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: Thomas E. Weightman Middle School	District Name: Pasco County School District
Principal: Brandon Bracciale	Superintendent: Heather Fiorentino
SAC Chair: Gary Evans	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	Brandon Bracciale	Ed Leadership, Exceptional Student Education, Psychology	0	4	Assistant Principal at Pine View Middle School from 5/08-6/12 and it was an "A" school all four years. PVMS also made AYP in 2009-2010. Thomas E. Weightman Middle School beginning 6/12 to current and is an "A" school.

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Assistant Principal	Nicole Sciarratta	Ed Leadership, Elementary Education, Middle Grade Mathematics, ESOL Endorsement	9	5	Assistant Principal at Thomas E. Weightman Middle School beginning 4/07 to current and is an "A" school.
Assistant Principal	Tracey Bruno	B.S. Elementary Education, M.S. Reading K-12, Certificate of Advanced Study in Educational Leadership	0	4	Assistant Principal at Thomas E. Weightman Middle School beginning 7/12 to current and is an "A" school. Assistant Principal at Dr. John Long Middle School from 11/08-7/12 and it was an "A" school during all four years.

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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)
K-12 Literacy Coach	Virginia Hinze	K-12 Reading, 5-9 Math, ESOL Endorsement	11	7	Thomas E. Weightman Middle School; School grade of an "A" for the last 7 years.

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. New Teacher Mentor Program	Administration	June 2013
2. Wildcat Roundtable (new teacher training/discussion meetings)	Administration/Academic Coaches	June 2013
3. Monthly Staff Development Cycle	Administration/Literacy Coach	June 2013
4.		

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

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

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
87	1%	14%	50%	32%	37%	99%	20%	1%	68%

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
Barbara Martin	CarolAnn Fazio	Experienced department head with content knowledge	Curriculum planning and classroom management
Ann Shanks	Eliot Koehler	Experienced department head with content knowledge	Curriculum planning and classroom management

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Additional Requirements

*Coordination and Integration-***Title I Schools Only**

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

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

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Administration, general education teachers, school psychologist, behavior specialist, guidance counselor, and social worker
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The MTSS leadership team provides a common vision for the use of data based decision making, ensures that the school based team is implementing RTI, assesses RTI skills of staff, ensures implementation of intervention support/documentation, provides professional development to support RTI implementation, and communicates RTI activities within the school to parents. The MTSS Leadership Team will implement a school-wide action plan based on an analysis of school-wide achievement, discipline, and attendance data. Data analysis of student achievement, behavior and attendance will be ongoing and formative. The team will utilize the Student Database System to track and review student behavior, attendance, and achievement. They will maintain communication with staff and support staff to identify problem areas, facilitate collaborative problem solving, assess staff support needs, and monitor interventions with fidelity and consistency. The team will identify proper supports at the Tier 1, Tier 2, and Tier 3 level.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? The MTSS Leadership Team will develop a school-wide action plan based on an analysis of school-wide achievement, discipline, and attendance data.
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. FAIR data will be used to strengthen TIER 1 curriculum in literacy and to provide TIER 2 supports to struggling students. Read 180, AMP, and Triumphs are the research based reading programs being implemented in intensive reading courses. Core K-12 assessments will be administered three times a year in math and science and departments will utilize the data to make instructional decisions and to decide on enrichment as well as best practices to differentiate areas needing further development. In writing, students will keep track of their own progress using a Learning Journal in content areas and electives. The Learning Journal will include student reflections, which include content area guided writing as well as free writing pieces. Teachers will conference with students quarterly to monitor growth and progress. The PS/RTI database will be used to monitor behavior, attendance, and academics. The SSAP teacher will review data bi-weekly to review and to determine students needing support.
Describe the plan to train staff on MTSS. Professional learning communities will receive training on how to use the PS/RTI database during planning week.
Describe the plan to support MTSS. The MTSS will be utilized by TEWMS staff school-wide as a means to identify students needing support early, and to work together as a team to explore successful interventions for struggling students.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). The 2012-2013 Literacy Leadership Team will consist of the following membership: Virginia Hinze, Marilyn Byram, Anita Hoyle, Allison Hurlstone, Meighan Osmun, Chris Pineo, Joseph Ryan, Nicole Tucker, Danny Webb, and Bonnie Westfall.

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Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The Literacy Leadership Team includes representation from each grade and discipline, providing a balanced cross section of members. It meets monthly to develop strategies to improve literacy instruction across the curriculum and to ensure the K-12 Reading Plan is being implemented with fidelity across content areas.

What will be the major initiatives of the LLT this year? After analysis of the lowest quartile reading data for 2011-2012, it indicated that students would benefit from additional strategies and supports. This year, our initiatives will focus on the alignment of the curriculum with the Common Core Standards. We will do this through the use of Content Area Based reading across classes and grade levels. The content area based reading will take place during SSR and will include analysis, comparison, and evaluation of text through the use of summaries, articles, letters, and textbooks. Student learning journals will also be implemented in all content areas across grade levels as a method to encourage students to develop their writing skills as well as their endurance for writing. These journals will contain frequent student reflections that will be a place for teachers to monitor student growth and for students to track their own progress. Teachers will continue to participate in a monthly staff development cycle that was implemented during the 2011-12 school year. These meetings will be data driven and will be a continual focus on the tracking of progress of lowest quartile of students. Content area teachers will identify "Monthly Key Learning Objectives" that are directly aligned with the curriculum maps and track and measure their class student growth while addressing the needs of the lowest quartile. Classroom strategies were identified in domain one of Marzano's best practices and, those strategies will be implemented by classroom teachers in an effort to best meet the needs of different learners.

Public School Choice
- **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

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Elementary Title I Schools Only: Pre-School Transition
Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Grades 6-12 Only Sec. 1003.413 (2)(b) F.S
For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

Classroom teachers are implementing Learning Journals and Content Area Based reading through SSR. Students will be taking the FAIR assessment three times a year to monitor their progress.

