

FLORIDA DEPARTMENT OF EDUCATION



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Mt. Dora Middle School	District Name: Lake
Principal: Albert Larry	Superintendent: Dr. Susan Moxley
SAC Chair: Chris DeLibro	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

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	Albert Larry	B.S. Business Administration, B.S. Psychology, M.Ed. Educational Leadership	0	18	Principal of Eustis High School: 2011-2012 Grade Not yet awarded : meeting high standards in reading 50%: did not meet AMO Target of 53%, math 53%; met AMO Target of 33%, writing 80%; science NA. Reading gains for lowest 25% was 45% Math gains for lowest 25% was 46%. Principal of Eustis High School: 2010-2011 Grade B: Increased graduation rate from 85% in 2009 to 87% in

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

					<p>2010. White subgroup graduation rate increased from 87% in 2009 to 89% in 2010. Economically disadvantaged graduation rate decreased from 82% in 2009 to 81% in 2010. Decreased Graduation Rate from 84% in 2009 for the Black subgroup to 77% in 2010. Based on School Grades Data meeting high standards in reading 46%; math 71%; writing 68%; science 42%. AYP: white, black, & economically disadvantaged students did not make AYP in reading. Black and economically disadvantaged students did not make AYP in math. Writing proficiency was met.</p> <p>Principal of Eustis High School: 2009-2010</p> <p>Grade B: Increased Graduation Rate from 55% in 2007 for the Black subgroup to 84% in 2009. White subgroup graduation rate increased from 75% in 2007 to 87% in 2009. Economically disadvantaged graduation rate increased from 51% in 2007 to 82% in 2009. Meeting high standards in reading 46%; math 77%; writing 83%; science 43%. AYP: white, black, & economically disadvantaged students did not make AYP in reading. Black and economically disadvantaged students did not make AYP in math. Writing proficiency was met.</p> <p>Principal, Eustis High School: 2008-2009</p> <p>Grade D: meeting high standards in reading 49%; math 76%; writing 76%; science 46%. AYP: 79%, white, black, economically disadvantaged students did not make AYP in reading. Black and economically disadvantaged students did not make AYP in math. Writing proficiency was not met; however, graduation criterion was met.</p> <p>Principal, Eustis High School: 2007-2008</p> <p>Grade C: meeting high standards in reading 46%; math 78%; writing 86%; science 41%. AYP: 85%, white, black and economically disadvantaged students did not make AYP in reading. Black students did not make AYP in math. Writing proficiency was met; however, graduation criterion was not met.</p> <p>Principal, Eustis Middle School: 2006-2007</p> <p>Grade A: meeting high standards in reading 69%, math 72%, writing 90%, science 48%. AYP 90%. Black, Hispanic, economically disadvantaged and students with disabilities did not make AYP. Writing proficiency was met.</p>
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

					<p>Principal, Eustis Middle School: 2005-2006 Grade A: meeting high standards in reading 70%, math 74%, writing 89%. , with disabilities did not make AYP in reading or math. Writing proficiency was met.</p>
<p>Assistant Principal I</p>	<p>Karen Oates</p>	<p>M.Ed., Educational Leadership, B.S.</p> <p>Certifications: Agricultural Education and Middle Grades Science, Principal ESOL 60 hours</p>	<p>1</p>	<p>11</p>	<p>Assistant Principal, Mt. Dora Middle School 2011-2012 School Grade B - 55% Reading: met AMO Reading Target if 55%, 47% Math: did not meet AMO Math Target of 51%, 80% Writing, 43% Science, 65% Learning Gains in Reading, 59% Learning Gains in Math, 73% Lowest 25% Gains in Reading, 58% Lowest 25% Math</p> <p>Assistant Principal, Tavares High School 2010-2011 School Grade A: 48% reading proficiency, 80% Math proficiency, 76% writing proficiency, 45% science proficiency, 50% learning gains in reading, 77% learning gains in Math, 46% lowest 25% learning gains in reading, 63% lowest 25% learning gains in Math, did not make AYP.</p> <p>Assistant Principal, Tavares High School 2009-2010 School Grade A: 51% reading proficiency, 76% math proficiency, 83% writing proficiency, 45% science proficiency, 56% reading learning gains, 74% math learning gains, 53% lowest 25% reading gains, 62% lowest 25% math gains; did not make AYP.</p> <p>Assistant Principal, Tavares High School 2007-2008 School Grade B: 50% reading proficiency, 79% math proficiency, 82% writing proficiency, 39% science proficiency; 58% reading learning gains, 77% math learning gains; 57% lowest 25% reading gains, 72% lowest 25% math gains; did not make AYP.</p> <p>Assistant Principal, Tavares High School 2008-2009 School Grade B: 48% reading proficiency, 76% math proficiency, 79% writing proficiency, 44% science proficiency; 48% reading learning gains, 76% math learning gains; 48% lowest 25% in reading, 66% lowest 25% in math; did not make AYP.</p>

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

Assistant Principal II	Karen Hart	M.Ed., Educational Leadership, B.S. Elementary Education K-6 Certifications: Gifted ESOL Endorsement Early Childhood	0	0	2011-2012: Lost Lake Elementary - A school 2010-2011: Lost Lake Elementary - A school 2009-2010: Lost Lake Elementary - A school 2008-2009: Lost Lake Elementary - A school, AYP 2007-2008: Lost Lake Elementary - A school, AYP
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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading/ Literacy Coach	Craig A. Cosden	Master in Educational Administration Reading Endorsed	1	9	Literacy Coach, Mt. Dora Middle School 2011-2012 School Grade B: 55% Reading, 47% Math, 80% Writing, 43% Science, 65% Learning Gains in Reading, 59% Learning Gains in Math, 73% Lowest 25% Gains in Reading, 58% Lowest 25% Math

