		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011	40	45	51	56	62	65
<u>Reading Goal #5A:</u>	<u>31</u>						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>	<p>5B.1. Students may not be exposed, on a regular basis, to questions and/or text on a medium to high complexity level.</p>	<p>5B.2. Students will be exposed to the Comprehensive Instructional Sequence (CIS) Model.</p>	<p>5B.2. Text, Questions and Task will be provided within all content areas aligned with the FCAT 2.0 and Common Core Standards at a moderate to high level of complexity to prepare them for the level of questioning on the FCAT Teachers will be provided with professional development on generating text based high order questions</p>	<p>5B.2. Principal/Administrators Reading Coach District Literacy Coach Teachers</p>	<p>5B.2. Discussion in Professional Learning Communities (PLC) Teacher / Student Data Chats Progress Monitoring Classroom Observations Teacher/ Parent Conferencing</p>	<p>5B.2. Teacher & Student Data Chats Documentation Data Progress Monitoring Tools Student Portfolios Student assessments</p>	
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Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>To increase the number of students in each subgroup making satisfactory progress in reading by 30%.</i></p>							
	White: 28 (3%) Black: 489 (57%) Hispanic: 23 (3%) Asian: 4 (.4%) American Indian: 1 (.1%)	White:28 (3%) Black: 489 (57%) Hispanic: 23 (3%) Asian: 4. (.4%) American Indian: 1 (.1%)					

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		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. Students are not proficient in the English language.	5C.1. Students will be exposed to ELL Strategies.	5C.1. Professional Development will be provided to all teachers. Also, dictionaries have been placed in all content area classrooms.	5C.1. Reading Coach	5C.1. Discussion in Professional Learning Communities (PLC) Teacher / Student Data Chats Progress Monitoring Classroom Observations Teacher/ Parent Conferencing		

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Reading Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>To increase the number of students in this subgroup by satisfactory progress in reading by 3%.</i>							
	8	8					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5D.1. Students have difficulty with understanding and interrupting and comprehending the text.</p>	<p>5D.1. Students will be exposed to a variety of reading and instructional strategies.</p>	<p>5D.1. Professional development will be provided to teachers on a plethora of reading and instructional strategies.</p>	<p>5D.1. Principal/Administrators Reading Coach District Literacy Coach Teachers</p>	<p>5D.1. Discussion in Professional Learning Communities (PLC) Teacher / Student Data Chats Progress Monitoring Classroom Observations Teacher/ Parent Conferencing</p>		
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Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>To increase the number of students in this subgroup by satisfactory progress in reading by 10%.</i>							
	57 (8%)	57 (8%)					
	-	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p>	<p>5D.1. Students have difficulty with understanding and interrupting and comprehending the text.</p>	<p>5D.1. Students will be exposed to a variety of reading and instructional strategies.</p>	<p>5D.1. Professional development will be provided to teachers on a plethora of reading and instructional strategies.</p>	<p>5D.1. Principal/Administrators Reading Coach District Literacy Coach Teachers</p>	<p>5D.1. Discussion in Professional Learning Communities (PLC) Teacher / Student Data Chats Progress Monitoring Classroom Observations Teacher/ Parent Conferencing</p>		
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<u>Reading Goal #5E:</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>							
	478	478					
		5E.2.	5E.2	5E.2.	5E.2.	5E.2.	
		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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Gradual Release Model	All	Shawnta Pride- Brathwaite	Reading –All Grade Levels	Early Release	Focus Walks Student Work Benchmark Data	Administrators
Close Reading	All	Shawnta Pride- Brathwaite	Reading-All Grade Levels	PLC	FAIR Data Focus Walks Student Work Benchmark Data	Administrators
Rigor	All	Shawnta Pride- Brathwaite	Reading-All Grade Levels	PLC	FAIR Data Focus Walks Student Work Benchmark Data FAIR Data	Administrators

Reading 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
LQ Students	Accelerated Reader	Title I	\$3,0000.00
Proficient Students	Achieve 3000	Title I	\$3,000.00

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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	

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<p>1. Students scoring proficient in Listening/Speaking.</p>	<p>1.1. The ELL population changes rapidly—38% of the ELL students from 2011-12 no longer attend the school and 45% of the current ELL population are new students.</p>	<p>1.1. Teachers will be provided with most recent CELLA data for all ELL students in order to determine appropriate instructional strategies.</p>	<p>1.1. Administration Reading Coaches</p>	<p>1.1. Classroom observations</p>	<p>1.1. Lesson plans Evidence notebooks</p>	
<p><u>CELLA Goal #1:</u> <i>Increase the number of ELL students proficient in listening/speaking by 25%.</i></p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u> <u>25%</u></p>					
	<p><i>Percentage of students scoring Proficient: 25%</i></p> <p><i>Percentage of students scoring High Intermediate: 38%</i></p> <p><i>Percentage of students scoring Low Intermediate: 38%</i></p> <p><i>Percentage of students scoring Beginning: 0%</i></p>					

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		1.2. Due to low ELL enrollment, many teachers are inexperienced in working with ELL students.	1.2. Teachers will participate in professional development to reinforce use of ESOL strategies and resources and to increase self-efficacy among teachers serving ELL students.	1.2. Administration	1.2. Classroom observations	1.2. Lesson Plans Evidence notebooks Observations
		1.3. Students are not proficient in English.	1.3. ESOL strategies will be used in classroom instruction	1.3. Administration	1.3. Classroom observations	1.3. Lesson plans
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in Reading.	2.1. The ELL population changes rapidly—38% of the ELL students from 2011-12 no longer attend the school and 45% of the current ELL population are new students.	2.1. Teachers will be provided with most recent CELLA data for all ELL students in order to determine appropriate instructional strategies.	2.1. Administration Reading Coaches	2.1. Classroom observations	2.1. Lesson plans Evidence notebooks	