High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

N/A

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1. Full participation by all staff due to scheduling conflicts	1A.1. Teachers will meet by department on a regular basis to collaborate and discuss implementation of best practices, FAIR/ Core K12 data analysis, and monthly common assessments.	1A.1.Administration, Department Heads	1A.1.Formal and informal walkthroughs, increased proficiency measured through ongoing formative assessments	1A.1.Walkthrough documentation showing implementation of strategies, formative assessment data		

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Reading Goal #1A: The percentage of students achieving proficiency in the area of reading will increase by 3% at each grade level, as measured by the 2013 FCAT 2.0.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Proficiency: 6th Grade 33% 7th Grade 34% 8th Grade 28%	The students achieving at Level 3 in reading will increase by 3% for the 2013 FCAT.					
		1A.2. Teacher comfort level and consistency with implementing new strategies	1A.2.Teachers will participate in a staff development cycle that will be data driven and focus on the Common Core standards.	1A.2. Administration, Grade Level Content Teams, Student Success Team	1A.2. Monthly Data Meetings	1A.2.Meeting minutes	
		1A.3. Teacher comfort level with implementing new strategies	1A.3.Classroom strategies identified in domain one of Marzano's best practices will be implemented by classroom teachers to meet the needs of all learners.	1A.3. Administration, Student Success Team	1A.3.Teacher feedback, student achievement data	1A.3.Formative pre/post mini assessments aligned with key learning goals	
1B. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in reading.**	1A.2. Teacher comfort level and consistency with implementing new strategies	1A.2. Teachers will meet by department on a regular basis to collaborate and discuss implementation of best practices, FAIR/ Core K12 data analysis, and monthly common assessments.	1A.2. Administration, Grade Level Content Teams, Student Success Team	1A.2. Monthly Data Meetings	1A.2.Meeting minutes		

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Reading Goal #1B: The percentage of students scoring at Levels 4, 5, and 6 in the area of reading will increase by 3% at each grade level as measured by the 2013 FCAT 2.0.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	17% of the students scored at Levels 4, 5, and 6 on the reading Florida Alternative Assessment.	*20% of the students will score at Levels 4, 5, and 6 on the 2013 Florida Alternative Assessment.*				
		1A.3. Teacher comfort level with implementing new strategies	1A.3.Classroom strategies identified in domain one of Marzano's best practices will be implemented by classroom teachers to meet the needs of all learners.	1A.3. Administration, Student Success Team	1A.3.Teacher feedback, student achievement data	1A.3.Formative pre/post mini assessments aligned with key learning goals
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	1A.1. Full participation by all staff due to scheduling conflicts	1A.1. Teachers will meet by department on a regular basis to collaborate and discuss implementation of best practices, FAIR/ Core K12 data analysis, and monthly common assessments.	1A.1.Administration, Department Heads	1A.1.Formal and informal walkthroughs, increased proficiency measured through ongoing assessment	1A.1.Walkthrough documentation showing implementation of strategies, formative assessment data		
Reading Goal #2A: The percentage of students achieving above proficiency in the area of reading will increase by 3% at each grade level, as measured by the 2013 FCAT 2.0.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	6th Grade 39% 7th Grade 28% 8th Grade 30%	The students achieving at or above Level 4 in reading will increase by 3% for the 2013 FCAT.					
		1A.3. Teacher comfort level with implementing new strategies	1A.3.Classroom strategies identified in domain one of Marzano's best practices will be implemented by classroom teachers to meet the needs of all learners.	1A.3. Administration, Student Success Team	1A.3.Teacher feedback, student achievement data	1A.3.Formative pre/post mini assessments aligned with key learning goals	

		1A.2. Teacher comfort level and consistency with implementing new strategies	1A.2.Teachers will participate in a staff development cycle that will be data driven and focus on the Common Core standards.	1A.2. Administration, Grade Level Content Teams, Student Success Team	1A.2. Monthly Data Meetings	1A.2.Meeting minutes	
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: The percentage of students scoring at Level 7 in the area of reading will increase by 3% at each grade level as measured by the 2013 FCAT 2.0.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	49% of the students scored at Level 7 or above on the 2012reading FCAT.	*52% of students will score at Level 7 or above on the 2013 FCAT reading.*					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in reading.	1A.1. Full participation by all staff due to scheduling conflicts	1A.1. Teachers will meet by department on a regular basis to collaborate and discuss implementation of best practices, FAIR/ Core K12 data analysis, and monthly common assessments.	1A.1.Administration, Department Heads	1A.1.Formal and informal walkthroughs, increased proficiency measured through ongoing assessment	1A.1.Walkthrough documentation showing implementation of strategies, formative assessment data		
Reading Goal #3A: The percentage of students making learning gains in reading will continue to increase at the rate of 3% annually.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	The percentage of students making learning gains on FCAT reading was 68% for the 2012 school year.	The percentage of students making learning gains will increase by 3% for the 2013 reading FCAT.					
		1A.3. Teacher comfort level with implementing new strategies	1A.3.Classroom strategies identified in domain one of Marzano's best practices will be implemented by classroom teachers to meet the needs of all learners.	1A.3. Administration, Student Success Team	1A.3.Teacher feedback, student achievement data	1A.3.Formative pre/post mini assessments aligned with key learning goals	

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		1A.2. Teacher comfort level and consistency with implementing new strategies	1A.2.Teachers will participate in a staff development cycle that will be data driven and focus on the Common Core standards.	1A.2. Administration, Grade Level Content Teams, Student Success Team	1A.2. Monthly Data Meetings	1A.2.Meeting minutes	
3B. Florida Alternate Assessment: **Percentage of students making learning gains in reading.**	1A.3. Teacher comfort level with implementing new strategies	1A.3.Classroom strategies identified in domain one of Marzano's best practices will be implemented by classroom teachers to meet the needs of all learners.	1A.3. Administration, Student Success Team	1A.3.Teacher feedback, student achievement data	1A.3.Formative pre/post mini assessments aligned with key learning goals		
Reading Goal #3B: *5% of students increased scoring Levels 4, 5, and 6* *18% of students increased scoring Level 7 or above*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	23% of students made learning gains in reading on the Florida Alternative Assessment.	*26% of students will increase proficiency on the Florida Alternative Assessment for the 2013 reading.*					
		1A.2. Teacher comfort level and consistency with implementing new strategies	1A.2.Teachers will participate in a staff development cycle that will be data driven and focus on the Common Core standards.	1A.2. Administration, Grade Level Content Teams, Student Success Team	1A.2. Monthly Data Meetings	1A.2.Meeting minutes	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	1A.1. Full participation by all staff due to scheduling conflicts	1A.1. Teachers will meet by department on a regular basis to collaborate and discuss implementation of best practices, FAIR/Core K12 data analysis, and common assessments with a focused monitoring on the lowest quartile.	1A.1.Administration, Department Heads	1A.1.Formal and informal walkthroughs, increased proficiency measured through ongoing assessment	1A.1.Walkthrough documentation showing implementation of strategies, formative assessment data		
Reading Goal #4A: The percentage of students in the lowest 25% making learning gains in reading will continue to increase at the rate of 3% annually.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	The percentage of students in the lowest 25% making learning gains was 67% for the 2012 FCAT.	The percentage of students in the lowest 25% making learning gains will increase by 3% for the 2013 reading FCAT.					
		4A.2. Full participation by all staff due to time	4A.2. Student learning journals will be utilized in all classes to enhance writing skills, encourage creativity and track student growth.	4A.2. Administration, Department Heads	4A.2. Formal and informal monitoring of journal entries and student growth	4A.2.Quarterly formal evaluation checkpoints of journal, informal review and conference with student	