Effective and Highly Effective Teachers

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

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Each candidate is screened and interviewed, and careful consideration is given to recommendations and references. All teachers employed at Mount Dora Middle School are highly qualified under the guidelines outlined by the Florida Department of Education. Administration will hire Highly Qualified Teachers.	Principal, Assistant Principals, and Department Chairs	Ongoing
2. Provide PLC's to assist with developing highly effective lessons.	Principal and Assistant Principals, Reading Coach	Ongoing
3. Provide meeting time weekly for cross curriculum teams to meet collaboratively.	Principal, Assistant Principals, Team Leaders	Ongoing
4. Provide Instructional support through in house staff development.	Principal, Assistant Principals, Literacy Leadership Team, Department Chairs	Ongoing
5. Provide Positive Reinforcement of Highly Effective Teaching through PBS incentives and school wide recognition.	Principal, Assistant Principal, and Teachers	Ongoing

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

Non-Highly Effective Instructors

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

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
57	1% (8)	37% (20)	35% (19)	35% (19)	41% (22)	81% (44)	20% (11)	4% (2)	30% (16)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Auren Alvelo	Stephanie Lindberg	Former Literacy Coach	Personal meetings as needed
Luke Cain	Patrick Scully	Veteran Teacher	Personal meetings as needed
Beverly Brown	Linda Trybulec	Veteran Teacher	Personal meetings as needed

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

Bonnie Gordon	Treecie Hargroves	Veteran Teacher	Personal meetings as needed
Richard Paquette	Kerri Dean	LA teacher	Personal meetings as needed
Andrew Porter	Phillip Porter	Veteran Teacher	Personal meetings as needed
Fredericka Mack	Michelle Long	Veteran ESE Teacher	Personal meetings as needed
Natalie Taylor	Kim Lowery	Veteran Teacher	Personal meetings as needed

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

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

School-Based MTSS/RtI Team	
Identify the school-based MTSS leadership team.	
Al Larry	Principal
Karen Oates	Assistant Principal
Karen Hart	Assistant Principal
Rene' Holt	Guidance Counselor
Suzanne Goulder	Guidance Counselor
Craig Cosden	Literacy Coach
Anne Schutz	School Psychologist
Laura Wright	ESE School Specialist
Sheena McFadden	School Social Worker
Toni Renna	Speech/Language Pathologist
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?	
<p>The function of the RtI Leadership Team is to review student information regarding students who are not successful in the overall school program, and collect and analyze data to develop intervention strategies that will increase student success. In addition, the team has the responsibility to review the school as a whole to monitor potential problems to determine if the problems are individual or systemic. Bi-weekly meetings are held by assistant principals, counselors and teams for Tier I data collection and intervention. The results of these meetings are shared with the overall leadership team on a monthly basis for additional review, consultation, and advisement.</p>	
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?	
<p>Principal: The role of the principal is to provide a common vision for the use of data-based decision making, ensure that the school and student based RtI team is implementing appropriate procedures, ensures appropriate professional development activities to implement RtI, and communicates with parents regarding school based RtI plans and activities.</p> <p>Assistant Principals: The role of the Assistant Principals is to support the role of the principal and become an active participant in RtI meetings and interventions for students assigned to them.</p> <p>Guidance Counselors and School Social Worker: The role of the guidance counselor and school social worker is to coordinate and support the efforts of all other members of the RtI team, provide expertise on both school and community resources, and maintain an open line of communication among the school, the student</p>	

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

and the family of the student.

Speech/Language Pathologist: The role of the Speech/Language Pathologist is to educate and assist the team in the role language plays in curriculum, instruction and assessment as a basis for interventions and/or program design, assists in the selection of screening methods, and helps identify systemic patterns of student need with respect to language skills.

Literacy Coach: The Literacy Coach will provide guidance on the school wide reading plan, facilitate and support data collection processes, assist in data analysis, provide instructional strategies as appropriate for the RtI process, provide professional development and technical assistance to teachers as it pertains to data based instructional planning, and support the implementation of Tiers I, II, and III intervention plans.

ESE School Specialist and ESE Teachers: The ESE specialist and ESE teachers will participate in student data collection and analysis, integrate core curriculum with Tier II and Tier III instruction, and collaborate with general education teachers through consultation, support facilitation, and/or co-teaching once students are identified ESE.

School Psychologist: The role of the school psychologist is to participate in the collection and analysis of data, facilitate the development of intervention plans, support RtI process for intervention fidelity and documentation, provide professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation, and facilitates the RtI data based decision making process.

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

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.

The School Based RtI Leadership Team plays an on-going role in the review of student progress to determine if lack of student success is systemic to the school or specific to the student. The school improvement plan is designed to address problems that widespread throughout the school as well as the problems that are particular to individual students and/or specific sub groups. The RtI leadership team meets regularly with the School Advisory Council (SAC) to provide data on Tier I, II, III targets, address both the academic and social/emotional needs of students, set clear expectations for academic success, develop systematic approaches to education that align with the requirements of Differentiated Accountability.