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<p>CELLA Goal #2:</p> <p><i>Enter narrative for the goal in this box.</i></p> <p>Increase the number of ELL students proficient in Reading by 20%.</p>	<p><u>2012 Current Percent of Students Proficient in Reading : 25%</u></p> <hr/> <p>Percentage of students scoring Proficient: 25%</p> <p>Percentage of students scoring High Intermediate:25%</p> <p>Percentage of students scoring Low Intermediate:50%</p> <p>Percentage of students scoring Beginning: 0%</p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p> <p>Percentage of students scoring Proficient :0%</p> <p>Percentage of students scoring High Intermediate: 75%</p> <p>Percentage of students scoring Low Intermediate: 25%</p> <p>Percentage of students scoring Beginning:0%</p>					

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		2.2. Due to low ELL enrollment, many teachers are inexperienced in working with ELL students.	2.2. Teachers will participate in professional development to reinforce use of ESOL strategies and resources and to increase self-efficacy among teachers serving ELL students.	2.2. Administration	2.2. Classroom observations	2.2. Lesson Plans Evidence notebooks Observations
		2.3. Students are not proficient in English.	2.3. ESOL strategies will be used in classroom instruction	2.3. Administration	2.3. Classroom observations	2.3. Lesson plans
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.	3.1. The ELL population changes rapidly—38% of the ELL students from 2011-12 no longer attend the school and 45% of the current ELL population are new students.	3.1. Teachers will be provided with most recent CELLA data for all ELL students in order to determine appropriate instructional strategies.	3.1. Administration Reading Coaches	3.1. Classroom observations	3.1. Lesson plans Evidence notebooks	

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<p>CELLA Goal #3:</p> <p><i>Enter narrative for the goal in this box.</i></p> <p><i>Fifty percent of the students previously scoring High Intermediate on the Writing portion of the CELLA will meet proficiency.</i></p>	<p><u>2012 Current Percent of Students Proficient in Writing - 0%</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p> <p><i>Percentage of students scoring Proficient :0%</i></p> <p><i>Percentage of students scoring High Intermediate: 75%</i></p> <p><i>Percentage of students scoring Low Intermediate: 25%</i></p> <p><i>Percentage of students scoring Beginning:0%</i></p>					

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		3.2. Due to low ELL enrollment, many teachers are inexperienced in working with ELL students.	3.2. Teachers will participate in professional development to reinforce use of ESOL strategies and resources and to increase self-efficacy among teachers serving ELL students.	3.2. Administration	3.2. Classroom observations	3.2. Lesson Plans Evidence notebooks Observations
		2.3. Students are not proficient in English.	2.3. ESOL strategies will be used in classroom instruction	2.3. Administration	2.3. Classroom observations	2.3. Lesson plans

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
ESOL Training		District	\$0

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

End of CELLA Goals

Middle School Mathematics Goals

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

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

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<p>1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</p>	<p>1a.1. High teacher turnaround in the math department. New teachers.</p>	<p>1a.1. Collaborative planning, analyzing data and sharing strategies to address the needs of students.</p>	<p>1a.1. Administrators and Math Coach</p>	<p>1a.1. Classroom Walkthroughs Teacher informal observations</p>	<p>1a.1. Classroom observation forms</p>		
<p><u>Mathematics Goal #1a:</u> Current level 3 will be expected to maintain proficiency and/or increase achievement to above proficiency.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>25% (858)</p>	<p>30% (858)</p>					

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		1a.2. Student Engagement	1a.2. Incorporating STEM into math lessons. PD on STEM Lessons	1a.2. Math Coach	1a.2. Classroom Walkthroughs, Teacher informal and formal observations.	1a.2. Classroom observation forms.	
		1a.3. Teachers need to embed higher order questions within the lesson	1a.3. Use Webb's Depth of Knowledge to script higher order questions within the lesson plan	1a.3. Administrators Math Coach	1a.3. Discussion in PLC instructional practices and student data. Focus Walks	1a.3. PLC Feedback, Focus Walk feedback and lesson plans	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		

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

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<p>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</p>	<p>2a.1. New teachers develop the skills to implement the necessary rigor needed to enhance student performance.</p>	<p>2a.1. Professional Development and teachers/coaches will engage in collaborative planning, analyzing data and sharing strategies to address the needs of students</p>	<p>2a.1. Administrators and Coaches</p>	<p>2a.1. Classroom Walkthroughs and Teacher informal observations</p>	<p>2a.1. Classroom observation forms.</p>		
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<u>Mathematics Goal #2a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Level 4 or 5 students will be expected to maintain proficiency and/or increase achievement by 10%</i>	9% (858)	10% (858)					
		2a.2. Proficient students provided with small group and additional enrichment activities	2a.2. Academic Interventionist will work with proficient students in small group push-ins	2a.2. Administrators and coaches	2a.2. Classroom walkthroughs and teacher informal observations	2a.2. Classroom observation forms.	

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		2a.3 Student Engagement	2a.3 Incorporating STEM into math lessons. PD on STEM lessons.	2a.3 Administrators and coaches.	2a.3 Classroom Walkthroughs, Teacher informal and formal observations.	2a.3 Classroom observation forms.	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2b.1.	2b.1.	2b.1.	2b.1.	2b.1.		