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		1A.3. Teacher comfort level with implementing new strategies	1A.3.Classroom strategies identified in domain one of Marzano's best practices will be implemented by classroom teachers to meet the needs of all learners.	1A.3. Administration, Student Success Team	1A.3.Teacher feedback, student achievement data	1A.3.Formative pre/post mini assessments aligned with key learning goals	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
Reading Goal #4B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Reading Goal #5A:							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	1A.1. Full participation by all staff due to scheduling conflicts	1A.1. Teachers will meet by department on a regular basis to collaborate and discuss implementation of best practices, FAIR/Core K12 data analysis, and monthly common assessments.	1A.1.Administration, Department Heads	1A.1.Formal and informal walkthroughs, increased proficiency measured through ongoing assessment	1A.1.Walkthrough documentation showing implementation of strategies, formative assessment data		
Reading Goal #5B: The percentage of students performing below proficiency in reading will decrease by 10% in each AYP subgroup.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	White: 33% (206 Students) Black: 49% (61 Students) Hispanic: 42% (104 Students)	White: 23% (185 Students) Black: 39% (55 Students) Hispanic: 32% (94 Students)				
		1A.2. Teacher comfort level and consistency with implementing new strategies	1A.2.Teachers will participate in a staff development cycle that will be data driven and focus on the Common Core standards.	1A.2. Administration, Grade Level Content Teams, Student Success Team	1A.2. Monthly Data Meetings	1A.2.Meeting minutes
		1A.3. Teacher comfort level with implementing new strategies	1A.3.Classroom strategies identified in domain one of Marzano's best practices will be implemented by classroom teachers to meet the needs of all learners.	1A.3. Administration, Student Success Team	1A.3.Teacher feedback, student achievement data	1A.3.Formative pre/post mini assessments aligned with key learning goals

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

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5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	1A.1. Full participation by all staff due to scheduling conflicts	1A.1. Teachers will meet by department on a regular basis to collaborate and discuss implementation of best practices, FAIR/ Core K12 data analysis, and monthly common assessments.	1A.1.Administration, Department Heads	1A.1.Formal and informal walkthroughs, increased proficiency measured through ongoing assessment	1A.1.Walkthrough documentation showing implementation of strategies, formative assessment data		
Reading Goal #5D: The percentage of students in the SWD subgroup performing below proficiency in reading will decrease by 10%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	6th Grade 60% (27 Students) 7th Grade 62% (27 Students) 8th Grade 75% (39 Students)	6th Grade 50% (24 Students) 7th Grade 52% (24 Students) 8th Grade 65% (35 Students)					
		1A.2. Teacher comfort level and consistency with implementing new strategies	1A.2.Teachers will participate in a staff development cycle that will be data driven and focus on the Common Core standards.	1A.2. Administration, Grade Level Content Teams, Student Success Team	1A.2. Monthly Data Meetings	1A.2.Meeting minutes	
		1A.3. Teacher comfort level with implementing new strategies	1A.3.Classroom strategies identified in domain one of Marzano's best practices will be implemented by classroom teachers to meet the needs of all learners.	1A.3. Administration, Student Success Team	1A.3.Teacher feedback, student achievement data	1A.3.Formative pre/post mini assessments aligned with key learning goals	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	1A.1. Full participation by all staff due to scheduling conflicts	1A.1. Teachers will meet by department on a regular basis to collaborate and discuss implementation of best practices, FAIR/Core K12 data analysis, and monthly common assessments.	1A.1.Administration, Department Heads	1A.1.Formal and informal walkthroughs, increased proficiency measured through ongoing assessment	1A.1.Walkthrough documentation showing implementation of strategies, formative assessment data		
Reading Goal #5E: The percentage of economically disadvantaged students performing below proficiency in reading will decrease by 10%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	6th Grade 41% (82 Students) 7th Grade 51% (91 Students) 8th Grade 53% (93 Students)	6th Grade 31% (74 Students) 7th Grade 41% (82 Students) 8th Grade 43% (84 Students)					

| | | 1A.2. Teacher comfort level and consistency with implementing new strategies | 1A.2.Teachers will participate in a staff development cycle that will be data driven and focus on the Common Core standards. | 1A.2. Administration, Grade Level Content Teams, Student Success Team | 1A.2. Monthly Data Meetings | 1A.2.Meeting minutes | |
| | | 1A.3. Teacher comfort level with implementing new strategies | 1A.3.Classroom strategies identified in domain one of Marzano's best practices will be implemented by classroom teachers to meet the needs of all learners. | 1A.3. Administration, Student Success Team | 1A.3.Teacher feedback, student achievement data | 1A.3.Formative pre/post mini assessments aligned with key learning goals | |

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
Common Core	All levels	K-12 Literacy Coach	School wide	Monthly staff development cycle	Weekly collaboration teams/departments	Administration/K-12 Literacy Coach
Marzano's Best Practices	All levels	K-12 Literacy Coach/Admin	School wide	Ongoing	Walkthroughs, Collaboration meetings	Administration/K-12 Literacy Coach
RTI Training	All levels	Administration/ Technology Specialist/RTI-B Committee members	School wide	Ongoing monthly	Team use/monitoring of student data system	Administration

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Reading Budget (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Teachers will participate in a monthly staff development cycle focusing on the alignment of the Common Core Standards.	Language Arts Scholastic Readers	Staff Development District Funds	$264.00
Subtotal: $264.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Learning Journals	1,000 Composition Books		$150.00
Subtotal:$150.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:$414.00			
Total:$414.00			

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

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

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CELLA Goal #2: *Enter narrative for the goal in this box.*	2012 Current Percent of Students Proficient in Reading: *Enter numerical data for current level of performance in this box.*				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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

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CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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Elementary School Mathematics Goals

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

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

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1B. **Florida Alternate Assessment:** Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Mathematics Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Elementary School Mathematics Goals

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

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

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1B. **Florida Alternate Assessment:** Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Mathematics Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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

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Mathematics Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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

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Mathematics Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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Mathematics Goal #4B: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.				
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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

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	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3	

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

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5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
Mathematics Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