Data Sources Include the following:

Baseline Data: Progress Monitoring and Reporting Network (PMRN) EduSoft, Florida Assessment for Instruction in Reading (FAIR), FCAT, Discipline reports from AS400, FIDO and PBS monitoring

Progress Monitoring: EduSoft, PMRN, Curriculum Based Measurement (CBM) PRS (clickers), Discipline reports from AS400, FIDO and PBS monitoring

Midyear Assessment: FAIR and EduSoft, Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA), Discipline reports from AS400, FIDO and PBS monitoring

End of the Year: FAIR and FCAT, Discipline reports from AS400, FIDO and PBS monitoring

Describe the plan to train staff on MTSS.

The RtI Team will provide Professional development to all teachers during their common plan time and through whole school professional development meetings. Small group and individual assistance will be provided as needed.

Describe the plan to support MTSS.

The MTSS/RtI Team will review available data at the bi-weekly meetings and provide support as needed.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). The LLT is composed of 12 cross-curricular elective, content and miscellaneous positions to include librarian, ELL specialist, principal, and a parent representative. Craig Cosden, Instructional Reading Coach Al Larry, Principal Karen Oates, Assistant Principal Karen Hart, Assistant Principal Deborah Merkle, Reading Teacher Linda Evans, Social Studies Karla Clark, Social Studies Kerri Dean, ELA Stephanie Lindberg, Reading Teacher Sandra Sellers, Math Teacher Caroline Vanhorn, Media Specialist Sannye Jones, Language Arts Teacher
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The Reading Coach will function as the chair for the LLT. The team meets bi-monthly to assess data and develop an action plan to support school wide initiatives.
What will be the major initiatives of the LLT this year? To increase parental involvement within the school setting. Secondly to assist and support teacher implementation of content area instructional programs such as SQ4R, CIS, and SpringBoard.

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

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

Professional development will be provided during LCS Professional Development Day, faculty meetings, and before and after school as needed.

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

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

The Literacy Leadership Team will provide each teacher with on-site professional development opportunities, direct classroom assistance, and technical and research based assistance across all curriculum areas. The administrative team will provide oversight through classroom walkthroughs and observations.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. Supporting teacher understanding regarding the tentative situation of students at level 3.	1A.1. Increase rigorous reading across all the content areas by providing scaffolded support to the students. This support will center upon SBRR practices as SQ4R, CIS and SpringBoard implementation Implementation of ARP	1A.1. Administrative Team Instructional Coach Classroom Teachers Collaborative effort	1A.1. Administrative team analysis of classroom monitoring data Content area department evaluation of strategies Teacher analysis of student classroom performance both informal and formal	1A.1. Outcome assessments Student GPA differential Teacher survey
Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Increase the number of students levels at 3 and above by 3% at each grade level.</i>	6 th 32% (71)	6 th 35%	Without great instructional care, concern and student rehearsal those students scoring at level 3 may fall to non-proficiency				
	7 th 32% (88)	7 th 35%					
	8 th 27% (72)	8 th 32%					
			1A.2.	1A.2. Guide professional learning focus to assist teachers on current best reading practices and how to implement such practices in the classroom.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.

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

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

Reading Goal #1B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			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
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. Staff acceptance of the more rigorous CCSS	2A.1. Add advanced level courses for the academic year. Increase from 3 to 28 advanced courses. This represents an 90%+ increase in advanced course work.	2A.1. Administrative Team	2A.1. Student grades Teacher evaluation Vertical collaborative discussions with HS.	2A.1. FCAT 2.0 EOC Student surveys Teacher surveys
Reading Goal #2A: <i>Increase the number of students scoring at or above level 4 in reading by 3% at each grade level.</i>	2012 Current Level of Performance:* 6 th 27% (60) 7 th 22% (60) 8 th 22% (59)	2013 Expected Level of Performance:* 6 th 30% 7 th 25% 8 th 25%	Assisting teacher in "ramping up" the rigor in the advanced classes. How will the advanced classes clearly set a more rigorous expectation for student achievement?				
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Reading Goal #2B: 2012 Current Level of Performance:	2013 Expected Level of Performance:						

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

<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
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Supporting teacher understanding regarding the tentative situation of students at level 3.	3A.1. Increase rigorous reading across all the content areas by providing scaffolded support to the students. This support will center upon SBRR practices as SQ4R, CIS and SpringBoard implementation Implementation of ARP (Academic Recovery Program)	3A.1. Administrative Team Instructional Coach Classroom Teachers Collaborative effort	3A.1. Administrative team analysis of classroom monitoring data Content area department evaluation of strategies Teacher analysis of student classroom performance both informal and formal	3A.1. Outcome assessments Student GPA differential Teacher survey
Reading Goal #3A: <i>Increase the number of students making learning gains in reading by 3%</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Without great instructional care, concern and student rehearsal those students scoring at level 3 may fall to non-proficiency				
	66%	69%	Guide professional learning focus to assist teachers on current best reading practices and how to implement such practices in the classroom.				
	1A.2.		3A.2.	1A.2.	1A.2.	1A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Reading Goal #3B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

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

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Careful selection of students for Academic Recovery Program (ARP)	4A.1. Mentoring Program (continued) Implement ARP targeted for students who scored level 1 or 2, retained students and any student in need of academic support or assistance. Mentoring Program	4A.1. Administrative Team Literacy Coach Guidance Counselors Teachers working in the program	4A.1. Classroom academic performance Teacher and student surveys	4A.1. Outcome assessments surveys Student GPA differential
<u>Reading Goal #4:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Increase the number of students making learning gains by 3% within the lowest 25%</i>	74%	77%					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011	55%	59%	63%	67%	71%	76%
<u>Reading Goal #5A:</u> <i>Reduce the school's achievement gap by increasing the percentage of students scoring satisfactory by 4% over the next four years and by 5% in 2016-17.</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 subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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

