

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Southwest Middle School	District Name: Orange
Principal: Matthew Arnold	Superintendent: Barbara M. Jenkins
SAC Chair: Karen Kurth	Date of School Board Approval: January 29, 2013

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress, along with the associated school year)
Principal	Matthew Arnold	BS Math 6-12 BS Educational Leadership	2	8	2012(A, Reward School, AMO not met) High Standards Reading 70%, High Standards Math 69%, High Standards Writing 87%, High Standards Science 60%, Making Learning Gains Reading 74% , Making Learning Gains Math 78%, Lowest 25% Reading 74%, Lowest 25% Math 71% 2011(A, AYP Not Met 72%) High Standards Reading 79%, High Standards Math 79%, High Standards Writing 86%, High Standards Science 63%, Making Learning Gains Reading 65% , Making Learning Gains Math 76%, Lowest 25% Reading 65%, Lowest 25% Math 71%
Assistant Principal	Nicole Sims	BS Elementary Education M.Ed Educational Leadership Elementary 1-6 English 6-12 Principal K-12	1	6	2012(A, Reward School, AMO not met) High Standards Reading 70%, High Standards Math 69%, High Standards Writing 87%, High Standards Science 60%, Making Learning Gains Reading 74% , Making Learning Gains Math 78%, Lowest 25% Reading 74%, Lowest 25% Math 71% Florida Virtual School NA 2009(A, AYP Not Met 92%) High Standards Reading 87%, High Standards Math 82%, Making Learning Gains Reading 71% , Making Learning Gains Math 69%, Lowest 25% Reading 71%, Lowest 25% Math 65% 2008(A, AYP Met 100%) High Standards Reading 85%, High Standards Math 86%, Making Learning Gains Reading 70% , Making Learning Gains Math 78%, Lowest 25% Reading 70%, Lowest 25% Math 74%
Assistant Principal	Charles Letzo	EdD Principal K-12 MG Science	10	21	2012(A, Reward School, AMO not met) High Standards Reading 70%, High Standards Math 69%, High Standards Writing 87%, High Standards Science 60%, Making Learning Gains Reading 74% , Making Learning Gains Math 78%, Lowest 25% Reading 74%, Lowest 25% Math 71% 2011(A, AYP Not Met 72%) High Standards Reading 79%, High Standards Math 79%, High Standards Writing 86%, High Standards Science 63%, Making Learning Gains Reading 65% , Making Learning Gains Math 76%, Lowest 25% Reading 65%, Lowest 25% Math 71% 2010(A, AYP Not Met 77%) High Standards Reading 79%, High Standards Math 77%, High Standards Writing 91%, High Standards Science 56%, Making Learning Gains Reading 70% , Making

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					Learning Gains Math 70%, Lowest 25% Reading 69%, Lowest 25% Math 65% 2009(A, AYP Not Met 85%) High Standards Reading 80%, High Standards Math 78%, High Standards Writing 97%, High Standards Science 60%, Making Learning Gains Reading 67% , Making Learning Gains Math 76%, Lowest 25% Reading 65%, Lowest 25% Math 66%
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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)
Curriculum Resource Teacher	Ann Northcutt	BS Secondary Math Education Grades 6-12 Math Grades 5-9 Math Mid Gr Endorsement	21	9	2012(A, Reward School, AMO not met) High Standards Reading 70%, High Standards Math 69%, High Standards Writing 87%, High Standards Science 60%, Making Learning Gains Reading 74% , Making Learning Gains Math 78%, Lowest 25% Reading 74%, Lowest 25% Math 71% 2011(A, AYP Not Met 72%) High Standards Reading 79%, High Standards Math 79%, High Standards Writing 86%, High Standards Science 63%, Making Learning Gains Reading 65% , Making Learning Gains Math 76%, Lowest 25% Reading 65%, Lowest 25% Math 71% 2010(A, AYP Not Met 77%) High Standards Reading 79%, High Standards Math 77%, High Standards Writing 91%, High Standards Science 56%, Making Learning Gains Reading 70% , Making Learning Gains Math 70%, Lowest 25% Reading 69%, Lowest 25% Math 65% 2009(A, AYP Not Met 85%) High Standards Reading 80%, High Standards Math 78%, High Standards Writing 97%, High Standards Science 60%, Making Learning Gains Reading 67% , Making Learning Gains Math 76%, Lowest 25% Reading 65%, Lowest 25% Math 66%
Reading Coach	Elizabeth Newbold	B.A. English M.S. English Education Ed.S. Reading	5	2	2012(A, Reward School, AMO not met) High Standards Reading 70%, High Standards Math 69%, High Standards Writing 87%, High Standards Science 60%, Making Learning Gains Reading 74% , Making Learning Gains Math 78%, Lowest 25% Reading 74%, Lowest 25% Math 71% 2011(A, AYP Not Met 72%) High Standards Reading 79%, High Standards Math 79%, High Standards Writing 86%, High Standards Science 63%, Making Learning Gains Reading 65% , Making Learning Gains Math 76%, Lowest 25% Reading 65%, Lowest 25% Math 71% 2010(A, AYP Not Met 77%) 6 th ,7 th ,8 th Intensive Reading

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					Teacher Reading Learning Gains 72% Lowest 25% Reading 68% 2009(A, AYP Not Met 85%) 8 th Grade Language Arts and 8 th Grade Intensive Reading Teacher Learning Gains Reading 71%, Lowest 25% Reading 71%, Economically Disadvantages Proficiency 59%, ELL Proficiency 59%, SWD Proficiency 45% 2008(A, AYP Not Met 90%) 8 th Grade Language Arts Teacher Learning Gains Reading 68%, Lowest 25% Reading 72%
Math Coach	Mary Carol Thibeau	BS Elementary Education National Board Certified, Mathematics Mathematics 6-12 Elementary Education 1-6	4	1	2012 85% overall maintained or increased FCAT Math level, 83% of lowest 25% maintained or increased FCAT Math level 2011 80% overall maintained or increased FCAT Math level, 83% of lowest 25% maintained or increased FCAT Math level 2010 74% overall maintained or increased FCAT Math level, 77% of lowest 25% maintained or increased FCAT Math level

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Bi weekly meetings/trainings for all teachers new the school.	Instructional Coach	Ongoing
2. All new teachers to the school will be assigned either a mentor if the teacher is a new teacher or a buddy if the teacher is just new to the school but has experience teaching.	Principal Instructional Coach	September 2012
3. Professional Learning Communities	Principal Assistant Principal Coaches	Ongoing
4.		