Middle School Mathema	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. Full participation by all staff due to scheduling conflicts	1A.1. Teachers will meet by department on a regular basis to collaborate and discuss implementation of best practices, FAIR/Core K12 data analysis, and monthly common assessments.	1A.1.Administration, Department Heads	1A.1.Formal and informal walkthroughs, increased proficiency measured through ongoing assessment	1A.1.Walkthrough documentation showing implementation of strategies, formative assessment data		

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Mathematics Goal #1A: The percentage of students achieving proficiency in the area of math will increase by 3% at each grade level, as measured by the 2013 FCAT 2.0.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	The percentage of students scoring level 3 on 2012 FCAT math were 6th Grade 17% 7th Grade 15% 8th Grade 20%	The percentage of students achieving Level 3 in math will increase by 3% for the 2013 FCAT math.					
		1A.2. Teacher comfort level and consistency with implementing new strategies	1A.2.Teachers will participate in a staff development cycle that will be data driven and focus on the Common Core standards.	1A.2. Administration, Grade Level Content Teams, Student Success Team	1A.2. Monthly Data Meetings	1A.2.Meeting minutes	
		1A.3. Teacher comfort level with implementing new strategies	1A.3.Classroom strategies identified in domain one of Marzano's best practices will be implemented by classroom teachers to meet the needs of all learners.	1A.3. Administration, Student Success Team	1A.3.Teacher feedback, student achievement data	1A.3.Formative pre/post mini assessments aligned with key learning goals	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1A.2. Teacher comfort level and consistency with implementing new strategies	1A.2.Teachers will participate in a staff development cycle that will be data driven and focus on the Common Core standards.	1A.2. Administration, Grade Level Content Teams, Student Success Team	1A.2. Monthly Data Meetings	1A.2.Meeting minutes		

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Mathematics Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students scoring at Levels 4, 5, and 6 in math will increase by 3% on the Florida Alternative Assessment.							
	17% of the students scored at Levels 4, 5, and 6 in math on the Florida Alternative Assessment.	*20% of the students will score at Levels 4, 5, and 6 on the Florida Alternative Assessment in math.*					
		1A.3. Teacher comfort level with implementing new strategies	1A.3.Classroom strategies identified in domain one of Marzano's best practices will be implemented by classroom teachers to meet the needs of all learners.	1A.3. Administration, Student Success Team	1A.3.Teacher feedback, student achievement data	1A.3.Formative pre/post mini assessments aligned with key learning goals	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	1A.1. Full participation by all staff due to scheduling conflicts	1A.1. Teachers will meet by department on a regular basis to collaborate and discuss implementation of best practices, FAIR/ Core K12 data analysis, and monthly common assessments.	1A.1.Administration, Department Heads	1A.1.Formal and informal walkthroughs, increased proficiency measured through ongoing assessment	1A.1.Walkthrough documentation showing implementation of strategies, formative assessment data		
Mathematics Goal #2A:

The percentage of students achieving levels 4 & 5 in the area of math will increase by 3% at each grade level, as measured by the 2013 FCAT 2.0. | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | The percentage of students achieving levels 4 and 5 on the 2012 FCAT
6th Grade 39%
7th Grade 28%
8th Grade 30% | The percentage of students achieving levels 4 and 5 will increase by 3% for the 2013 Math FCAT. | | | | | |

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		1A.2. Teacher comfort level and consistency with implementing new strategies	1A.2.Teachers will participate in a staff development cycle that will be data driven and focus on the Common Core standards.	1A.2. Administration, Grade Level Content Teams, Student Success Team	1A.2. Monthly Data Meetings	1A.2.Meeting minutes	
		1A.3. Teacher comfort level with implementing new strategies	1A.3.Classroom strategies identified in domain one of Marzano's best practices will be implemented by classroom teachers to meet the needs of all learners.	1A.3. Administration, Student Success Team	1A.3.Teacher feedback, student achievement data	1A.3.Formative pre/post mini assessments aligned with key learning goals	
2B. Florida Alternate Assessment: **Students scoring at or above Level 7 in mathematics.**	2A.2. Teacher comfort level and consistency with implementing new strategies	2A.2.Teachers will participate in a staff development cycle that will be data driven and focus on the Common Core standards.	2A.2. Administration, Grade Level Content Teams, Student Success Team	2A.2. Monthly Data Meetings	2A.2.Meeting minutes		
Mathematics Goal #2B: _The percentage of students scoring at Level 7 or above in math will increase by 3% on the Florida Alternative Assessment._	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	49% of the students scored at Level 7 or above in math on the Florida Alternative Assessment.	_52% of the students will score at Levels 7 or above on the Florida Alternative Assessment in math._					
		2A.3. Teacher comfort level with implementing new strategies	2A.3.Classroom strategies identified in domain one of Marzano's best practices will be implemented by classroom teachers to meet the needs of all learners.	2A.3. Administration, Student Success Team	2A.3.Teacher feedback, student achievement data	2A.3.Formative pre/post mini assessments aligned with key learning goals	

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	1A.1. Full participation by all staff due to scheduling conflicts	1A.1. Teachers will meet by department on a regular basis to collaborate and discuss implementation of best practices, FAIR/ Core K12 data analysis, and monthly common assessments.	1A.1.Administration, Department Heads	1A.1.Formal and informal walkthroughs, increased proficiency measured through ongoing assessment	1A.1.Walkthrough documentation showing implementation of strategies, formative assessment data		
Mathematics Goal #3A: The percentage of students making learning gains in math will increase at the rate of 3% annually.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	The percentage of students making learning gains in math for the 2012 FCAT math.	**6th Grade 61% (236 Students) 7th Grade 74% (265 Students) 8th Grade 59% (197 Students)**					
		1A.2. Teacher comfort level and consistency with implementing new strategies	1A.2.Teachers will participate in a staff development cycle that will be data driven and focus on the Common Core standards.	1A.2. Administration, Grade Level Content Teams, Student Success Team	1A.2. Monthly Data Meetings	1A.2.Meeting minutes	