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

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<p>3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.</p>	<p>3a.1. Large number of students in classes</p>	<p>3a.1. Math Interventionist and coach will pullout students during IM block to decrease the number of students for small group instruction.</p>	<p>3a.1. Administrators</p>	<p>3a.1. Classroom walkthroughs and teacher informal observations</p>	<p>3a.1. Classroom observation forms</p>		
<p><u>Mathematics Goal #3a:</u> <i>To improve the percentage of students making learning gains in math by 10points</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	68 points (858)	78 points (858)					
		<p>3a.2. Students in all grade levels showing little to no movement on the Interim Benchmark Assessments.</p>	<p>3a.2. Provide continuous professional development on understanding and using data to drive instruction.</p> <p>Teachers will use variety of instructional practices.</p> <p>Math Coach will co-plan with content area teachers</p> <p>Differentiated instruction professional development.</p> <p>Small group instruction with align learning targets 3 times a week</p> <p>Teachers will teach, model, provide guided practice, independent practice, assessment of, and immediate feedback.</p>	3a.2. Administrators and Coaches	<p>3a.2. Discussion in PLC, Lesson Planning sessions with Math Coach, Classroom observation (lesson plans; instructional delivery; student engagement; rigor), Teacher & Student data chats and daily/weekly check for understanding.</p>	3a.2. PLC feedback, Classroom walkthroughs, Evidence of student work, teacher & student data chats documentation, data progress monitoring tools, student assessment and lesson plans.	
		3a.3.	3a.3.	3a.3.	3a.3.	3a.3.	

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<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p>	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.		
<p><u>Mathematics Goal #3b:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</p>	<p>4a.1. Several new teachers because of the high turnover in math and intensive math students.</p>	<p>4a.1. Math interventionist and math coach will assist by doing small group pullouts</p>	<p>4a.1. Administrator Math Coach District Math Coach</p>	<p>4a.1. Discussion in PLC, Classroom observation (lesson plans; instructional delivery; student engagement; rigor) Teacher & Student Data Chats Daily/Weekly Check for Understanding</p>	<p>4a.1. PLC feedback, Evidence of Student Work, Teacher & Student Data Chats Documentation , Data Progress Monitoring Tools and student assessment.</p>		
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<u>Mathematics Goal #4a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>To improve the percentage of students in the lowest 25% making learning gains in reading by 10%</i>							
	67	73					
		4a.2.	4a.2.	4a.2.	4a.2.	4a.2.	
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.	

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

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		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011	37	43	48	54	60	66

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<p><u>Mathematics Goal #5A:</u></p> <p><i>To increase by 6 each year to reduce the achievement gap by 50 in the next six years.</i></p>							
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p>	<p>5b.1. Several new teachers because of the high turnover in math and intensive math students.</p>	<p>5b.1. Math interventionist and math coach will assist by doing small group pullouts</p>	<p>5b.1. Administrator Math Coach District Math Coach</p>	<p>5b.1. Discussion in PLC, Classroom observation (lesson plans; instructional delivery; student engagement; rigor) Teacher & Student Data Chats Daily/Weekly Check for Understanding</p>	<p>5b.1. PLC feedback, Evidence of Student Work, Teacher & Student Data Chats Documentation , Data Progress Monitoring Tools and student assessment.</p>		
<p><u>Mathematics Goal #5B:</u> To increase the number students in each subgroup making satisfactory progress in math by 20%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	White: 32 Black:506 Hispanic:20 Asian:2 American Indian:0	White: 26 Black:406 Hispanic:16 Asian:0 American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1. Students are not proficient in the English Language.	5C.1. Students will be exposed to ELL Strategies.	5C.1. Math Coach Teachers	5C.1. Discussion in PLC Teacher/Student Data Chats Parent Conferences	5C.1. Lesson plans Parent conference Log Progress Monitoring Classroom Observations		

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<u>Mathematics Goal #5C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p><i>Enter narrative for the goal in this box.</i></p> <p>To increase the number student in this subgroup by satisfactory progress in math by 20%</p>							
		<p>5C.2. New Teachers have not received ESOL training</p>	<p>5C.2. Teachers will receive PD through school district</p>	<p>5C.2 PDF, Math Coach and Teachers.</p>	<p>5C.2. Walkthroughs and informal observations</p>	<p>5C.2. Lesson Plans and Classroom observations.</p>	
		<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</p>	<p>5D.1. Students have difficulty with understanding the mathematical concepts.</p>	<p>5D.1. Students will be exposed to variety of learning strategies.</p> <p>Small group instruction with Inclusion teachers, coach and math interventionist.</p>	<p>5D.1. Administrator, coaches and teachers</p>	<p>5D.1.</p> <p>Data Chats</p> <p>Walkthroughs</p> <p>Teacher informal observations</p>	<p>5D.1.</p> <p>Discussion with Inclusion teachers</p> <p>Classroom observations</p>		
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Mathematics Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>Enter narrative for the goal in this box.</i></p> <p>To increase the number of students in this subgroup by satisfactory progress in math by 20% by 77 to 61.</p>							
	77	61					
	-	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3.	5D.3.	5D.3.	5D.3.	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</p>	<p>5e.1. Several new teachers because of the high turnover in math and intensive math students.</p>	<p>5e.1. Math interventionist and math coach will assist by doing small group pullouts</p>	<p>5e1. Administrator Math Coach District Math Coach</p>	<p>5e.1. Discussion in PLC, Classroom observation (lesson plans; instructional delivery; student engagement; rigor) Teacher & Student Data Chats Daily/Weekly Check for Understanding</p>	<p>5e1. PLC feedback, Evidence of Student Work, Teacher & Student Data Chats Documentation , Data Progress Monitoring Tools and student assessment.</p>		
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<u>Mathematics Goal</u> <u>#5E:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
To increase the number of students in this subgroup by satisfactory progress in math by 20% by 495 to 396.							
	495	386					
		5E.2.	5E.2	5E.2.	5E.2.	5E.2.	
		5E.3	5E.3	5E.3	5E.3	5E.3	