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Non-Highly Effective Instructors

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

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
<p>1 teacher received less than an effective rating.</p> <p>98386</p>	<ul style="list-style-type: none"> • Principal consultation with teacher • Assigned a different peer mentor • Increase collaboration with PLC <p>By the last third of the 2011-2012 school year observations showed much improvement over the first two-thirds to the school year. Teacher has had a successful start of the 2012-2013 school year and is still collaborating with peer mentor.</p>

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
79	1%(1)	40%(31)	42%(33)	18%(14)	33%(26)	97%(78)	13%(10)	4%(3)	15%(12)

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
Megan Leventhal	Daniela Martine	Content area experienced teacher who has demonstrated learning gains and has completed the districts mentoring	Daily interaction, plan together and model classroom lessons. Teachers are across the hall from each other.

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		requirements.	
Mary Carol Thibeau	Marcus Price	Content area experienced teacher who has demonstrated learning gains and has completed the districts mentoring requirements and the Math Coach	Daily interaction, model classroom lessons.
Mary Beth Westbrook	Devin Sherman	Content area veteran teacher who has demonstrated learning gains and has completed the districts mentoring requirements	Daily interaction, plan together and model classroom lessons. Teachers are across the hall from each other.
Rebecca Hammac	Amy Bernloehr	Content area veteran teacher who has demonstrated learning gains and has completed the districts mentoring requirements	Daily interaction. Teachers are across the hall from each other.
Ann Northcutt	Laura Hardy	Instructional Coach	Daily interaction
James Lis	David Hammond	Content area experienced teacher who has demonstrated learning gains and has completed the districts mentoring requirements and is an ACP mentor.	

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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 NA
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 Matthew Arnold - Principal Chuck Letzo – Assistant Principal Nicole Sims – Assistant Principal John Antmann – Dean, Lead Dr. Carole Kyriakakis, ESE Staffing Specialist Maria Daher, Curriculum Compliance Teacher Michelle Leonard, Dean Rex Mauck, Behavioral Specialist Jamie Newcomer, Dean Laura Otero-Hernandez – 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 school-based MTSS Leadership Team will conduct monthly meetings to plan and monitor the implementation of the MTSS process for all grade levels. The MTSS Leadership Team members will each be assigned to a specific grade level as an MTSS Lead. The team members will meet bi-weekly with their grade levels to assist in the identification of student needs based on current data, to assist in determining suitable interventions, to work with the teachers to monitor assessments and to collaborate in the expansion of progress monitoring plans for students as needed.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the MTSS problem-solving process is used in developing and implementing the SIP? The school-based MTSS Leadership Team met to review all FCAT data and other student assessment data. The school-based MTSS Leadership Team then determined areas of improvement in reading, math, writing, and science. Once these areas were established, a plan of action was written for each area of need. The school-based MTSS Leadership Team then planned for the presentation and facilitation of staff development trainings and activities to provide our teachers with the skills to increase learning for all students. Another role of the school-based MTSS team is to decrease disproportionate classification in Special Education by studying enrollment classification reports.
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Reading and Math Benchmark Assessment data, Historical FCAT Data, Tardies, discipline Data

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Describe the plan to train staff on MTSS.

Professional development on MTSS will be provided regularly during the teachers' common planning time throughout the year. The trainers for this professional development will be the school staff members who have completed district level training on MTSS, the MTSS School Coach, and the MTSS District Coach.

Describe the plan to support MTSS.

Support for the program will be provided through regular meetings of the leadership team to determine needs for the program and students. The Leadership Team will meet monthly to determine what actions will best serve the committee and the students we serve.

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Literacy Leadership Team (LLT)

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School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Matthew Arnold – Principal Charles Letzo – Assistant Principal Nicole Sims – Assistant Principal, Team Leader Elizabeth Newbold – Reading/Literacy Coach Ann Northcutt – Learning Resource Specialist Maria Daher – Curriculum Compliance Teacher Dr. Carol Kyriakakis – ESE Staffing Specialist Karen Handley – Media Specialist Jamie Newcomer - AVID Coordinator Virginia Lawro – Language Arts Department Chair Mary Carole Thibeau – Math Department Chair Mary Beth Westbrook – Social Studies Chair Brenda Hippleheuser – Science Department Chair Lisa Sellers – Electives Department Chair Sha’ron McWhite – PE Department Chair Selena Benjamin – LA Teacher Daniel Sapp – Science Teacher Cindy Smith – Algebra Teacher Michelle Leonard - Dean
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The Literacy Leadership Team will meet the first Friday of every month. During this time the team members will discuss what they are presently doing as well as how they are going to integrate literacy skills in the various content classes as well as electives. To determine critical areas of need the team leaders will review student data and analyze it for trends. The data and trends will help the team members to formulate literacy goals for the school and align them with the school’s improvement plan and literacy plan. Based on the data as well as teacher observation, the team members will decide what professional development is needed for the faculty to address these critical areas. Moreover, the members will collaborate to develop the professional development so as to accommodate their specific curriculum. Information from these meetings will be disseminated through department meetings and professional learning community meetings. Professional development will be implemented through whole staff meetings as well as small group staff development. To monitor the implementation administrators, resource personnel, as well as fellow teachers will informally observe teachers’ classroom practices and provide feedback. Moreover, formative data will be reviewed periodically to assess the effectiveness of the current practices in meeting the literacy goals.
What will be the major initiatives of the LLT this year? The major initiatives for this year will be to reduce the number of students not meeting proficiency on the FCAT Reading and Math by 50% in the next 5 years

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to meet the AMO requirement. In order to meet this goal the following will be implemented across all content areas:

- AVID WICOR strategies
- Within the reading enhancement classes continue the supplemental program: *Reading Plus* that help students improve silent fluency, comprehension, and vocabulary
- Continue *Reading Counts* program to encourage extensive reading outside of the school day
- Closely track students through PLCs in order to address students' specific literacy skill needs—both remediation as well as enrichment
- PLCs to administer Common Formative Assessments
- Continue to focus on Marzano's Design Questions 1 and 6
- Focus on Marzano's Design Questions 2,5,7,8
- Increase the utilization of the Extra Help Center school wide
- Group of teachers to pilot standards based grading

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.

NA

****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?

NA

****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?

NA

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?

NA

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](#).