		1A.3. Teacher comfort level with implementing new strategies	1A.3.Classroom strategies identified in domain one of Marzano's best practices will be implemented by classroom teachers to meet the needs of all learners.	1A.3. Administration, Student Success Team	1A.3.Teacher feedback, student achievement data	1A.3.Formative pre/post mini assessments aligned with key learning goals	
3B. Florida Alternate Assessment: **Percentage of students making learning gains in mathematics.**	1A.2. Teacher comfort level and consistency with implementing new strategies	1A.2.Teachers will participate in a staff development cycle that will be data driven and focus on the Common Core standards.	1A.2. Administration, Grade Level Content Teams, Student Success Team	1A.2. Monthly Data Meetings	1A.2.Meeting minutes		
Mathematics Goal #3B: *35% of students scoring Levels 4, 5, and 6 increased proficiency.* *8% of students scoring Level 7 or above decreased proficiency.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	27% of students increased proficiency on the 2012 Florida Alternative Assessment in math.	*30% will increase proficiency on the 2013 Florida Alternative Assessment in math.*					
		1A.3. Teacher comfort level with implementing new strategies	1A.3.Classroom strategies identified in domain one of Marzano's best practices will be implemented by classroom teachers to meet the needs of all learners.	1A.3. Administration, Student Success Team	1A.3.Teacher feedback, student achievement data	1A.3.Formative pre/post mini assessments aligned with key learning goals	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	1A.1. Full participation by all staff due to scheduling conflicts	1A.1. Teachers will meet by department on a regular basis to collaborate and discuss implementation of best practices, FAIR/ Core K12 data analysis, and monthly common assessments.	1A.1.Administration, Department Heads	1A.1.Formal and informal walkthroughs, increased proficiency measured through ongoing assessment	1A.1.Walkthrough documentation showing implementation of strategies, formative assessment data		
Mathematics Goal #4A: The percentage of students in lowest 25% making learning gains in math will increase by 3%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	6th Grade 13% (50 Students) 7th Grade 12% (44 Students) 8th Grade 17% (56 Students)	6th Grade 16% (238 Students) 7th Grade 15% (266 Students) 8th Grade 20% (199 Students)					
		4A.2. Full participation by all staff due to time	4A.2. Student learning journals will be utilized in all classes to enhance writing skills, encourage creativity and track student growth.	4A.2. Administration, Department Heads	4A.2. Formal and informal monitoring of journal entries and student growth	4A.2.Quarterly formal evaluation checkpoints of journal, informal review and conference with student

		1A.3. Student scheduling conflicts	1A.3.Intensive Math classes are scheduled to provide students support by their basic math teacher. This allows students increased opportunities to practice their skills.	1A.3. Administration, Student Success Team	1A.3.Teacher feedback, student achievement data	1A.3.Formative aligned with key learning goals	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
Mathematics Goal #4B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Mathematics Goal #5A: *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		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	1A.1. Full participation by all staff due to scheduling conflicts	1A.1. Teachers will meet by department on a regular basis to collaborate and discuss implementation of best practices, FAIR/Core K12 data analysis, and monthly common assessments.	1A.1.Administration, Department Heads	1A.1.Formal and informal walkthroughs, increased proficiency measured through ongoing assessment	1A.1.Walkthrough documentation showing implementation of strategies, formative assessment data		

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Mathematics Goal #5B: The percentage of students performing below proficiency in math will decrease by 10% in each AYP subgroup.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White: 38% (239 Students) Black: 61% (83 Students) Hispanic: 51% (126 Students)	White: 28% (215 Students) Black: 51% (75 Students) Hispanic: 41% (113 Students)					
		1A.2. Teacher comfort level and consistency with implementing new strategies	1A.2.Teachers will participate in a staff development cycle that will be data driven and focus on the Common Core standards.	1A.2. Administration, Grade Level Content Teams, Student Success Team	1A.2. Monthly Data Meetings	1A.2.Meeting minutes	
		1A.3. Teacher comfort level with implementing new strategies	1A.3.Classroom strategies identified in domain one of Marzano's best practices will be implemented by classroom teachers to meet the needs of all learners.	1A.3. Administration, Student Success Team	1A.3.Teacher feedback, student achievement data	1A.3.Formative pre/post mini assessments aligned with key learning goals	

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

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5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1. Scheduling conflicts and allocation challenges	5D.1. TEWMS will create a better system of support for students with disabilities by adding an appropriate mixture of support facilitation and co-teach courses to meet student needs.	5D.1. Administration, ESE Department	5D.1. Students in this subgroup will make gains at the same rate, or at a greater rate than their non-disabled peers when comparing base-line, mid-year, and end-of-year assessments.	5D.1. FAIR, CORE K-12 results		
<u>Mathematics Goal #5D:</u> The percentage of students with disabilities performing below proficiency in math will decrease by 10%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	6ᵗʰ Grade 69% (31 Students) 7ᵗʰ Grade 66% (29 Students) 8ᵗʰ Grade 77% (40 Students)	6ᵗʰ Grade 59% (28 Students) 7ᵗʰ Grade 56% (26 Students) 8ᵗʰ Grade 67% (36 Students)					
	1A.2. Teacher comfort level and consistency with implementing new strategies 1A.3. Teacher comfort level with implementing new strategies	5.D...2. Training staff to utilize the early warning system, including the database and identifying appropriate interventions once groups are identified as struggling	5D.2. A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off-track. Tiered interventions will be utilized and student responses evaluated.	5D.2. Administration, Guidance counselors, SSAP teacher, RtI Leadership Team, Technology Assistant (Will Neubauer),	5D.2. The school-wide data for academics will be pulled regularly and compare with 2011-2012 school year to determine if tiered interventions are yielding results.	5D.2. Student Data System (SDS), Behavior Education Plan Daily Student Sheets (ROAR Report)	

		5D.3. Time to analyze data and track individual growth	5D.3. TEWMS will implement a school-wide, systematic approach, to track and celebrate student growth (Punchcards, Portfolios).	5D.3. Administration, Team Leaders, Department Heads	5D.3. School-wide results will increase between baseline, mid-year, and endof-year assessments.	5D.3. CORE K-12, FAIR, and common assessment results	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	1A.1. Full participation by all staff due to scheduling conflicts	1A.1. Teachers will meet by department on a regular basis to collaborate and discuss implementation of best practices, FAIR/Core K12 data analysis, and monthly common assessments..	1A.1.Administration, Department Heads	1A.1.Formal and informal walkthroughs, increased proficiency measured through ongoing assessment	1A.1.Walkthrough documentation showing implementation of strategies, formative assessment data		
Mathematics Goal #5E:

The percentage of economically disadvantaged students performing below proficiency in math will decrease by 10%. | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | 6th Grade 54% (109 Students) 7th Grade 50% (90 Students) 8th Grade 59% (104 Students) | 6th Grade 44% (98 Students) 7th Grade 40% (81 Students) 8th Grade 49% (94 Students) | | | | | |
| | | 1A.2. Teacher comfort level and consistency with implementing new strategies | 1A.2.Teachers will participate in a staff development cycle that will be data driven and focus on the Common Core standards. | 1A.2. Administration, Grade Level Content Teams, Student Success Team | 1A.2. Monthly Data Meetings | 1A.2.Meeting minutes | |

		1A.3. Teacher comfort level with implementing new strategies	1A.3.Classroom strategies identified in domain one of Marzano's best practices will be implemented by classroom teachers to meet the needs of all learners.	1A.3. Administration, Student Success Team	1A.3.Teacher feedback, student achievement data	1A.3.Formative pre/post mini assessments aligned with key learning goals	

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

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

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

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

4. **Florida Alternate Assessment:** **Percentage of students in lowest 25% making learning gains in mathematics.**	4.1.	4.1.	4.1.	4.1.	4.1.		
Mathematics Goal #4: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3.	4.3.	4.3.	4.3.	4.3.	