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Algebra EOC Goals	Problem-Solving Process to Increase Student						

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	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. Students who scored a level 2 on the FCAT 2.0 may have difficulties with grasping the concept.	1.1. Research math class. Push in with coach and academic interventionist.	1.1. Administrator and coaches	1.1. Teacher and student data chats Walk Through Progress Monitoring Assessments	1.1. Observations and PLC discussions.		

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<p><u>Algebra Goal #1:</u></p> <p>Currently there are 125 students registered in Honors Algebra 1. Our goal is that 60% of the students are proficient.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>55% (37)</p>	<p>72 students out of the current 125 students in Algebra</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.</p>	<p>2.1. Students who scored a level 2 on the FCAT 2.0 may have difficulties with grasping the concept.</p>	<p>2.1. Research math class. Push in with coach and academic interventionist.</p>	<p>2.1. Administrator and coaches</p>	<p>2.1. Teacher and student data chats Walk Through Progress Monitoring Assessments</p>	<p>2.1. Observations and PLC discussions.</p>		
<p><u>Algebra Goal #2:</u> Currently there are 125 students registered in Honors Algebra 1. Our goal is that 20% of the students are proficient.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	8% (37)	24 students out of the current 125 students in Algebra.					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Algebra Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.</p>	<p>3B.1. Students who scored a level 2 on the FCAT 2.0 may have difficulties with grasping the concept.</p>	<p>3B.1. Research math class. Push in with coach and academic interventionist.</p>	<p>3B.1. Administrator and coaches</p>	<p>3B.1. Teacher and student data chats Walk Through Progress Monitoring Assessments</p>	<p>3B.1. Observations and PLC discussions.</p>		
<p><u>Algebra Goal #3B:</u> <i>To increase each subgroup proficiency by 30%</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	White: 2 Black: 17 Hispanic: 1 Asian: American Indian: l:	White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>3C. English Language Learners (ELL) not making satisfactory progress in Algebra.</p>	<p>3C.1.</p>	<p>3C.1.</p>	<p>3C.1.</p>	<p>3C.1.</p>	<p>3C.1.</p>		
<p><u>Algebra Goal #3C:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.</p>	<p>3D.1.</p>	<p>3D.1.</p>	<p>3D.1.</p>	<p>3D.1.</p>	<p>3D.1.</p>		
<p><u>Algebra Goal #3D:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		<p>3D.2.</p>	<p>3D.2.</p>	<p>3D.2.</p>	<p>3D.2.</p>	<p>3D.2.</p>	

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		BD.3.	BD.3.	BD.3.	BD.3.	BD.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		
3E. Economically Disadvantaged students not making satisfactory progress in Algebra.	3E.1. Students who scored a level 2 on the FCAT 2.0 may have difficulties with grasping the concept.	3E.1. Research math class. Push in with coach and academic interventionist.	3E.1. Administrator and coaches	3E.1. Teacher and student data chats Walk Through Progress Monitoring Assessments	3E.1. Observations and PLC discussions.		

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<p><u>Algebra Goal #3E:</u></p> <p>To ensure that this sub group proficiency level is over 60%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	28	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		3E.2.	3E.2	3E.2.	3E.2.	3E.2.	
		3E.3	3E.3	3E.3	3E.3	3E.3	

End of Algebra EOC Goals

Geometry End-of-Course Goals

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

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

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	2.1.	2.1.	2.1.	2.1.	2.1.		

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<p><u>Geometry Goal #2:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<p>3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2010-2011</p>						

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

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<p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</p>	<p>3B.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>3B.1.</p>	<p>3B.1.</p>	<p>3B.1.</p>	<p>3B.1.</p>		
<p><u>Geometry Goal #3B:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<p><i>Enter numerical data for current level of performance in this box.</i></p> <p>White:</p> <p>Black:</p> <p>Hispanic:</p> <p>Asian:</p> <p>American Indian:</p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p> <p>White:</p> <p>Black:</p> <p>Hispanic:</p> <p>Asian:</p> <p>American Indian:</p>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following 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.		