NA

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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. Level of rigor in all classes	1A.1. Use Webb's DOK in planning lessons Use FCAT 2.0 Item Specs in planning lessons Teachers do collaborative planning in Professional Learning Communities (PLC) Common Formative Mini Assessments to ensure students understand concept before moving on to another topic	1A.1. Principal Assistant Principal Reading Coach LRS	1A.1. Check lesson plans weekly Teacher formal and informal observations Webb's DOK training PLC training PLC Feedback/Data from common formative assessments	1A.1. Lesson plan template Data from classroom observations PLC feedback form Edusoft data on mini assessments
Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In 2012 29% of the students scored a Level 3 in reading. By June 2013 the percentage of students scoring at Level 3 will increase by 3%.	29% (307) of students scored at Level 3 on the 2012 FCAT Reading Test	32% (384) of students will score a Level 3 on the 2013 FCAT Reading Test					
			1A.2. All subgroups not achieving proficiency	1A.2. Implement AVID Critical Reading Strategies school wide Teachers attend AVID Summer Institute School-wide emphasis on Florida's Continuous Improvement Model	1A.2. Administrative Team AVID coordinator Reading Coach LRS	1A.2. Check weekly lesson plans Classroom visits School based training of AVID strategies	1A.2. AVID binder Data from classroom observations
			1A.3. Rigorous curriculum in Language Arts classrooms	1A.3. Language Arts teachers continue SpringBoard curriculum and training Thinking Maps training for new teachers Continue expanding Lesson Study	1A.3. Principal Assistant Principal Springboard trainer Reading Coach	1A.3. Check lesson plans weekly Teacher formal and informal observations	1A.3. Lesson plan template Data from classroom observations
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1. Level of cognitive ability of students.	1B.1. PCI Reading Program Levels 1, 2 and 3 Teachers do collaborative planning Professional Learning Communities (PLC) Teachers/Specialists responsible for continual data collection	1B.1. Principal Assistant Principal ESE Staffing Specialist Teachers Speech/Language Pathologist	1B.1. Individual data collection Check weekly lesson plans Teacher/Specialists conduct formal and informal assessments and observations Classroom visits	1B.1. Lesson plan template PCI Reading Program generated data Data from classroom assessments and observations
Reading Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In 2012, 33% of students scored a Performance Level 4, 5 or 6 on the FAA Reading test. By June, 2013 the	33 % (8) of students scored at Performance Level of 4, 5, or	35% (7) of students will score at Performance					

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

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percentage of students scoring Performance Level 4, 5 or 6 will increase by 2%.	6 on FAA Reading test	Level of 4, 5, or 6 on FAA Reading test					
			1B.2. Intensity of behaviors of students	1B.2. Collaboration between Behavioral Specialist and teachers Monitor daily behaviors based on students Functional Behavior Assessment/Behavioral Intervention Plans (FBA/BIP) Use of sensory room and quiet room to deescalate behaviors	1B.2. Principal Assistant Principal ESE Staffing Specialist Behavioral Specialist and support staff. Teachers Speech/Language Pathologist	1B.2. Individual data collection Teacher/Specialists conduct formal and informal assessments and observations	1B.2. Data collection from classroom/campus observations
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. Monitor that students are reading challenging books	2A.1. Require Reading Counts through Language Arts classes All students will be tested for lexile score twice a year and required to read appropriate level books Research to purchase more 1000+ lexile age appropriate books for Media Center	2A.1. Language Arts Teachers Reading Coach Media Specialist	2A.1. Monitor Reading Counts tests to ensure that students are reading on a challenging level	2A.1. Reading Counts tests Benchmark results
<u>Reading Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In 2012 43% of the students scored at or above Level 4 on the 2012 FCAT Reading Test. By June 2013 the percentage of students scoring at or above Level 4 will increase by 3%.	43% (470) of students scored at or above Level 4 on the 2012 FCAT Reading Test	46% (552) of students will score at or above Level 4 on the 2013 FCAT Reading Test					
			2A.2. Maintaining students who are above proficiency	2A.2. Provide enrichment opportunities across all content areas	2A.2. Principal Assistant Principal	2A.2. Check lesson plans weekly Teacher formal and informal observations	2A.2. Lesson plan template Data from classroom observations Benchmark results
			2A.3. Placement of students in appropriate level courses	2A.3. Make sure master schedule has the appropriate number of advanced and gifted Language Arts classes Provide Language Arts classes for sixth grade gifted students	2A.3. Principal Assistant Principal Guidance	2A.3. Staffing Specialist and LA teachers to monitor proper placement of students	2A.3. Lexile test
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1. Level of cognitive ability of students	2B.1. Implement PCI Reading Program Levels 2 and 3 Teachers do collaborative planning in Professional Learning Communities (PLC) Teachers/Specialists responsible for continual data collection	2B.1. Principal Assistant Principal ESE Staffing Specialist Teachers Speech/Language Pathologist	2B.1. Individual data collection Check weekly lesson plans Teacher/Specialists conduct formal and informal assessments and observations Classroom visits	2B.1. Lesson plan template PCI Reading Program generated data Data from formal and informal assessments and observations
<u>Reading Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In 2012, 45 % of students scored at Performance Level 7 or above on the FAA in Reading. By June, 2013 the percentage of students scoring at Performance Level 7 or above will increase by 2%.	45 % (11) of students scored at Performance Level 7 or above on the FAA Reading test	47 % (5) of students scored at Performance Level 7 or above on the FAA Reading test					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Rigorous curriculum in Language Arts classrooms	3A.1. Language Arts teachers continue SpringBoard curriculum and training Language Arts teachers continue to attend SpringBoard training	3A.1. Principal Assistant Principal Springboard trainer	3A.1. Check lesson plans weekly Teacher formal and informal observations	3A.1. Lesson plan template Data from classroom observations
<u>Reading Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In 2012 74% of the students made learning gains on the 2012 FCAT Reading Test. By June 2013 the percentage of students making learning gains will increase by 3%.	74% (727) of students made learning gains on the 2012 FCAT Reading Test	77% (924) of students will make learning gains on the 2013 FCAT Reading Test					
			3A.2. Students reading regularly	3A.2. LA Department agrees on a point system and requirements for Reading Counts through Language Arts classes Publish list of required summer reading along with the requirements of the summer reading project	3A.2. Principal Assistant Principal LA Curriculum Leader	3A.2. Reading Counts tests	3A.2. Reading Counts Test Benchmark Test
			3A.3. Students falling behind in coursework in core content classes.	3A.3. Teachers use data from common formative mini assessments to track student progress and provide differentiated instruction School provides tutoring and course recovery as needed during the school day	3A.3. Principal Assistant Principal Guidance EHC teachers	3A.3. Check lesson plans weekly Teacher formal and informal observations Monitor the grades of students who have utilized the Extra Help Center (EHC)	3A.3. Lesson plan template Data from classroom observations
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1. Intensity of behaviors of students	3B.1. Collaboration between behavioral specialist (s) and teachers Monitor daily behaviors based on students functional behavior Assessment/Behavioral Intervention Plans (FBA/BIP) Use of sensory room and quiet room to deescalate behaviors	3B.1. Principal Assistant Principal ESE Staffing Specialist Teachers Speech/Language Pathologist	3B.1. Individual data collection Check weekly lesson plans Teacher/Specialists conduct formal and informal assessments and observations Classroom visits	3B.1. Lesson plan template PCI Reading Program generated data Data from formal and informal assessments and observations
<u>Reading Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In 2012 54% of the students made learning gains on the 2012 FAA Reading Test. By June 2013 the percentage of students making learning gains will increase by 2%.	In 2012 54% (12) of the students made learning gains on the 2012 FAA Reading test	56% (11) of the students will make learning gains on the 2013 FAA Reading test					