End of Florida Alternate Assessment High School Mathematics Goals

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.	1.1.	1.1.	1.1.	1.1.	
Algebra 1 Goal #1: *N/A – all students scored at Level 4 or above.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	N/A	*N/A*				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.	2.1. Student preparedness and prerequisites necessary for successful completion	2.1. We plan to increase our enrollment in the Algebra I course by 30% for the 2013 school year.	2.1. Administration/Math Department Head	2.1. Student success	2.1. Algebra I EOC exam		
Algebra Goal #2: Out of the 60 students that took the Algebra I test, 59 students passed with a rate of 98% proficiency. Our goal will be for 100% of the students enrolled to pass the Algebra I EOC exam for the 2013 school year.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	98% proficiency as 59 out of 60 students passed the Algebra I EOC exam.	*100% proficiency on the 2013 Algebra I EOC exam.*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Algebra 1 Goal #3A:							
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.**	3B.1. Student preparedness and prerequisites necessary for successful completion	3B.1. We plan to increase our enrollment in the Algebra I course by 30% for the 2013 school year.	3B.1. Administration/Math Department Head	3B.1. Student success	3B.1. Algebra I EOC exam		

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Algebra 1 Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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

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: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
Algebra 1 Goal #3E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		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: *N/A all students scored at Level 4 or above.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	3B.1. Student preparedness and prerequisites necessary for successful completion	3B.1. We plan to increase our enrollment in the Geometry course by 30% for the 2013 school year.	3B.1. Administration/Math Department Head	3B.1. Student success	3B.1. Geometry EOC exam		
Geometry Goal #2: Our goal will be to increase enrollment by 30% and to have 100% proficiency for the 2013 EOC exam.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	92% proficiency of the students enrolled in Geometry	100% proficiency on the Geometry EOC Exam for the 2013 school year.					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2011-2012**						
Geometry Goal #3A: *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 Geometry.**	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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Geometry Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	*Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:				
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

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

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

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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
Teachers will participate in a monthly department professional development cycle monitoring monthly benchmarks and tracking individual student progress.	All Levels	Department Head/ Administrator	Math Department	Ongoing	Teachers will report out progress of monthly department meeting cycle by tracking individual student data on monthly assessments. Students will also track their own progress using their Learning Journals.	Department Head/Administrator

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Content Area Based Reading	Scholastic Math Magazines	Flexibility Funds	$900.63
Subtotal:$900.63			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Learning Journals	Composition Books	Administrtive Funds	150.00
Subtotal:$150.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:$1050.63			
Total:$1050.63			

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1A.1. Full participation by all staff due to scheduling conflicts	1A.1. Teachers will meet by department on a regular basis to collaborate and discuss implementation of best practices, FAIR/ Core K12 data analysis, and monthly common assessments.	1A.1.Administration, Department Heads	1A.1.Formal and informal walkthroughs, increased proficiency measured through ongoing assessment	1A.1.Walkthrough documentation showing implementation of strategies, formative assessment data		
Science Goal #1A: The percentage of students scoring a level 3 in the area of science will increase by 3%, as measured by the 2013 FCAT 2.0.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	34% (115 Students) were proficient on the 2012 FCAT Science.	37% (119 students) will score proficient on the 2013 FCAT Science.				
		1A.2. Teacher comfort level and consistency with implementing new strategies	1A.2.Teachers will participate in a staff development cycle that will be data driven and focus on the Common Core standards.	1A.2. Administration, Grade Level Content Teams, Student Success Team	1A.2. Monthly Data Meetings	1A.2.Meeting minutes
		1A.3. Teacher comfort level with implementing new strategies	1A.3.Classroom strategies identified in domain one of Marzano's best practices will be implemented by classroom teachers to meet the needs of all learners.	1A.3. Administration, Student Success Team	1A.3.Teacher feedback, student achievement data	1A.3.Formative pre/post mini assessments aligned with key learning goals
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1B.1. Teacher comfort level and consistency with implementing new strategies	1B.1. Teachers will participate in a staff development cycle that will be data driven and focus on the Common Core standards.	1B.1. Administration, Grade Level Content Teams, Student Success Team	1B.1. Monthly Data Meetings	1B.1. Meeting minutes	
Science Goal #1B: *The percentage of students scoring at the proficient level will increase by 3%.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	6% of students were proficient	*There will be a 3% increase in proficiency.*				
		1A.3. Teacher comfort level with implementing new strategies	1A.3.Classroom strategies identified in domain one of Marzano's best practices will be implemented by classroom teachers to meet the needs of all learners.	1A.3. Administration, Student Success Team	1A.3.Teacher feedback, student achievement data	1A.3.Formative pre/post mini assessments aligned with key learning goals
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	1A.1. Full participation by all staff due to scheduling conflicts	1A.1. Teachers will meet by department on a regular basis to collaborate and discuss implementation of best practices, FAIR/Core K12 data analysis, and monthly common assessments.	1A.1.Administration, Department Heads	1A.1.Formal and informal walkthroughs, increased proficiency measured through ongoing assessment	1A.1.Walkthrough documentation showing implementation of strategies, formative assessment data		
Science Goal #2A: The percentage of students achieving at levels 4 and 5 in the area of science will increase by 3% at each grade level, as measured by the 2013 FCAT 2.0.	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	12% (41 students) were proficient on the 2012 FCAT Science.	15% (42 students) will score proficient on the 2013 FCAT Science.					
		1A.2. Teacher comfort level and consistency with implementing new strategies	1A.2.Teachers will participate in a staff development cycle that will be data driven and focus on the Common Core standards.	1A.2. Administration, Grade Level Content Teams, Student Success Team	1A.2. Monthly Data Meetings	1A.2.Meeting minutes	