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<u>Geometry Goal #3C:</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>					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.</p>	<p>3D.1.</p>	<p>3D.1.</p>	<p>3D.1.</p>	<p>3D.1.</p>	<p>3D.1.</p>		
<p><u>Geometry Goal #3D:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					

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

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<p>3E. Economically Disadvantaged students not making satisfactory progress in Geometry.</p>	<p>3E.1.</p>	<p>3E.1.</p>	<p>3E.1.</p>	<p>3E.1.</p>	<p>3E.1.</p>		
<p><u>Geometry Goal #3E:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					

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		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 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
Higher Order Questioning	6 th – 8 th	Math Coaches	School-wide	Early Release	Evidence Folder	Administrators and Coaches
Student Engagement	6 th – 8 th	Coaches	School-wide	Early Release	Evidence Folder	Administrators and Coaches
Gradual Release	6 th – 8 th	Math Coaches	School-wide	Early Release	Evidence Folder	Administrators and Coaches

Mathematics Budget (Insert rows as needed)

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

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

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to						
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	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. Seeing students every other day with a 4x4 Block/Skinny	1a.1. Common board configuration including objectives, essential questions, bell-ringers, Focus Lesson on NGSSS Big Ideas and Benchmarks.	1a.1. Instructional Coach, Science Department Head, AP’s, and Reading & Data Coaches	1a.1. Focus Walks/classroom visits will be conducted by the administrative team and Coaches to ensure all Science teachers are using common board configurations. Feedback will be provided within 1 day of visit on a universal form.	1a.1. Administrative team and Coaches will utilize Weekly Focus Element Forms to conduct daily classroom visits.		

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Science Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
30% of grade 8 students will score a Level 3 or higher on the Science FCAT							
	<i>In grade 8, 17% (43) of students demonstrated proficiency on the 2012 Science FCAT</i>	<i>30% of students in grade 8 are expected to score a 3 or higher on the 2013 Science FCAT</i>					
			1a.1.Utilize RTI to identify students in core curriculum needing intervention and enrichment. Utilize reading strategy toolbox.	1a.1.Instructional Coach, Science Department Head, AP's, and Reading & Data Coaches	1a.1. Review student grouping charts frequently and ensure groups are redesigned to target the need of students based on assessments	1a.1. Assessments (Informal, LSA's, Benchmarks) along with essential question(s) & exit ticket given at the end of the class period	
		1a.2. Lacking Behavior & Support Facilitation	1a.2.Modify the number of students with IEP's and 504's in a class period. Professional Development for ESE	1a.2. Instructional Coach, Science Department Head, AP's, and Reading & Data Coaches	1a.2. Focus Walks/ classroom visits will be conducted by the administrative team and Coaches to determine the level of engagement from students in need of accommodations	1a.2. Monitor quantity and quality of discipline reports for students with IEP's and 504 Plans	
		1a.3. Student retention of prior knowledge taught during 6 th and 7 th grades	1a.3. Focus Lessons will be developed based on Prior Knowledge benchmarks	1a.3. Instructional Coach, Science Department Head, AP's, and Reading & Data Coaches	1a.3. Focus Walks/ classroom visits will be conducted by the administrative team, department chair, and Coaches to ensure that science teachers are implementing the Focus Lessons	1a.3. Assessments will include questions based on prior knowledge benchmarks	

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<p>1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.</p>	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		
<p><u>Science Goal #1b:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					

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		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</p>	<p>2a.1. Seeing students every other day with 4x4 Block/Skinny</p>	<p>2a.1. Teachers will determine core instructional needs by reviewing common assessment data for all students within the bottom quartile. Student pull-outs need to be benchmark specific.</p>	<p>2a.1. Science Department Head, AP's, Instructional Coach, and RtI Team</p>	<p>2a.1. Science Department Head, AP's, Instructional and Data Coaches will collect and analyze results of common data to determine progress toward benchmarks.</p>	<p>2a.1. Science Assessments tied to NGSSS benchmarks weekly</p>		
<p><u>Science Goal #2a:</u> 5% of grade 8 students will score above proficiency (level 4 or higher) on the Science FCAT</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	Enter numerical data for current level of performance in this box.	5% of grade 8 students will score above proficiency (level 4 or higher) on the Science FCAT					
		2a.2.	2a.2. Teachers will utilize differentiated instruction (DI) with evidence-based instruction and interventions within Science and ELA classes	2a.2. Science Department Head, AP's, and Instructional Coach	2a.2. Focus walks/ classroom visits will be conducted by the administrative team and Coaches daily to review lesson plans documenting and displaying evidence of DI	2a.2. Administrative team and coaches will utilize Weekly Focus Element forms to conduct daily classroom visits.	
		2a.3 Student retention of prior knowledge taught during 6 th and 7 th grades	2a.3 Focus Lessons will be developed based on Prior Knowledge benchmarks	2a.3 Science Department Head, AP's, and Instructional Coach	2a.3 Focus Walks/ classroom visits will be conducted by the administrative team, department chair, and Coaches to ensure that science teachers are implementing the Focus Lessons	2a.3 Assessments will include questions based on prior knowledge benchmarks	

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<p>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</p>	2b.1.	2b.1.	2.1.	2b.1.	2b.1.		
<p><u>Science Goal #2b:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					

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		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

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Evidence Folders	6-8 Science	Instructional and Reading Coach	School-wide	Bi-weekly	Department Meetings and Classroom Visits	Science Department Head, Administrative Team, and Instructional Coach
Department Meetings	6-8 Science	Science Dept. Head and Science Administration	6-8 Science Teachers	Bi-weekly	Submission of department agenda and minutes to Science Administrator	Science Department Head and Science Administrator

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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
Reinforcement of 6 th and 7 th grade NGSSS Benchmarks	FCAT Coach, Science Grade 8 (class set for each 8 th grade Science teacher	District	N/A
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Mimio & Gizmo Interactive Lessons, including YouTube Demonstrations	Computers in the classroom or computer lab visits		
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Middle School Science Professional Learning Opportunities (DA / Common Core)	TDE and small learning communities	District	N/A
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Incorporate Reading, Math and Writing in Science	Science Journal	District	N/A
Vocabulary breakdown of NGSSS benchmarks	Reading, writing, and math strategies performed on a daily basis		
Subtotal:			
Total:			