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		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
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Placement of students in appropriate courses	4A.1. Make sure master schedule has the appropriate number to reading courses available Provide Reading classes for all students with Level 1 and Level 2 FCAT Reading scores	4A.1. Assistant Principal Reading Coach	4A.1. FAIR testing EDW Data Training on how to use FAIR and Benchmark results	4A.1. FAIR test results Benchmark test results
Reading Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In 2012 74% of the students in lowest quartile made learning gains on the 2012 FCAT Reading Test. By June 2013 the percentage of the students in lowest quartile making learning gains will increase by 3%.	74% (727) of students in the lowest quartile made learning gains on the 2012 FCAT Reading Test	77% (924) of students in the lowest quartile will make learning gains on the 2013 FCAT Reading Test					
			4A.2. Placement of disfluent students in appropriate courses	4A.2. Provide literacy block as required for disfluent Level 1 and Level 2 students	4A.2. Assistant Principal Reading Coach	4A.2. FAIR testing	4A.2. FAIR test results Benchmark test results
			4A.3. Continuous and reliable monitoring of the students	4A.3. Continue Reading Plus and SuccessMaker to supplement the Journeys primary intervention program for Level 1 and Level 2 students, as a weekly monitoring tool Hold academic small group and/or individual sessions with students who are in danger of failing	4A.3. Principal Reading Coach Reading Teachers Guidance	4A.3. Provide Reading Plus and SuccessMaker training to all Reading teachers	4A.3. Reading Plus reports SuccessMaker reports

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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 <u>In 2011 69% of the students scored satisfactory on the 2011 FCAT Reading</u>		AMO Target: 72% of the students will score satisfactory on the 2012 Reading FCAT Test	AMO Target: 74% of the students will score satisfactory on the 2012 Reading FCAT Test	AMO Target: 77% of the students will score satisfactory on the 2012 Reading FCAT Test	AMO Target: 79% of the students will score satisfactory on the 2012 Reading FCAT Test	AMO Target: 82% of the students will score satisfactory on the 2012 Reading FCAT Test	AMO Target: 85% of the students will score satisfactory on the 2012 Reading FCAT Test
	Reading Goal #5A: In 2011 69% of the students scored at a Level 3 or above on the FCAT Reading Test. By 2017 the percentage of students scoring a Level 3 or above will be 85%.							
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.	Reading Goal #5B: In 2011 the students by subgroups who scored at L1 or L2 on the FCAT Reading Test were: White: 15% Black: 56% Hispanic: 39% Asian: 22% Am Indian: NA By 2017 the percentage of each subgroup will be reduced by 50%.		5B.1. Student motivation and organization	5B.1. Teachers will collaboratively work in PLCs to investigate brain research based hands on relevant activities and/or strategies All AVID students will utilize the AVID binder Provide all students a planner in order to post learning goals, homework, and track progress Provide training on student engagement	5B.1. Principal Assistant Principal Reading Coach Teachers	5B.1. Teachers using hand-on activities in their lessons Teachers monitor the organization of the students' AVID binder	5B.1. Weekly PLC Feedback Form Lesson plan template Data from classroom observations Benchmark test results	
	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>						
	In 2012 the percentage of student who did not make satisfactory progress in reading is as follows White: 16% Black: 50% Hispanic: 37% Asian: 19% American Indian: NA	In 2013 the percentage of L1 and L2 students will decrease to White: 12% Black: 47% Hispanic: 32% Asian: 18% American Indian: NA	5B.2. Students performing below grade level	5B.2. use data from common formative mini assessments to drive instruction using the Florida Continuous Improvement Model Provide professional development on analyzing data Teachers will monitor students' subgroups in their Professional Development Plans Provide teachers a notebook to collect and monitor students'	5B.2. Principal Assistant Principal Reading Coach LRS	5B.2. Administrators data chats with teachers Teacher data chats with students	5B.2. Data from formal and informal classroom observations EDW data	

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			assessment data and progress			
		5B.3 Students not participating in after school tutoring	5B.3. Utilize the school's Extra Help Center	5B.3. Principal Assistant Principal Reading Coach LRS	5B.3. Administrators data chats with teachers Teacher data chats with students	5B.3. Data from formal and informal classroom observations EDW data