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

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p> <p>Reading Goal #5B:</p> <p><i>Decrease in the number of student subgroups by ethnicity not making satisfactory gains by 3%</i></p>	<p><u>2012 Current Level of Performance:</u></p> <p>*</p>	<p><u>2013 Expected Level of Performance:</u></p> <p>*</p>	<p>5B.1. Ensuring that the ARP provides differentiated academic programs aligned to the specific needs of student subgroups</p>	<p>5B.1. Administration Literacy Coach Guidance Counselors</p>	<p>5B.1. Administration Literacy Coach Guidance Counselors</p>	<p>5B.1. Assessment Outcomes Student GPA Differential Weekly Formal and Informal Assessments Teacher and Student Surveys</p>	<p>5B.1. Assessment Outcomes Student GPA Differential</p>	
	<p>White: 36%</p> <p>Black: 64%</p> <p>Hispanic: 60%</p>	<p>White:33%</p> <p>Black:61%</p> <p>Hispanic:57%</p>						
				5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. Language barrier	5C.1. Mentoring Program Implement ARP targeted for students who scored level 1 or 2, retained students and any student in need of academic support or assistance.	5C.1. Administration Literacy Coach Guidance Counselors	5C.1. Assessment Outcomes Student GPA Differential Weekly Formal and Informal Assessments Teacher and Student Surveys	5C.1. Assessment Outcomes Student GPA Differential
Reading Goal #5C: <i>Decrease the number of ELL students not making satisfactory progress in reading by 3%</i>	2012 Current Level of Performance: *	2013 Expected Level of Performance: *	Ensuring that the ARP provides differentiated academic programs aligned to the specific needs of student subgroups				
	60% (13)	57%					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. Ensuring that the ARP provides differentiated academic programs aligned to the specific needs of student subgroups	5D.1. Mentoring Program (continued) Implement ARP targeted for students who scored level 1 or 2, retained students and any student in need of academic support or assistance. Mentoring Program	5D.1. Administration Literacy Coach Guidance Counselors	5D.1. Assessment Outcomes Student GPA Differential Weekly Formal and Informal Assessments Teacher and Student Surveys	5D.1. Assessment Outcomes Student GPA Differential
Reading Goal #5D: <i>Decrease the number of SWD not making satisfactory progress by 3%</i>	2012 Current Level of Performance: *	2013 Expected Level of Performance: *					
	70%	67%					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Ensuring that the ARP provides differentiated academic programs aligned to the specific needs of student subgroups	5E.1. Mentoring Program Implement ARP targeted for students who scored level 1 or 2, retained students and any student in need of academic support or assistance.	5E.1. Administration Literacy Coach Guidance Counselors	5E.1. Assessment Outcomes Student GPA Differential Weekly Formal and Informal Assessments Teacher and Student Surveys	5E.1. Assessment Outcomes Student GPA Differential
Reading Goal #5E: <i>Decrease the percentage of students not making gains by 3%</i>	2012 Current Level of Performance: *	2013 Expected Level of Performance: *					
	57%	54%					
			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 Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SpringBoard	6 th , 7 th , & 8 th / Reading	Craig Cosden	Reading Teachers	September	Lesson Plans, Classroom Observations	Administration, Literacy Coach and Department Heads
NGCAR-PD	6 th , 7 th , & 8 th / Social Studies	Craig Cosden	Social Studies Teachers	September	Lesson Plans, Classroom Observations	Administration, Literacy Coach and Department Heads
Deliberate Practice	All Staff	Craig Cosden	All Staff	October	Lesson Plans, Classroom Observations	Administration and Literacy Coach
Common Core	All Staff	Craig Cosden	All Staff	On-going	Lesson Plans, Classroom Observations	Administration and Literacy Coach
CIS	All Staff	Craig Cosden	All Staff	On-going	Lesson Plans, Classroom Observations	Administration and Literacy Coach

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

Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Amount
SpringBoard Reading	SpringBoard Workbook for each Student	District Office/MDMS	
NGCAR-PD			
ARP	Teacher provided before, after and Sat.	SAI	\$29,000
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
SpringBoard Training for Reading Teachers	Trainer on staff and Substitutes	MDMS/MDMS SAC	\$2100
NGCAR-PD Training for Social Studies Teachers	Trainer on staff	MDMS	\$0
CIS Training for all teachers	Trainer on staff	MDMS	\$0
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Common Lesson Plans w/CCSS imbedded	Literacy Coach		\$0
			Subtotal:
			Total: 32,000

End of Reading Goals

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

Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking. CELLA Goal #1: <i>Increase the number of students scoring proficient in listening and speaking by 3%</i>	2012 Current Percent of Students Proficient in Listening/Speaking: 6 th 33% (3) 7 th 58% (5) 8 th 40% (2)	1.1. English is a 2 nd language	1.1. Provide ELL Teacher Assistant Teachers Endorsed or Certified in ESOL Rosetta Stone	1.1. Administration	1.1. Staff review Student CELLA Score Improvements	1.1. Assessment Outcomes Student GPA Differential
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading. CELLA Goal #2: <i>Increase the number of students scoring proficient in reading by 3%</i>	2012 Current Percent of Students Proficient in Reading: 6 th 11% (1) 7 th 44% (4) 8 th 20% (1)	2.1. English is a 2 nd language	2.1. Provide ELL Teacher Assistant Teachers Endorsed or Certified in ESOL Rosetta Stone	2.1. Administration	2.1. Staff review Student CELLA Score Improvements	2.1. Assessment Outcomes Student GPA Differential
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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