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents next to the percentage (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		
<p>1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</p>	<p>1a.1.</p> <ul style="list-style-type: none"> Teachers must adapt to a new writing instructional plan 	<p>1a.1.</p> <ul style="list-style-type: none"> Teachers have been given schools base and district instructions on the state guidelines in writing 	<p>1a.1.</p> <p>Instructional coach and AP of ELA</p>	<p>1a.1.</p> <ul style="list-style-type: none"> Teachers have been given schools base and district instructions on the state guidelines in writing 	<p>1a.1.</p> <p>Teacher scores using state rubric / Write Score</p>		

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Writing Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>Highlands Middle School writing goal is to have a minimum of 80% of its students to score a level 4 or better. The most current data indicates that 74 % percent of the tested student body achieved that goal. Furthermore that was only a 1 % increase from the previous year. That is a projected increase of 5%.</i></p>	74	80.					

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		<p>1a.2.</p> <ul style="list-style-type: none"> Students are in many cases starting from a beginning level of writing instruction and are disinterested in the writing process 	<p>1a.2.</p> <ul style="list-style-type: none"> Instruction given on engaging students and student incentives given for growth 	<p>1a.2.</p> <p>Instructional coach and AP of ELA</p>	<p>1a.2.</p> <ul style="list-style-type: none"> Ongoing PLC on the writing process School wide incentives for successful student writing 	<p>1a.2.</p> <p>Student self-assessing and reflection</p>	
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		<p>1a.3.</p> <ul style="list-style-type: none"> Teachers outside of ELA are unaware of how to instruct in the writing process 	<p>1a.3.</p> <ul style="list-style-type: none"> Content area teachers will be given mini workshops of writing across content areas 	<p>1a.3.</p> <p>Instructional</p>	<p>1a.3.</p> <ul style="list-style-type: none"> Writing instruction will be modeled in the class room by the instructional coach 	<p>1a.3.</p> <p>Teachers will incorporate writing rubric in class assignments and compare growth before and after with ELA instructors</p>	
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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:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader Instructional coach	PD Participants (e.g. , PLC, subject, grade level, or school-wide) ELA teachers	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) Weekly Instructional Meetings	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC - State scoring and usage of the rubric, writing process and student engagement	6-8				Instructional coach will model writing instruction. provide state rubric evaluation tools, student reflection and graphic organizer, score random writing samples and monitor scores from Write Score and Inform	Instructional Coach
FCAT Writes Workshop	6-7	District and State	County wide ELA teachers and instructional coaches	September 4 th	Usage of state rubric, practice of scoring anchor papers	Instructional Coach
PLC – workshop writing in the content areas	6-8	Instructional coach	PLC early release all teachers but ELA	September 5 and 19 th	Teachers were given the task of incorporating SRE response techniques into student evaluation and how the school writing plan now looks	Instructional Coach

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Writes Score (3 x for all grade levels)	Independent evaluation of student writing proficiency	Title 1	7,000
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Comparison Data	Use of Inform	none	0
Subtotal:			
Professional Development			

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Strategy	Description of Resources	Funding Source	Amount
District Level Workshops	Teachers were given information on the changes to the current writing requirements of students and also given instruction on how to evaluate student writing under the current guidelines	None	0
School Level Workshops	Above information will be provided to all teachers who were unable to attend or needed additional instruction on the writing process	None	0
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Student Incentives	Students who demonstrate growth in their writing will be rewarded throughout the year with a cumulating fieldtrip for 8 th grade students who demonstrate proficiency on the FCAT writing assessment	School Improvement Funds	Undetermined (student data will make ongoing)
Subtotal:			
Total:			

End of Writing Goals

Civics End-of-Course (EOC) Goals

* 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						

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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		
1. Students scoring at Achievement Level 3 in Civics.	1.1. This is the first year for a Civics EOC. Therefore, there is no preliminary data to formulate instruction and delivery from.	1.1. Teachers shall use the current item specifications, curriculum pacing guide and unit pre-assessment data to format rigorous and engaging lesson plans.	1.1. Administrator, Instructional Coach and Teachers	1.1. Lesson plans shall be reviewed and evaluated for effectiveness and rigor.	1.1. Administration and Instructional Coaches shall review teacher generated lesson plans once a week.		
<u>Civics Goal #1:</u> <i>The goal for this achievement level is 70%, or 218 students currently enrolled in 7th grade Civics.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A 2013 is the first year for Civics EOC	70% (218)					

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		1.2. Students have little to no previous knowledge of the subject matter.	1.2. Teachers shall create lessons that relate material to real world scenarios to promote understanding and to build a base knowledge of the new material.	1.2. Administrator, Instructional Coach and Teachers	1.2. Formal and informal assessments during and after lesson delivery.	1.2. Teachers shall analyze data obtained from post assessments to formulate a comparison to learning goals and standards.	
		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. This is the first year for a Civics EOC. Therefore, there is no preliminary data to formulate instruction and delivery from.	2.1. Teachers shall use the current item specifications, curriculum pacing guide and unit pre-assessment data to format rigorous and engaging lesson plans.	2.1. Administrator, Instructional Coach and Teachers	2.1. Lesson plans shall be reviewed and evaluated for effectiveness and rigor.	2.1. Administration and Instructional Coaches shall review teacher generated lesson plans once a week.		