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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. ELL students placed in appropriate Language Arts and Reading classes	5C.1. Make sure master schedule has the appropriate number of reading courses and Language Arts courses for ESOL student at each grade level	5C.1. Principal Assistant Principal Compliance Teacher	5C.1. Compliance teacher to monitor proper placement of students	5C.1. ESOL testing
Reading Goal #5C: In 2012 52% of the ELL students did not make satisfactory progress in reading. By June 2013 the percentage of ELL students making L1 or L2 will decrease by 5%.	2012 Current Level of Performance:* 52% (111) of the ELL students scored at Level 1 or Level 2 on the 2012 FCAT Reading Test	2013 Expected Level of Performance:* 47% (104) of the ELL students will score at Level 1 or Level 2 on the 2013 FCAT Reading Test					
			5C.2. Read grade level books individually	5C.2. Provide books on CD	5C.2. Compliance Teacher	5C.2. Complete book report	5C.2. Reading Counts Test
			5C.3. Listen and write simultaneously	5C.3. Support verbal instruction with visuals (written instructions/images) All teachers incorporate effective ESOL strategies into their lesson plans and instruction to support the development of English Language proficiency	5C.3. Principal Assistant Principal Compliance Teacher	5C.3. Completion of assignment Check lesson plans weekly Teacher formal and informal observations	5C.3. Check lesson plans weekly Teacher formal and informal observations Lesson plan template Data from classroom observations
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. Teacher understanding and implementation of differentiated instruction	5D.1. Professional Development for differentiated instruction and student engagement	5D.1. Principal Assistant Principal Staffing Specialist LRS Coaches	5D.1. Check lesson plans weekly Teacher formal and informal observations PLC data review	5D.1. District Benchmark test; Classroom assessments Check lesson plans weekly Teacher formal and informal observations Lesson plan template Data from classroom observations
Reading Goal #5D: In 2012 56% of the SWD did not make satisfactory progress in reading. By June 2013 the percentage of SWD students making L1 or L2 will decrease by 12%.	2012 Current Level of Performance:* 56% (73) of the SWD students scored at Level 1 or Level 2 on the 2012 FCAT Reading Test	2013 Expected Level of Performance:* 44% (67) of the SWD students will score at Level 1 or Level 2 on the 2013 FCAT Reading Test.					
			5D.2. Teacher and student use of appropriate accommodations	5D.2. Professional Development for ESE Accommodations	5D.2. Principal Staffing Specialist	5D.2. Check lesson plans weekly Teacher formal and informal observations PLC data review	5D.2. District Benchmark test Classroom assessments

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		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Teacher use data to drive instruction	5E.1. PLCs collaboratively work together to plan data driven instruction and monitor students using Florida's Continuous Improvement Model Continue Cycle 3 and 4 Lesson Study training for 6 th grade Language Arts PLC	5E.1. Principal Assistant Principal Coaches LRS	5E.1. Check lesson plans weekly Teacher formal and informal observations	5E.1. Weekly PLC Feedback Form Lesson plan template Data from classroom observations Benchmark test results
Reading Goal #5E: In 2012 44% of the Economically Disadvantaged students did not make satisfactory progress in reading. By June 2013 the percentage of Economically Disadvantaged students making L1 or L2 will decrease by 2%.	2012 Current Level of Performance:* 44% (230) of the Economically Disadvantaged students scored at Level 1 or Level 2 on the 2012 FCAT Reading Test	2013 Expected Level of Performance:* 42% (212) of the Economically Disadvantaged students will score at Level 1 or Level 2 on the 2013 FCAT Reading Test.	5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC Training Common Formative Mini Assessments and use of the data	Grade 6-8	Coaches	School-wide	Beginning and throughout the school year	Formal and informal classroom observation Lesson Plans PLC Feedback Form/Data Form	Principal Assistant Principal Coaches and LRS
SpringBoard Training	Grade 6-8	Summer institute	Language Arts Teachers	June 2012	Formal and informal classroom observation Lesson Plans	Principal Assistant Principal SpringBoard Trainer
DBQ Training	Grade 6-8	Social Studies chairperson	School-wide	February	Formal and informal classroom observation Lesson Plans	Principal Assistant Principal Reading Coach
IMS Training Analyze FCAT and Benchmark data for purpose of differentiated instruction and tracking student progress	Grade 6-8	LRS	Core Area Teachers	October and January	Formal and informal classroom observation Lesson Plans	Principal Assistant Principal LRS

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Design Question 2,5,7,8 Training	Grade 6-8	Reading Coach LRS	School-wide	Beginning and throughout the school year	Formal and informal classroom observation Lesson Plans	Principal Assistant Principal Reading Coach
Continue Lesson Study Training	Grade 6-8	District Training	6 th grade Language Arts Teachers 8 th grade Science Teachers 7 th grade Social Studies Teachers 6 th grade Science Teachers	January and April	Formal and informal classroom observation Lesson Plans	Principal Assistant Principal LRS District Trainer
Learning Goals and Scales Training	Grade 6-8	LRS Reading Coach	School-wide	September	Formal and informal classroom observation Lesson Plans Common Board Configuration	Principal Assistant Principal Reading Coach
Celebrating Success and Establishing Classroom Routines Training	Grade 6-8	LRS Reading Coach	School-wide	November	Formal and informal classroom observation Lesson Plans	Principal Assistant Principal Reading Coach
AVID Strategies Training	Grade 6-8	AVID Coordinator	School-wide	September and throughout the school year	Formal and informal classroom observation Lesson Plans	Principal Assistant Principal AVID Coordinator
iPad Training	Grade 6-8	Kim Turley	Core Area Teachers	August and throughout the year	Formal and informal classroom observation Lesson Plans	Principal Assistant Principal
CCSS Overview Training	Grade 6-8	Grade 6-8rs Reading Coach Math Coach LRS	All Teachers	October and throughout the school year	Formal and informal classroom observation Lesson Plans	Principal Assistant Principal Reading Coach

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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
Reading Plus	Computer based program that addresses reading skills	School Budget	17,000
SuccessMaker	Computer based program that addresses reading skills	School Budget	16,000
SpringBoard Workbook for every student	Interactive Notebook for each student	School Budget	8,000
Student Planner	Organizational method for students to record daily goals and track progress	School Budget	3,500
			Subtotal: 44,500
Technology			
Strategy	Description of Resources	Funding Source	Amount
iPads (54)	Teacher to enhance lessons	School Budget	23,000
Doceri for computers (55) licenses	Enhance lessons	School Budget	1,375.00
			Subtotal: 24,375
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Reading Plus Training	Computer based program that addresses reading skills	School Budget	5,000
Vertical Articulation	Aligning Curriculum	School Budget	1,500
Lesson Study Training	Capacity Development	Title II	NA
SpringBoard Training	Increases participation and prepares a greater diversity of students for success in AP, college and beyond	School Budget	2,000
Summer AVID Training	Best practices on opening access to rigorous curriculum for all students	School Budget	6,000
Summer PLC Training	To enhance the effectiveness as professionals so that students benefit	School Budget	13,000
			Subtotal: 27,500
			Total: 96,375