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		1A.3. Teacher comfort level with implementing new strategies	1A.3.Classroom strategies identified in domain one of Marzano's best practices will be implemented by classroom teachers to meet the needs of all learners.	1A.3. Administration, Student Success Team	1A.3.Teacher feedback, student achievement data	1A.3.Formative pre/post mini assessments aligned with key learning goals	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	1A.2. Teacher comfort level and consistency with implementing new strategies	1A.2.Teachers will participate in a staff development cycle that will be data driven and focus on the Common Core standards.	1A.2. Administration, Grade Level Content Teams, Student Success Team	1A.2. Monthly Data Meetings	1A.2.Meeting minutes		
Science Goal #2B: The percentage of students achieving at or above level 7 in the area of science will increase by 3% at each grade level, as measured by the 2013 FCAT 2.0.	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	56% scored at or above level 7.	*This will increase by 3%.*					
		1A.3. Teacher comfort level with implementing new strategies	1A.3.Classroom strategies identified in domain one of Marzano's best practices will be implemented by classroom teachers to meet the needs of all learners.	1A.3. Administration, Student Success Team	1A.3.Teacher feedback, student achievement data	1A.3.Formative pre/post mini assessments aligned with key learning goals	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

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

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: **Students scoring at or above Level 7 in science.**	2.1.	2.1.	2.1.	2.1.	2.1.		
Science Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Florida Alternate Assessment High School Science Goals

<u>Biology 1 End-of-Course (EOC) Goals</u> *(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 Achievem**					

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

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Biology 1 Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Enhancing Reading and Writing through the use of Content Area Based Reading and Learning Journals	All grade levels and subjects	Virginia Hinze	All Staff	Monthly 2012-2013 School Year	Teachers will implement strategies in classroom and collaborate/reflect on student growth	Administration

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Learning Journals	Composition Books	Administrative Funds	$150.00
Subtotal:$150.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Content Area Based Reading	Science Fair Project Packets (500 copies)	Flexibility Funds	207.31
Subtotal:$207.31			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:$357.31			
Total:			

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. Full participation by all staff due to scheduling conflicts	1A.1. Teachers will meet by department on a regular basis to collaborate and discuss implementation of best practices, FAIR/ Core K12 data analysis, and monthly common assessments.	1A.1.Administration, Department Heads	1A.1.Formal and informal walkthroughs, increased proficiency measured through ongoing assessment	1A.1.Walkthrough documentation showing implementation of strategies, formative assessment data		
Writing Goal #1A:\n\nThe percentage of students scoring level 3 and above in the area of writing will increase by 3% as measured by the 2013 FCAT 2.0.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	75% (249 students) scored level 3 or above in writing as measured by FCAT Writing 2.0.	*78% (256 students) will score level 3 or above as measured by FCAT Writing 2.0.*				
		4A.2. Full participation by all staff due to time	4A.2. Student learning journals will be utilized in all classes to enhance writing skills, encourage creativity and track student growth.	4A.2. Administration, Department Heads	4A.2. Formal and informal monitoring of journal entries and student growth	4A.2.Quarterly formal evaluation checkpoints of journal, informal review and conference with student
		1A.3. Teacher comfort level with implementing new strategies	1A.3.Classroom strategies identified in domain one of Marzano's best practices will be implemented by classroom teachers to meet the needs of all learners.	1A.3. Administration, Student Success Team	1A.3.Teacher feedback, student achievement data	1A.3.Formative pre/post mini assessments aligned with key learning goals
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	4A.2. Full participation by all staff due to time	4A.2. Student learning journals will be utilized in all classes to enhance writing skills, encourage creativity and track student growth.	4A.2. Administration, Department Heads	4A.2. Formal and informal monitoring of journal entries and student growth	4A.2.Quarterly formal evaluation checkpoints of journal, informal review and conference with student	
<u>Writing Goal #1B:</u> The percentage of students scoring level 4 and above in the area of writing will increase by 3% as measured by the 2013 FCAT 2.0.	<u>2012 Current Level of Performance:*</u> <u>2013 Expected Level of Performance:*</u>					
	63% scored at a level 4 or higher.	*There will be a 3% increase in proficiency.*				
		1A.3. Teacher comfort level with implementing new strategies	1A.3.Classroom strategies identified in domain one of Marzano's best practices will be implemented by classroom teachers to meet the needs of all learners.	1A.3. Administration, Student Success Team	1A.3.Teacher feedback, student achievement data	1A.3.Formative pre/post mini assessments aligned with key learning goals

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

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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
Enhancing Reading and Writing through the use of Content Area Based Reading and Learning Journals	All grade levels and subjects	Virginia Hinze	All Staff	Monthly 2012-2013 School Year	Teachers will implement strategies in classroom and collaborate/reflect on student growth	Administration

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Learning Journals	Composition Books		$150.00
Subtotal:$150.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Content Area Based Reading/Learning Journals	Scholastic Magazine Jr Achievement	Flexibility Funds	886.05
Content Area Based Reading/Learning Journals	To Kill A Mockingbird	Internal	319.50
Content Area Based Reading/Learning Journals	Scope Magazine	Flexibility Funds	264.75
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:$1620.30			

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: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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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
Enhancing Reading and Writing through the use of Content Area Based Reading and Learning Journals	All grade levels and subjects	Virginia Hinze	All Staff	Monthly 2012-2013 School Year	Teachers will implement strategies in classroom and collaborate/reflect on student growth	Administration

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
Content Area Based Reading/Learning Journals	Scholastic Jr. 6-8	Flexibility Funds	130.36
Content Area Based Reading/Learning Journals	Election Magazine	Flexibility Funds	32.59

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Content Area Based Reading/Learning Journals	New York Times Up Front	Flexibility Funds	143.59
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Content Area Based Reading	Road To The Whitehouse	Flexibility Funds	1214.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:$1520.54			
Total:$1520.54			

End of Civics Goals

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

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

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

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

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

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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
Enhancing Reading and Writing through the use of Content Area Based Reading and Learning Journals	All grade levels and subjects	Virginia Hinze	All Staff	Monthly 2012-2013 School Year	Teachers will implement strategies in classroom and collaborate/reflect on student growth	Administration

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

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		

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1. Attendance	1.1. Training the staff to use the early warning system for attendance.	1.1. TEWMS will implement an early warning system to track attendance of all students. A student "On-Track" for attendance if they have missed 12 or fewer days for the 2012-2013 school year. The quarterly expectation will be 3 or less absences per student. Students who remain "On-Track" throughout the year will earn special privileges each quarter.	1.1. Administration, Guidance Counselors, team attendance liason, RTI Leadership Team, Technology Assistant (Will Neubauer)	1.1. The Student Data System (SDS) can be checked daily to determine "On-Track" students. Percentages of "On-Track" students can be checked regularly to determine if tiered interventions are yielding results.	1.1. TEWMS will utilize the SDS and the early warning system to compare data throughout the year.		
Attendance Goal #1: Seventy-five percent (856) of the students at TEWMS will be "On-Track" with 12 or fewer absences.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	911 students had less than 13 absences for the 2011-2012 school year.	80% or 920 students will have less than 13 absences for the 2012-2013 school year.					