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<u>Civics Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>The goal for these achievement levels is 10%, or 31 students currently enrolled in 7th grade Civics.</i>	<i>N/A 2013 is the first year for Civics EOC</i>	10% (31)					
		2.2.	2.2. Students have little to no previous knowledge of the subject matter. Teachers shall create lessons that relate material to real world scenarios to promote understanding and to build a base knowledge of the new material.	2.2. Administrator, Instructional Coach and Teachers	2.2. Formal and informal assessments during and after lesson delivery.	2.2. Teachers shall analyze data obtained from post assessments to formulate a comparison to learning goals and standards.	
		2.3	2.3	2.3	2.3	2.3	

Civics Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PD-Textbook training	7	Donnie Martin	7 th grade Civics Instructors	Prior to 2012-13 school year start date.	Implementation of new textbook and online related materials and resources.	Instructional Coach
Common Planning	7	PLC Leader	7 th grade Civics Instructors	45 minutes of each common planning period.	Attendance logs and meeting transcripts.	PLC Leader and/or Instructional Coach
PLC Student data analysis	7	PLC members	7 th grade Civics Instructors	Within 5 days of new student testing data (i.e. FAIR, Benchmark, District Writes, etc...)	Student PMP and evidence binders	PLC Leader and/or Instructional Coach

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

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

End of Civics Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (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. School begins significantly later than feeder elementary and high schools.	1.1. Promote Early Riser program and offer early morning tutoring sessions for students.	1.1 Learning Community Principals and Academic Coaches	1.1. Enrollment of students in the Early Riser program and early morning tutoring sessions.	1.1. Attendance records		

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Attendance Goal #1:	2012 Current	2013 Expected					
	Attendance Rate:*	Attendance Rate:*					
<i>Decrease the number of students absent more than 10 days by 3%.</i>							
	<i>92% of students attend school regularly.</i>	<i>95% Expected Attendance Rate</i>					
	<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>					
	<i>8% (104) students have excessive absences (10 or more).</i>	<i>5% (44) of students are expected to have excessive absences.</i>					
	<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>					
	<i>6% (104)</i>	<i>4% (48)</i>					

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		1.2. The students and parents respond to a school culture that has historically viewed tardiness with little importance.	1.2. Faculty and staff will include attendance information at Open House and Parent Community Meetings to all stakeholders on the importance of attendance and begin on time.	1.2. Learning Community Principals, All Faculty and Staff, and District Truancy Department.	1.2. Improved student attendance rate and decrease in student tardiness.	1.2. Attendance records	
		1.3. The students and parents respond to a school culture that has historically viewed tardiness with little importance.	1.3. Faculty and staff will provide awards and incentives for students who have perfect attendance and minimal tardies during quarterly award ceremonies.	1.3. Learning Community Principals, All Faculty and Staff, District Truancy Department.	1.3. Increased number of students receiving awards and incentives each quarter.	1.3. Attendance records	

Professional Development (PD) aligned with

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**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
OnCourse Attendance Training	6-8	C. Smith	All Teachers	8/17/12	Monitor attendance daily	Janet Stanard, Attendance Clerk Assistant Principals

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
Awards Ceremony	Certificates, plaques	General Fund	\$200.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

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

End of Attendance Goals

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.	1.1.	1.1.	1.1.	1.1.		

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<p>Suspension Goal #1:</p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Total Number of In-School Suspensions</u></p>	<p><u>2013 Expected Number of In-School Suspensions</u></p>					
	<p><i>Enter numerical data for current number of in-school suspensions</i></p>	<p><i>Enter numerical data for expected number of in-school suspensions</i></p>					
	<p><u>2012 Total Number of Students Suspended In-School</u></p>	<p><u>2013 Expected Number of Students Suspended In-School</u></p>					
	<p><i>Enter numerical data for current number of students suspended in-school</i></p>	<p><i>Enter numerical data for expected number of students suspended in-school</i></p>					
	<p><u>2012 Number of Out-of-School Suspensions</u></p>	<p><u>2013 Expected Number of Out-of-School Suspensions</u></p>					
	<p><i>Enter numerical data for current number of students suspended out-of-school</i></p>	<p><i>Enter numerical data for expected number of students suspended out-of-school</i></p>					
	<p><u>2012 Total Number of Students Suspended Out-of-School</u></p>	<p><u>2013 Expected Number of Students Suspended Out-of-School</u></p>					

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	<i>Enter numerical data for current number of students suspended</i>	<i>Enter numerical data for expected number of students suspended</i>					
	<i>out-of-school</i>	<i>out-of-school</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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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

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

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem- solving Process to Dropout Prevention						
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Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>1. Dropout Prevention</p> <p><u>Dropout Prevention Goal #1:</u></p> <p><i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i></p>	<p>1.1.</p> <p>85% of overage students are not proficient on the state assessment in reading and/or math</p>	<p>1.1.</p> <p>Enroll students in Standards-Base promotion program</p>	<p>1.1.</p> <p>Assistant Principals Guidance Counselors</p>	<p>1.1.</p> <p>Midyear promotion rate</p>	<p>1.1.</p> <p>Promotion/retention rates</p>		
<p><i>Decrease the number of students 2 or more years overage.</i></p>	<p><u>2012 Current Dropout Rate:*</u></p>	<p><u>2013 Expected Dropout Rate:*</u></p>					
	<p>0%</p>	<p>0%</p>					
	<p><u>2012 Current Graduation Rate:*</u></p>	<p><u>2013 Expected Graduation Rate:*</u></p>					
	<p>97%</p>	<p>98%</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