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. Students tend to use their native language among themselves	1.1. Encourage them to use the target language all the times	1.1 Teachers ESOL Compliance teacher School staff (cafeteria / office / paraprofessionals)	1.1. Check lesson plans weekly Teacher formal and informal observations	1.1. Data from classroom observations Benchmark test results Data from teacher made tests
CELLA Goal #1: In 2012 58% of the ELL students are proficient in Listening/Speaking. By June 2013 the percentage of ELL students proficient in Listening/Speaking will increase by 5%.	2012 Current Percent of Students Proficient in Listening/Speaking: In 2012 58% (61) of the ELL students are proficient in Listening/Speaking					
		1.2. Group students from same race when working cooperatively	1.2. Group multi-race students when working cooperatively	1.2. Teachers ESOL Compliance Teacher	1.2. Check lesson plans weekly Teacher formal and informal observations	1.2. Data from classroom observations Benchmark test results CELLA listening/speaking / Data from Formative Mini Assessments
		1.3. Insufficient time of exposure to the target language	1.3. Reading out loud; small group presentation; class presentation	1.3. Teachers ESOL Compliance Teacher	1.3. Check lesson plans weekly Teacher formal and informal observations	1.3. CELLA listening/speaking / teacher made assignments
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. Lack of basic phonemic awareness of the target language	2.1. Listen and read simultaneously to the target language consistently (teachers, peers, CD players), computer software (Reading Plus and Success Maker)	2.1. Teachers ESOL Compliance Teacher	2.1. Observation Completion of assignment with at least 60% of accuracy	2.1. CELLA Reading; FCAT Reading Benchmark Formative Mini Assessments
CELLA Goal #2: In 2012 35% of the ELL students are proficient in Reading. By June 2013 the percentage of ELL students proficient in Reading will increase by 5%	2012 Current Percent of Students Proficient in Reading: In 2012 35% (37) of the ELL students are proficient in Reading					
		2.2. Lack of prior knowledge	2.2. Embed visuals into lessons to promote initial connection with new knowledge	2.2. Teachers ESOL Compliance Teacher	2.2. Observation Completion of assignment with at least 60% of accuracy	2.2. CELLA Reading FCAT Reading Benchmark Formative Mini Assessments

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		2.3. Time	2.3. Shorten of assignments; chunk texts and passages, offer extended time	2.3. Teachers ESOL Compliance Teacher	2.3. Observation Completion of assignment with at least 60% of accuracy	2.3. CELLA Reading FCAT Reading Benchmark Teacher made assignment
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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. Lack of basic phonemic awareness of the target language	2.1. Listen and read simultaneously to the target language consistently (teachers, peers, CD players), computer software (Reading Plus and Success Maker), modeling	2.1. Teachers ESOL Compliance Teacher	2.1. Teacher formal and informal observations Completion of assignments with at least 60% of accuracy	2.1. CELLA Writing; FCAT (8 th Gr) Teachers made assignments
CELLA Goal #3: In 2012 42% of the ELL students are proficient in Writing. By June 2013 the percentage of ELL students proficient in Reading will increase by 5%.	2012 Current Percent of Students Proficient in Writing : In 2012 42% (44) of the ELL students are proficient in Writing	2.2. Lack of prior knowledge	2.2. Promote class discussion prior to assignments, use graphic organizer to chunk ideas; provide vocabulary list and extra resource	2.2. Teachers ESOL Compliance Teacher	2.2. Teacher formal and informal observations Completion of assignments with at least 60% of accuracy	2.2. CELLA Writing FCAT (8 th Gr) Teachers made assignments
		2.3. Time	2.3. Shorten of assignments; chunk texts and passages, offer extended time	2.3. Teachers ESOL Compliance Teacher	2.3. Observation Completion of assignments with at least 60% of accuracy	2.3. CELLA Writing FCAT (8 th Gr) Teachers made assignments

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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
Springboard Curriculum	Build critical thinking		
Reading Plus and Success Maker	Web-based programs that integrate phonics, fluency, vocabulary development, and comprehension skills. They adjust level of comprehension to support students' development		
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Access to computer based dictionaries	Webster.com / dictionary.com/translators		
Reading Plus, Success Maker, Reading Counts	Web-based programs that integrate phonics, fluency, vocabulary development, and comprehension skills. They adjust level of comprehension to support students' development		
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Work collaboratively with teachers through PLCs, classroom visits and email communication	Provide strategies to make content comprehensible		
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Technology integration with IPAD	IPADs promote easy access to ample visual resources to connect and deepen knowledge		
			Subtotal:
			Total:

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

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

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

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

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

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

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1. Level of rigor in all classes	1A.1. Use Webb’s DOK in planning lessons Use FCAT 2.0 Item Specs in planning lessons Teachers do collaborative planning in Professional Learning Communities (PLC) Common Formative Assessments in all math PLCs to insure students understand material before moving on	1A.1. Principal Assistant Principal Math Coach LRS	1A.1. Check lesson plans weekly Teacher formal and informal observations Webb’s DOK training PLC training Common Formative Mini Assessments	1A.1. Lesson Plan template Data from classroom observations PLC feedback form Data from District’s Mini Assessment
Mathematics Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In 2012 24% of the students scored a Level 3 in Math. By June 2013 the percentage of students scoring at Level 3 will increase by 3%.	24% (257) of students scored at Level 3 on the 2012 FCAT Math Test	27% (324) of students will score a Level 3 on the 2013 FCAT Math Test					
			1A.2. Students learn differently	1A.2. Teachers provide differentiated instruction for students	1A.2. Principal Assistant Principal	1A.2. Check lesson plans weekly Teacher formal and informal observations	1A.2. Lesson plan template Data from classroom observations
			1A.3. Teacher utilize student data from Common Formative Mini Assessments when lesson planning and having data chats with students	1A.3. Provide training to help teachers be able to review and analyze Common Formative Mini Assessments and Benchmark Assessments	1A.3. Coaches LRS	1A.3. Student data tracking chart Check weekly lesson plans	1A.3. Data chart Lesson Plan template
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1. New EQUALS Math Curriculum	1B.1. Provide training to teachers/staff on implementation of EQUALS Math Program. In Professional Learning Communities (PLC) team will establish EQUALS Math Lab	1B.1. Principal Assistant Principal SWLC Support Instructors ESE Staffing Specialist Teachers	1B.1. Individual data collection Check weekly lesson plans Teacher/Specialists conduct formal and informal assessments and observations Classroom visits	1B.1. Lesson plan template EQUALS Math Program generated data Teacher/Specialists conduct formal and informal assessments and observations
Mathematics Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In 2012, 41% of students scored a Performance Level 4, 5 or 6 on the FAA Math test. By June, 2013 the percentage of students scoring Performance Level 4, 5 or 6 will increase by 2%.	41 % (10) students scored a Performance Level of 4, 5, or 6 on FAA Math test.	43 % (7) students scored a Performance Level of 4, 5, or 6 on FAA Math test.					
			1B.2. Level of cognitive ability of students	1B.2. EQUALS Math Program Teachers do collaborative planning Professional Learning Communities	1B.2. Principal Assistant Principal	1B.2. Individual data collection Check weekly lesson plans	1B.2. Lesson plan template EQUALS Math Program