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	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
	Enter numerical data for current number of absences in this box	*Enter numerical data for expected number of absences in this box.*				
	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.

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBIS/RTI	All levels	Guidance Leader	All levels and areas	Ongoing	PBIS/RTI Committee meets monthly to track attendance using the SDS system	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
Provide incentives for "On-Track" students.	Variety of incentives including prizes and social activities.	Back to school dance.	$500.00
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 Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1.1.Training the staff on the use of the early warning system. Developing appropriate interventions for students who became "at-risk" or "off-track".	1.1.TEWMS will continue to implement an early warning system for behavior, achievement, and attendance. Students will be considered "at risk" or "off track" criteria determined by the intervention team. Students will receive specific interventions that may include a behavior education plan, guidance groups, referral to social worker, parent conferences, team/ parent contact. The team will monitor the students and track progress to determine the success of the interventions or to determine a need to implement alternate interventions.	1.1. School-wide intervention team includes guidance, administration, social worker, school nurse, team attendance liaison, and tech specialist.	1.1.Student Data System will be monitored to determine students that may be "at risk" or "off track" throughout the school year.	1.1. Close monitoring of students through the use of the Student RTI Data System.		

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Suspension Goal #1: Students will receive less than 250 total days of in school suspension during the 2012-2013 school year. Students will receive less than 300 total days of out of school suspension during the 2012-2013 school year.	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions				
	Students received a total of 266 days of in-school suspension during the 2011-2012 school year.	Students will receive less than 250 total days of in school suspension during the 2012-2013 school year.				
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School				
	One hundred eighteen students received in-school suspension as an intervention during the 2011-2012 school year.	Less than one hundred students will receive ISS during the 2012-2013 school year.				
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
	Students received a total of 322 days of out-of-school suspensions during the 2011-2012 school year.	Students will receive less than 300 days of out-of-school suspension during the 2012-2013 school year.				
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School				

	Ninety-nine students were out-of-school suspended during the 2011-2012 school year.	Less than eighty-five students will receive OSS for the 2012-2013 school year.				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.					
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
RTI training will include use of the Student Data System and early warning system.	School-wide	Administration, RTI-B committee, tech specialist	All academic teams.	Training will begin in August 2013 and will be ongoing throughout the school year.	Review/monitoring use of of SDS by each team/department.	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
Provide incentives for "on-track" students.	Variety of incentives including prizes, social events, and positive referrals.	Back to school dance funds.	$500.00
Subtotal:$500.00			
Technology			

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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:$500.00			

End of Suspension Goals

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Dropout Prevention Goal(s)

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

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

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

		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

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

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Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Opportunity Hall	Study hall offered to students after school on Wednesday	Lottery Funds	$1300.00
Subtotal:$1300.00			
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:$1300.00			
Total:			

End of Dropout Prevention Goal(s)

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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. Parents being available to attend sessions.	1.1.Administration will host several evening informational sessions/ activities on school programs and priorities. The collaboration of parents and staff through these events will enhance ways that parents can work with the school to maximize student success.	1.1.Administration, Volunteer Coordinator, Department Heads	1.1.Student success in the Early Warning System including low incidents of behavior, high attendance rate, and student achievement.	1.1.Student database and parent involvement through volunteer database.		

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Parent Involvement Goal #1: TEWMS will have 650 or more registered volunteers to assist with a variety of school activities during the 2012-2013 school year.	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*					
	TEWMS had 654 parent volunteers registered for the 2011-2012 school year.	TEWMS will exceed 650 parent volunteers for the 2012-2013 school year.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

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

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

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Volunteer Training	All levels	Volunteer Coordinator	All staff	September 1, 2012	Sign-in sheets for faculty meetings	Volunteer Coordinator

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Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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: *N/A*	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					

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

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STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: *Increase the awareness and number of students participating in career academics.*	1.1. Scheduling flexibility and numbers	1.1. Increase number of Great American Teach in speakers with a CTE focus area.	1.1. Lead Teachers, Principal, Assistant Principals	1.1.Monitoring of guest speakers focused on CTE areas.	1.1. Representation/number of students enrolled in CTE courses.
	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					

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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
Guidance through Choices	All levels	Guidance counselor	All students	Ongoing	Monthly review of guidance schedule for disseminating information regarding CTE	Administration

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CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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Additional Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal	1.1.	1.1.	1.1.	1.1.	1.1.		
Additional Goal #1: *N/A*	2012 Current Level :*	2013 Expected Level :*					
	Enter numerical data for current goal in this box.	*Enter numerical data for expected goal in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off-track. Tiered interventions will be utilized and student responses evaluated.	Duplicate copy of "ROAR Report"	Administrative Funds	$486.00
A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off-track. Tiered interventions will be utilized and student responses evaluated.	On Track Lanyards.	Administrative Funds	$150.00
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:$636.00			

153

Total:$636.00			

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.

Reading Budget
Total: $414.00

CELLA Budget
Total:

Mathematics Budget
Total: $1050.63

Science Budget
Total: $357.31

Writing Budget
Total: $1620.30

Civics Budget
Total: $1520.54

U.S. History Budget
Total:

Attendance Budget
Total: $500.00

Suspension Budget
Total: $500.00

Dropout Prevention Budget
Total: $1300.00

Parent Involvement Budget
Total:

STEM Budget
Total:

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

CTE Budget	
	Total:
Additional Goals	
	Total:$636.00
	Grand Total: **$7398.78**

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		
□Priority	□Focus	□Prevent

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

School Advisory Council (SAC)

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

□ Yes   □ No

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

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At the beginning of the year, SAC will review assessment data and the draft of the SIP. Based on discussion, SAC will provide feedback and recommendations. At monthly SAC meetings, teachers and school staff will spend a portion of the meeting sharing details of the implementation of SIP strategies, as well as the data that has been gathered. At the end of the yea, the SIP will be reviewed and progress toward each goal will be discussed. Members include Katie Altshuler, Patricia Anderson, Toni Clayton, Brandon Bracciale, Gary Evans, Debra Manzelmann, Sharon Morris, Cynthia Patrinostro, Marc Shanberg, Andrea Shank, Joanne Showalter, Renee Smith, Gary Stein, Margarita Stripling, Minerva Torres, Christina Twardosz, Derick Vo, and Julie Walford.

Describe the projected use of SAC funds.	Amount