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

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. <u>CELLA Goal #3:</u> <i>Increase the number of students scoring proficient in writing by 3%</i>	<u>2012 Current Percent of Students Proficient in Writing :</u> 6 th 11% (1) 7 th 56% (5) 8 th 40% (2)	2.1. English is a 2 nd language	2.1. Provide ELL Teacher Assistant Teachers Endorsed or Certified in ESOL Rosetta Stone	2.1. Administration	2.1. Staff review Student CELLA Score Improvements	2.1. Assessment Outcomes Student GPA Differential
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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

CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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

Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1. Training for teachers Teaching Methods	1A.1. Coaching and mentoring of CCSS PENDA Gradual Release Method Small Group Instruction Content Area Specific Vocab. Achieves Minis – 6 th , 7 th , and 8 th AVID	1A.1. Administration Instructional Coach	1A.1. Lesson Plans Administrative team analysis of classroom monitoring data Content area department evaluation of strategies Teacher analysis of student classroom performance both informal and formal	1A.1. Assessment Outcomes Student GPA Differential
<u>Mathematics Goal</u> #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Increase the number of students scoring at 3 and above by 6% for 6th and 7th and 4% at 8th</i>	6 th 29% (64) 7 th 27% (74) 8 th 28% (75)	6 th 35% 7 th 33% 8 th 32%					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Mathematics Goal</u> #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. Training for teachers Teaching Methods	2A.1. PENDA SpringBoard Math Coaching and mentoring of CCSS Gradual Release Method Small Group Instruction Content Area Specific Vocab. Achieves Minis – 6 th , 7 th , and 8 th AVID	2A.1. Administration and Instructional Coach	2A.1. Lesson Plans Administrative team analysis of classroom monitoring data Content area department evaluation of strategies Teacher analysis of student classroom performance both informal and formal	2A.1. Assessment Outcomes Student GPA Differential
<u>Mathematics Goal</u> #2A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Increase current percentage levels for levels 4 and 5 at each grade level by 7%</i>	6 th 18% (40) 7 th 18% (49) 8 th 16% (43)	6 th 25% 7 th 25% 8 th 23%					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Mathematics Goal</u> #2B:	<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>					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1. Training for teachers Teaching Methods	3A.1. PENDA SpringBoard Math Coaching and mentoring of CCSS Gradual Release Method Small Group Instruction Content Area Specific Vocab. Achieves Minis – 6 th , 7 th , and 8 th AVID Academic Recovery Program (ARP) Before/After School and Saturdays	3A.1. Administration and Instructional Coach	3A.1. Lesson Plans Administrative team analysis of classroom monitoring data Content area department evaluation of strategies Teacher analysis of student classroom performance both informal and formal	3A.1. Assessment Outcomes Student GPA Differential
Mathematics Goal #3A: <i>Increase the number of students making learning gains by 3%</i>	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
	60%	63%					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1. Teacher Training Teaching Methods	4A.1. ARP Before/After/Saturdays Coaching and mentoring of CCSS PENDA Gradual Release Method Small Group Instruction Content Area Specific Vocab. Achieves Minis – 6 th , 7 th , and 8 th	4A.1. Administration and Instructional Coach	4A.1. Lesson Plans Administrative team analysis of classroom monitoring data Content area department evaluation of strategies Teacher analysis of student classroom performance both informal and formal	4A.1. Assessment Outcomes Student GPA Differential
Mathematics Goal #4: <i>Increase the number of students identified as the lowest 25% making learning gains in math by 5%</i>	2012 Current	2013					
	Level of Performance: *	Expected Level of Performance: *					
	58%	63%					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%. Mathematics Goal #5A: Reduce the achievement gap by 50% in math by 23% over the next five years.	Baseline data 2010-2011		51%	56%	60%	65%	69%	74%
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: Reduce the number of students by ethnicity not making satisfactory progress in math 4% in 6 th , 5% in 7 th , and 6% in 8 th	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	5B.1. Ensuring that the ARP provides differentiated academic programs aligned to the specific needs of student subgroups	5B.1. ARP Coaching and mentoring of CCSS PENDA Gradual Release Method Small Group Instruction Content Area Specific Vocab. Achieves Minis – 6 th , 7 th , & 8 th AVID	5B.1. Administration Literacy Coach Guidance Counselors	5B.1. Weekly Formal and Informal Assessments Teacher and Student Surveys	5B.1. Assessment Outcomes Student GPA Differential	
	White: 43%	White: 39%						
	Black: 75%	Black: 70%						
	Hispanic: 67%	Hispanic: 61%						
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1. Lack of a differentiated academic program aligned to the specific needs of student subgroups	5C.1. ARP PENDA Coaching and mentoring of CCSS Gradual Release Method Small Group Instruction Content Area Specific Vocab. Achieves Minis – 6 th , 7 th , & 8 th AVID	5C.1. Administration Literacy Coach Guidance Counselors	5C.1. Weekly Formal and Informal Assessments Teacher and Student Surveys	5C.1. Assessment Outcomes Student GPA Differential
<i>Mathematics Goal #5C:</i> <i>Decrease the number of ELL students not making satisfactory progress in math by 7%.</i>	<i>2012 Current Level of Performance:</i> *	<i>2013 Expected Level of Performance:</i> *					
	88%	81%					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. Lack of differentiated academic program aligned to the specific needs of student subgroups	5D.1. ARP PENDA Coaching and mentoring of CCSS Gradual Release Method Small Group Instruction Content Area Specific Vocab. Achieves Minis – 6 th , 7 th , & 8 th	5D.1. Administration Literacy Coach Guidance Counselors	5D.1. Weekly Formal and Informal Assessments Teacher and Student Surveys	5D.1. Assessment Outcomes Student GPA Differential
<i>Mathematics Goal #5D:</i> <i>Decrease the number of SWD not making satisfactory progress in math.</i>	<i>2012 Current Level of Performance:</i> *	<i>2013 Expected Level of Performance:</i> *					
	74%	64%					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1. Ensuring that the ARP provides differentiated academic programs aligned to the specific needs of student subgroups	5E.1. Coaching and mentoring of CCSS PENDA Gradual Release Method Small Group Instruction Content Area Specific Vocab.	5E.1. Administration Literacy Coach Guidance Counselors	5E.1. Weekly Formal and Informal Assessments Teacher and Student Surveys	5E.1. Assessment Outcomes Student GPA Differential
<i>Mathematics Goal #5E:</i>	<i>2012 Current</i>	<i>2013 Expected</i>					
<i>Decrease the number of ED students not making satisfactory progress in math by 10%</i>	<i>Level of Performance:</i>	<i>Level of Performance:</i>					
	<i>*</i>	<i>*</i>					
	60%	50%	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