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

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

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

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

Parent Involvement	Problem-						
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Goal(s)	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		
<p>1. Parent Involvement</p> <p><u>Parent Involvement Goal #1:</u></p> <p><i>Increase the percentage of parent volunteers by 3%.</i></p>	<p>1.1.</p> <p>Many parents work during regular school hours which prevents them from participating in in-school activities.</p>	<p>1.1. Solicit parent participation through volunteer sign-up at front office, take-home flyers, and school bulletin board as well as marquee advertisement.</p>	<p>1.1. Volunteer Liaison (Ronald Walters) will monitor sign up and placement of parent volunteers.</p>	<p>1.1. Names of parent volunteers will be placed in data base with contact information (i.e., phone numbers, cell phone numbers, email addresses).</p>	<p>1.1. Volunteer logs</p>		
<p>16% (113) of parents participated in school activities.</p> <p>Maximize parent involvement in the learning process through volunteer opportunities in the class-rooms, PTA/SAC , extra-curricular activities, personal development (money management seminars), and school conferences.</p>	<p><u>2012 Current level of Parent Involvement:*</u></p>	<p><u>2013 Expected level of Parent Involvement:*</u></p>					

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	16% (113).	19%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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Parent Involvement Budget

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

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>STEM Goal #1:</p> <p><i>Approximately 80% of 308 (246) students tested on the Fall Science Benchmark test were not proficient (less than 65%) on the Nature of Science benchmarks. Our goal is to increase the level of proficiency from 20% (62) to 35% (108) proficient on the Nature of Science benchmarks.</i></p>	<p>1. Not enough time in the Learning Schedule to effectively teach Nature of Science benchmarks</p>	<p>1.1. Implement Inquiry-based projects which require the students to use Nature of Science benchmarks to solve problems, design engineer a product, complete research, and utilize mathematical formulas throughout the school year.</p>	<p>1.1. Julius Smith, Science Department Chair; Angie Heindinger, Science Coach</p>	<p>1.1. Science Department Head, AP's, Instructional and Data Coaches will collect and analyze results of common data to determine progress toward benchmarks.</p>	<p>1.1. Benchmark Tests, LSA's, and Science FCAT 2.0</p>

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	<p>2. Students lack the reading skills and science vocabulary knowledge to completely comprehend the Nature of Science benchmarks</p>	<p>1.2. a. Increase reading supplemental science articles based on technology and engineering in the classroom. 1.2.b. Embed science vocabulary activities using Greek and Latin prefixes, suffixes, and base words in every lesson</p>	<p>1.2. Julius Smith, Science Department Chair; Angie Heidinger, Science Coach</p>	<p>1.2. Science Department Head, AP's, Instructional and Data Coaches will collect and analyze results of common data to determine progress toward benchmarks.</p>	<p>1.2. Benchmark Tests, LSA's, and Science FCAT 2.0</p>
	<p>3. Teachers do not have the necessary training to use Science Department technology, i.e. Nova Student Computers</p>	<p>1.3. Initiate training to be held to give teachers the knowledge and skills required to use Science Department technology in the classroom.</p>	<p>1.3. Julius Smith, Science Department Chair; Angie Heidinger, Science Coach; Mr. Mitchell, Science Department Assistant Principal</p>	<p>1.3. Focus Walks/classroom visits will be conducted by the administrative team, department chair, and Coaches to ensure that science teachers are implementing the Nova Student Computers</p>	<p>1.3. Administrative team and coaches will utilize Weekly Focus Element forms to conduct daily classroom visits</p>

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.

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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Inquiry-based Projects	6-8	Angie Heidinger, Science Coach	Science Teachers	January and February Early Release Days	Classroom Visits	Mr. Mitchell, Science Department Assistant Principal; Angie Heidinger, Science Coach
Nova Student Computers	6-8	M. Nanney, District Coach	Science Teachers	January and February Early Release Days	Classroom Visits	Mr. Mitchell, Science Department Assistant Principal; Angie Heidinger, Science Coach

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			

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Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<u>CTE Goal #1:</u> Implement a Computer Applications course utilizing the Microsoft IT Academy curriculum.	1. School does not have computers or software that is compatible with the Microsoft IT Curriculum.	1.1. District will purchase modern computers with the current version of Windows, Office 2010 software, and adequate memory.	1.1. Ms. C. Smith Mr. Sullivan	1.1. Delivery of computers and software, and their installation in the school and on the DCPS network	1.1. Computers and software being used with the Microsoft IT Academy curriculum
	2. Microsoft IT curriculum requires a full year course, based on the number of hours specified.	1.2. Implement course code for a full year course instead of a semester course, after the equipment is installed and operating.	1.2. Ms. C. Smith	1.2. Student schedules show the course code for a full year course.	1.2. Student complete the course on their schedules.

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	1.3.	1.3.	1.3.	1.3.	1.3.
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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
Implementation of Microsoft IT Academy	Microsoft IT Academy	District Staff	Course instructor	TDE as scheduled by district staff	Implementation of course curriculum	Ms. C. Smith

CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
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Evidence-based Program(s)/ Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
Subtotal: \$ 0.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
Subtotal: \$ 0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
Subtotal: \$ 0.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
Subtotal: \$ 0.00			
Total:			

End of CTE Goal(s)

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					
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Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Additional Goal #1:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					

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		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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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Additional 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)			

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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)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:
Mathematics Budget	Total:
Science Budget	Total:
Writing Budget	

	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
Additional Goals	
	Total:
	Grand Total:

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

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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