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		(PLC). Develop EQUALS Math Lab and group students according to ability levels. Teachers/Specialists responsible for continual data collection	SWLC Support Instructors ESE Staffing Specialist Teachers	Teacher/Specialists conduct formal and informal assessments and observations Classroom visits	generated data Teacher/Specialists conduct formal and informal assessments and observations
	1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. Placement of students in appropriate level courses	2A.1. Make sure master schedule has the appropriate number of advanced and high school level math classes. Provide students the opportunity to take Algebra I Honors, Regular Algebra, and Geometry Honors for high school credit	2A.1. Principal Assistant Principal Math Coach	2A.1. Common Formative Mini Assessments	2A.1. Benchmark results District Mini Assessments
<u>Mathematics Goal</u> #2A: In 2012 41% of the students scored at or above Level 4 on the 2012 FCAT Math Test. By June 2013 the percentage of students scoring at or above Level 4 will increase by 3%.	<u>2012 Current Level of Performance:*</u> 41% (437) of students scored at or above Level 4 on the 2012 FCAT Math Test	<u>2013 Expected Level of Performance:*</u> 44% (528) of students will score at or above Level 4 on the 2013 FCAT Math Test					
			2A.2. Need challenging enrichment activities	2A.2. Utilize the Holt McDougal online enrichment activities	2A.2. Teacher Principal Assistant Principal Math Coach	2A.2. Check lesson plans weekly Teacher formal and informal observations	2A.2. Lesson plan template Data from classroom observations
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1. New EQUALS Math Curriculum	2B.1. Provide training for teachers/staff on implementation of EQUALS Math Program In Professional Learning Communities (PLC) team will establish EQUALS Math Lab	2B.1. Principal Assistant Principal SWLC Support Instructors ESE Staffing Specialist Teachers	2B.1. Individual data collection Check weekly lesson plans Teacher/Specialists conduct formal and informal assessments and observations Classroom visits	2B.1. Lesson plan template EQUALS Math Program generated data Teacher/Specialists conduct formal and informal assessments and observations
<u>Mathematics Goal</u> #2B: In 2012, 31% of students scored at or above Performance Level 7 on the FAA Math test. By June, 2013 the percentage of students scoring at or above Performance Level 7 will	<u>2012 Current Level of Performance:*</u> 31 % (7) students scored at or above Performance Level 7 on the FAA Math test	<u>2013 Expected Level of Performance:*</u> 33 % (6) of students scored will score at or above Performance Level 7 on the FAA Math test					

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increase by 2%		2B.2. Level of cognitive ability of students	2B.2. EQUALS Math Program Teachers do collaborative planning Professional Learning Communities (PLC) Develop EQUALS Math Lab and group students according to ability levels Teachers/Specialists responsible for continual data collection	2B.2. Principal Assistant Principal SWLC Support Instructors ESE Staffing Specialist Teachers	2B.2. Individual data collection Check weekly lesson plans Teacher/Specialists conduct formal and informal assessments and observations Classroom visits	2B.2. Lesson plan template EQUALS Math Program generated data Teacher/Specialists conduct formal and informal assessments and observations
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1. Students lacking basic skills	3A.1. Provide bi-weekly review of basic skills in math at all grade levels	3A.1. Principal Assistant Principal Math Coach	3A.1. Evaluate students bi-monthly Check lesson plans weekly	3A.1. Big 20's, Big 25's, and Big 30's skills tests Benchmark results Lesson Plan Template
<u>Mathematics Goal</u> #3A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In 2012 78% of the students made learning gains on the 2012 FCAT Math Test. By June 2013 the percentage of students making learning gains will increase by 3%.	78% (853) of students made learning gains on the 2012 FCAT Math Test	81% (972) of students will make learning gains on the 2013 FCAT Math Test					
			3A.2. Student falling behind in coursework in math classes	3A.2. Teachers provide differentiated instruction in the classroom School provides tutoring and course recovery as needed during the school day Utilize the Holt McDougal online help resources including animated math tutorials, Destination Math, quizzes, practice tests, and video lessons	3A.2. Principal Assistant Principal Guidance EHC teachers	3A.2. Check lesson plans weekly Teacher formal and informal observations Monitor the grades of students who have utilized the Extra Help Center (EHC)	3A.2. Lesson plan template Data from classroom observations
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1. New EQUALS Math Curriculum	3B.1. Provide training for teachers/staff on implementation of EQUALS Math Program. In Professional Learning Communities (PLC) team will establish EQUALS Math Lab	3B.1. Principal Assistant Principal SWLC Support Instructors ESE Staffing Specialist Teachers	3B.1. Individual data collection Check weekly lesson plans Teacher/Specialists conduct formal and informal assessments and observations Class room visits	3B.1. Lesson plan template EQUALS Math Program generated data. Teacher/Specialists conduct formal and informal assessments and observations
<u>Mathematics Goal</u> #3B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In 2012 66% of the students made learning gains on the 2012 FAA Math Test. By June 2013 the percentage of students making learning gains will increase by 2%.	66% (16) of students made learning gains on the 2012 FAA Math Test	68% (13) of students will make learning gains on the 2013 FAA Math Test					
			3B.2. Level of cognitive ability of students	3B.2. EQUALS Math Program Teachers do collaborative planning Professional Learning Communities (PLC) Develop EQUALS Math Lab and	3B.2. Principal Assistant Principal SWLC Support Instructors ESE Staffing Specialist Teachers	3B.2. Individual data collection Check weekly lesson plans Teacher/Specialists conduct formal and informal assessments and observations	3B.2. Lesson plan template. EQUALS Math Program generated data. Teacher/Specialists conduct formal and informal assessments