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

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

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1.			1.1. Teacher effectiveness in teaching CCSS	1.1. PENDA Coaching and Mentoring CCSS AVID Graduated Release Model Small group instruction Content Specific Vocab.	1.1. Administration Instructional Coach	1.1 Lesson Plans Informal and formal teacher observations	1.1. Assessment Outcomes Student GPA Differential
Algebra 1 Goal #1: <i>Increase the number of students scoring at 3 or higher on the Algebra 1 EOC by 8%</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	80%	88%					
			1.2. Increasing the number of higher level courses offered	1.2. Add additional classes to the master schedule	1.2. Administration and Guidance	1.2. AS400 and FIDO Data	1.2. Assessment Outcomes Student GPA Differential
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1. Teacher effectiveness in teaching CCSS	2.1. PENDA Coaching and Mentoring CCSS AVID Graduated Release Model Small group instruction Content Specific Vocab.	2.1. Administration Instructional Coach	2.1 Lesson Plans Informal and formal teacher observations	2.1. Assessment Outcomes Student GPA Differential
Algebra Goal #2: <i>Increase the number of students scoring at or above Achievement levels 4 and 5 on the Algebra 1 EOC by 8%</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	17%	25%					
			2.2. Increasing the number of higher level courses offered	2.2. Add additional classes to the master schedule	2.2. Administration and Guidance	2.2. AS400 and FIDO Data	2.2. Assessment Outcomes Student GPA Differential
			2.3.	2.3.	2.3.	2.3.	2.3.

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

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

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

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

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

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

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

End of Algebra 1 EOC Goals

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

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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1.	1.1.	1.1.	1.1.	1.1.
Geometry Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Data not available</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal #2: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

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

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

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

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

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

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities <small>Please note that each strategy does not require a professional development or PLC activity.</small>						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SpringBoard Math	8 th	Craig Cosden	Algebra I Teachers	October 2012	Lesson Plans and Classroom Observations	Administration and Instructional Coach
PENDA	6 th , 7 th , and 8 th	Sandra Sellers	Math teachers in 6 th , 7 th , and 8 th	October 2012	Lesson Plans and Classroom Observations	Administration and Instructional Coach
Mini Achieves	6 th , 7 th , and 8 th	Karen Hart	Math teachers in 6 th , 7 th , and 8 th	November 2012	Lesson Plans and Classroom Observations	Administration and Instructional Coach

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

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

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Academic Recovery Program	Instructional Personnel	SAI	\$7250
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
PENDA	Computer Based Recovery	District	\$0
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
SQ4R Refresher	Text based instruction	MDMS	
Gradual Release Model	Scientifically Based Research (SBR) – Instructional Practices	MDMS	0
Common Core State Standards	Aligned with national standards in math	MDMS	0
Achieves Minis	Aligned with national standards in math	MDMS	0
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Mathematics Goals

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

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1. Students demonstrate difficulty with analyzing and applying scientific information previously learned.	1A.1. Use daily IFCR's Use of PENDA Learning, Science FCAT Explorer, and Curriculum Pathways via Moodle. AVID implemented in 7 th & 8 th grades. Advanced science classes in all grade levels implemented (132 students). Progress monitor science tests administered 3 times/year. Springboard implemented.	1A.1. Department Chair, Administration.	1A.1. Lesson plan review Formal and Informal Teacher Observations	1A.1. FCAT science results Teacher made assessments Progress Monitoring tests Mini Assessments with IFC
Science Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Increase the number of students scoring at level 3 and above by 4%	8 th 32% (85)	8 th 36%	1A.2. Students struggle with thinking and applying skills based on informational non-fiction scientific reading.	1A.2. Utilize interactive word walls to learn how to synthesize the meaning of science vocabulary through conversation, direct instruction, & reading. Use Cornell notes to recall main idea, organize discussion information, & summarize what the student understood about the lesson. SQ4R used to interpret science information. Use of NGSS, FCAT 2.0, & common core standards. Cooperative small groups. Use of the gradual release model.	1A.2. Department Chair, Administration.	1A.2. Lesson plan review Classroom walkthroughs	1.2 FCAT science results Teacher made assessments Progress Monitoring tests.

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

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

			Utilize literacy in science fiction books & the DBQ model. Provide additional reading materials, i.e., magazines, high-interest books in the classroom for students to read when finished with assigned class work. Provide real-world application via homework assignments and labs.			
		1A.3. Students lack the ability to formulate predictions, organize & interpret data, and communicate results when engaged in hands-on activities.	1A.3. Use inquiry based lesson plans that allow students to generate questions about a topic & design their own investigations with write ups 8 per 9 weeks. Webb's DOK Levels 3 & 4 terms/concepts emphasized in lesson delivery and in student responses. Provide relevant real-world science experiences and engaging activities, i.e., Webquests.	1A.3. Department / PLC chair Science teachers	1A.3. PLC meetings Lesson plan review Classroom walkthroughs Lab document forms	1A.3. FCAT science results Teacher made assessments Progress Monitoring tests
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Science Goal #1B:	<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>				
		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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August 2012
Rule 6A-1.099811
Revised April 29, 2011

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

2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. Difficulty in applying information previously learned	2A.1. IFCR CCSS Inquiry Lessons PENDA AVID SQ4R Achieves Minis Increase the number of higher level Courses offered	2A.1. Administration Literacy Coach	2A.1. PLC meetings Lesson plan review Classroom walkthroughs Lab document forms	2A.1. FCAT science results Teacher made assessments Progress Monitoring tests
Science Goal #2A: <i>Increase the number of students scoring at level 4 and 5 by 8%.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Number of higher level courses offered				
	8 th 9% (24)	8 th 17%					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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

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

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

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

End of Biology 1 EOC Goals

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

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

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SQ4R Refresher	Science	MDMS	Science Department	Fall 2012		Administration, LC
Gradual Release Model	Science	MDMS	Science Department	Fall 2012		Administration, LC
Common Core State Standards	Science	MDMS	Science Department	Fall 2012		Administration, LC
Achieves Minis	Science	MDMS	Science Department	Fall 2012		Administration, LC

Science Budget (Insert rows as needed)

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

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

End of Science Goals

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

Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1. Student Motivation Teacher inability to teach the writing process	1A.1. Incorporate daily writing strategies in all curriculum areas raising the level of expectations in classes. Inclusion of CIS instructional model – based on text analysis and the writing process On 10/1 SpringBoard ELA has been implemented in all LA classes Deepen the understanding of the FCAT scoring rubric by teachers and students Utilize peer coaching, editing, and scoring. Explicit instruction of writing as a process	1A.1. Administration Literacy Coach	1A.1. Lesson Plans Informal and Formal Teacher Observations	1A.1. Assessment Outcomes Student GPA Differential
<i>Writing Goal #1A:</i>	<i>2012 Current Level of Performance:</i>	<i>2013 Expected Level of Performance:</i>					
<i>Increase the number of students scoring at 3.0 and higher in writing by 3%</i>	<i>* 80% (211)</i>	<i>* 83%</i>					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<i>Writing Goal #1B:</i>	<i>2012 Current Level of Performance:</i>	<i>2013 Expected Level of Performance:</i>					
<i>Enter narrative for the goal in this box.</i>	<i>* </i>	<i>* </i>					

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

		*					
		Enter numerical data for expected level of performance in this box.					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SpringBoard	6 th , 7 th , & 8 th	Cosden/Colarossi	6 th , 7 th , & 8 th ELA	Sept/Oct	Classroom Visitation Process	Admin and Instructional Coach
CIS Development	6 th , 7 th , & 8 th	Cosden/Colarossi	6 th , 7 th , & 8 th Social Studies & Reading	Sept/Nov	Classroom Visitation Process	Admin and 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)/Material(s)			
Strategy	Description of Resources	Funding Source	Amount
SpringBoard	Teacher Training	SAC/District	
CIS	Teacher Training	SAC/District	
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
SpringBoard	Teacher Training	SAC/District	
CIS	Teacher Training	SAC/District	
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

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

	Total:
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End of Writing Goals

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

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

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

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

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

Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

End of Civics Goals

**August 2012
Rule 6A-1.099811
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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

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

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

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

U.S. History Professional Development

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

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

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

End of U.S. History Goals

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

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

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Student Support Teacher/student relationships	1.1. Positive Behavior System- (PBS) Academic Recovery Program BEST Relationship Building Behavior Groups	1.1. Administration PBS Leadership Guidance School Social Worker	1.1. AS400 and FIDO Data	1.1. AS400 and FIDO Data
Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
<i>Increase attendance rate by 2%</i>	93%	95%					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	324	300					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Literacy Leadership Team	All Staff	LLT	School -Wide	On-going	Parent Participation	Administration Literacy Coach
PBS	All Staff	Administration	School-Wide	On-going	Rewards for Students, AS400 Data	Administration

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Movie Night	Popcorn	MDMS	
Muffins with Moms	Muffins	MDMS	
Curriculum Night	Teaching Staff	MDMS	
Donuts with Dads	Donuts	MDMS	
			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

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

	Subtotal:
	Total:

End of Attendance Goals

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

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1. Some students are unwilling to follow the LCS Board Code of Student Conduct	1.1. ARP Academic Recovery Program Continue and expand promotion of PBS strategies to recognize and reward positive behavior. Teach and practice code of conduct Grade level meetings with students Administration to continually review the school culture expectations	1.1. Administration, faculty and staff	1.1. AS400 and FIDO Data	1.1. AS400 and FIDO Data
<u>Suspension Goal #1:</u>	<u>2012 Total</u>	<u>2013 Expected</u>					
<u>Number of In – School Suspensions</u>	<u>Number of In – School Suspensions</u>	<u>Number of In – School Suspensions</u>					
Currently MDMS does not have an in-school suspension program	NA	NA					
<u>2012 Total</u>	<u>2013 Expected</u>	<u>2013 Expected</u>					
<u>Number of Students Suspended In-School</u>	<u>Number of Students Suspended In-School</u>	<u>Number of Students Suspended In-School</u>					
To reduce the number of out-of-school suspensions by 10%	NA	NA					
<u>2012 Total</u>	<u>2013 Expected</u>	<u>2013 Expected</u>					
<u>Number of Out-of-School Suspensions</u>	<u>Number of Out-of-School Suspensions</u>	<u>Number of Out-of-School Suspensions</u>					
	231	208					
<u>2012 Total</u>	<u>2013 Expected</u>	<u>2013 Expected</u>					
<u>Number of Students Suspended Out-of-School</u>	<u>Number of Students Suspended Out-of-School</u>	<u>Number of Students Suspended Out-of-School</u>					
	208	115					
			1.2. Continue and expand promotion of PBS strategies to recognize and reward positive behavior.	1.2. Expand PBS activities	1.2. Administration Achievement Liaison BEST teachers	1.2. Increase in the number of students who receive in house incentives and in house Eagle Bucks	1.2. Student suspension data, AS 400, FIDO
			1.3. Inconsistency in classroom expectations leading to ineffective disciplinary procedures	1.3. Develop a school wide discipline ladder for all classes as well as school wide expectations for common areas such as hallways, walkways,	1.3. Administration All teachers and staff Guidance	1.3. Classroom walkthroughs Teacher collection of discipline data	1.3. Student suspension data, AS 400, FIDO

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

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

			and lunchroom. Consistently teach the expectations in all classes and common areas. Incorporate an introduction to the common school culture for new enrollees.			
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School Wide Expectations and PBS	6-8	Administration	All teachers and staff	Week of Aug 13 and on-going	Team and PLC meetings	Administration

Suspension Budget (Insert rows as needed)

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

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

End of Suspension Goals

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

Dropout Prevention Goal(s)

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

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

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

Dropout Prevention Professional Development

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

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

Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1.	1.1.	1.1.	1.1.	1.1.
Parent Involvement Goal #1:			Communication Time Constraints Minimal Opportunities for parental support	LLT Parent/Student Evening Activities: Eagle Camp Movie Night Active PTO Active SAC Mentoring/Volunteer Program Parent Conferences Utilize Synergy-Voice technology more frequently to invite parents to participate in school events. Update school website frequently School Marquee School Newsletter	Administration LLT	Increase in participation statistics	Sign in sheets
Our goal is to increase the number of families that participate in school functions by 10%	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*					
	18%	28%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			Scheduling of parent conferences takes significant time. Conferences are not always scheduled in a timely manner due to time constraints.	Reinforce to teachers the importance of regular parent contact. Improve communication between team leaders and guidance counselors so that all parent communications are shared in both directions.	Guidance Administration Team leaders Classroom teachers	Increase in participation statistics	Increase in participation statistics
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

August 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

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

Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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

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

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

STEM Professional Development

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

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

STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

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

CTE Professional Development

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

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

CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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

Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1.	1.1.	1.1.	1.1.	1.1.
<u>Additional Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>	Parental perception of importance of participating in seminars and assemblies.	Schedule 2 parent nights to include motivational presentations on stopping bullying.	Guidance PTO Administration	Parent and student feedback. Lack of bullying incidents	Teacher, student, parent surveys
<i>Maintain “0” referrals for bullying and continue to increase student awareness of the issues and dangers of bullying, creating a safer school environment for all students.</i>	<i>Maintain the level 2011-12 zero bullying referrals</i>	<i>Maintain a zero level of bullying referrals through proactive measures.</i>	Funding for incentives, Safe School Ambassadors program, and guest speakers				
			1.2 Efficient time to implement strategies.	1.2. Second Step lessons taught in the Social Studies classroom.	1.2. Social Studies Teachers Administration	1.2. Teacher/Student feedback Classroom observations	1.2. Teacher lesson plans Classroom observations
			1.3. Instructional implementation with fidelity.	1.3. Small behaviorally focused groups.	1.3. Guidance Assistant Principal	1.3. Decrease in bullying complaints about participating students	1.3. Session attendance sheets Referrals
Additional Goal #2			2.1 Lack of available technology for classroom use	2.1 Provide teachers with document cameras and provide training on equipment such as clickers and smart boards. Provide training on current school programs such as Penda and Moodle	2.1 Administration ILS	2.1 Teachers completion of staff development sessions Teacher’s implementation of technology in their daily teaching process.	2.1 Edusoft data eSembler reports Moodle data Penda reports Classroom Walkthrough data

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

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Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Penda	6 th , 7 th , 8 th Math	Sandra Sellers	6 th , 7 th , and 8 th Math Teachers	Fall 2012	Review data from formal assessments such as FCAT, Benchmark mini assessments and Benchmark Assessments	Administration

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

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

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

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: 33,000
CELLA Budget	Total:
Mathematics Budget	Total: 7,250
Science Budget	Total:
Writing Budget	Total:
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total: 3,300
	Grand Total: 43,550

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

Are you reward school? Yes No

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

Describe the activities of the SAC for the upcoming school year.
Assist in writing the SIP. Support staff by supporting the two prong approach: Staff Development and Student Materials. SAC will provide financial support for staff development.

Describe the projected use of SAC funds.	Amount
Provide funding for staff development on the SpringBoard program.	\$3300.00