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			group students according to ability levels. Teachers/Specialists responsible for continual data collection		Classroom visits	and observations
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1. Placement of students in appropriate Math courses	4A.1. Make sure master schedule has the appropriate number to Math Enhancement courses available Provide math enhancement classes for all students with Level 1 and Level 2 FCAT Math scores	4A.1. Assistant Principal Math Coach	4A.1. SuccessMaker Data Benchmark results	4A.1. SuccessMaker Reports Benchmark Tests
Mathematics Goal #4: In 2012 74% of the students in lowest quartile made learning gains on the 2012 FCAT Math Test. By June 2013 the percentage of the students in lowest quartile making learning gains will increase by 3%.	2012 Current Level of Performance:* 71% (195) of students in the lowest quartile made learning gains on the 2012 FCAT Math Test	2013 Expected Level of Performance:* 74% (222) of students in the lowest quartile will make learning gains on the 2013 FCAT Math Test					
			4A.2. Continuous and reliable monitoring of the students	4A.2. Fraction Nation, FAST Math, and Successmaker to supplement the math enhancement program for Level 1 and Level 2 students as a weekly monitoring tool	4A.2. Principal Math Coach Enhancement Teachers	4A.2. Provide Fraction Nation and Successmaker training to all math enhancement teachers	4A.2. FCAT reports SuccessMaker Reports Fraction Nation Reports
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%. Mathematics Goal #5A: In 2011 68% of the students scored at a Level 3 or above on the FCAT Reading Test. By 2017 the percentage of students scoring a Level 3 or above will be 84%.	Baseline data 2010-2011 <u>In 2011 68% of the students scored satisfactory on the 2011 FCAT Mathematics</u>		AMO Target: 71% of the students will score satisfactory on the 2012 Mathematics FCAT Test	AMO Target: 73% of the students will score satisfactory on the 2012 Mathematics FCAT Test	AMO Target: 76% of the students will score satisfactory on the 2012 Mathematics FCAT Test	AMO Target: 79% of the students will score satisfactory on the 2012 Mathematics FCAT Test	AMO Target: 81% of the students will score satisfactory on the 2012 Mathematics FCAT Test	AMO Target: 84% of the students will score satisfactory on the 2012 Mathematics FCAT Test
	Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: In 2011 the students by subgroups who scored at L1 or L2 on the FCAT Math Test were White: 16% Black: 60% Hispanic: 40% Asian: 15% Am Indian: NA By 2017 the percentage of each subgroup will be reduced by 50%.	2012 Current Level of Performance:* In 2012 the percentage of student who did not make satisfactory progress in mathematics is as follows: White: 16% Black: 54% Hispanic: 43% Asian: 8% American Indian: NA	2013 Expected Level of Performance:* In 2013 the percentage of L1 and L2 students will decrease to White: 13% Black: 50% Hispanic: 33% Asian: 12% American Indian: NA	5B.1. Student motivation and organization	5B.1. Teachers will collaboratively work in PLCs to investigate brain research based hands on relevant manipulative activities and/or strategies Provide all students a planner in order to post daily objectives, homework, and track progress	5B.1. Principal Assistant Principal Reading Coach Teachers	5B.1. Teachers using activities in their lessons	5B.1. Weekly PLC Feedback Form Lesson plan template Data from classroom observations Benchmark test results	
			5B.2. Students performing below grade level	5B.2. Teachers will use data to drive instruction using the Florida Continuous Improvement Model Provide and Common Formative Mini Assessments Provide teachers a notebook to collect and monitor students' assessment data and progress	5B.2. Principal Assistant Principal Math Coach	5B.2. Analyze Common Formative Assessment Data Data chats with teachers	5B.2. Mini Assessments Data from formal and informal classroom observations	

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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. Listen and write simultaneously	5C.1. Support verbal instruction with visuals (written instructions/images) The use of peer mediators with common language to assist English Language Learners	5C.1. Principal Assistant Principal Compliance Teacher	5C.1. Completion of assignment	5C.1. Check lesson plans weekly Teacher formal and informal observations Lesson plan template Data from classroom observations
<u>Mathematics Goal</u> #5C:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In 2012 52% of the ELL did not make satisfactory progress in Math. By June 2013 the percentage of ELL students making L1 or L2 will decrease by 7%.	52% (115) of the ELL students scored at Level 1 or Level 2 on the 2012 FCAT Math Test	45% (109) of the ELL students will score at Level 1 or Level 2 on the 2013 FCAT Math Test					
			5C.2. Language Proficiency Gap	5C.2. Heritage dictionaries available in all classes Utilize the Holt McDougal online help Spanish resources including animated math tutorials, Destination Math, quizzes, practice tests, and video lessons	5C.2. Compliance Teacher	5C.2. Completion of assignment	5C.2. Teacher observation
			5C.3. Newcomers and beginners follow routine in class/develop academics	5C.3. Bilingual Professionals in core classes	5C.3. Compliance Teacher	5C.3. Completion of class work and daily planner	5C.3. Teacher observation
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. Teacher understanding and implementation of differentiated instruction	5D.1. Professional Development for Differentiated Instruction and the use of Common Formative Mini Assessment	5D.1. Principal Assistant Principal Staffing Specialist LRS Coaches	5D.1. Check lesson plans weekly Teacher formal and informal observations Common Assessment Data	5D.1. District Benchmark test; Classroom assessments Check lesson plans weekly Teacher formal and informal observations Lesson plan template
<u>Mathematics Goal</u> #5D:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In 2012 60% of the SWD did not make satisfactory progress in Math. By June 2013 the percentage of SWD students making L1 or L2 will decrease by 7%.	60% (78) of the SWD students scored at Level 1 or Level 2 on the 2012 FCAT Math Test	53% (75) of the SWD students will score at Level 1 or Level 2 on the 2013 FCAT Math Test					
			5D.2. Teacher and student use of appropriate accommodations and modifications	5D.2. Professional Development for ESE Accommodations	5D.2. Principal Staffing Specialist	5D.2. Check lesson plans weekly Teacher formal and informal observations PLC Data review	5D.2. District Benchmark test; Classroom assessments

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		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1. Teachers need to use data to drive instruction	5E.1. PLCs collaboratively work together to plan data driven instruction and monitor students using Florida's Continuous Improvement Model. Use of Common Formative Mini Assessment	5E.1. Principal Assistant Principal Coaches LRS	5E.1. Check lesson plans weekly Teacher formal and informal observations Common Formative Assessment Results	5E.1. Weekly PLC Feedback Form Lesson plan template Data from classroom observations Benchmark test results
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
#5E: In 2012 46% of the Economically Disadvantaged students did not make satisfactory progress in Math. By June 2013 the percentage of Economically Disadvantaged students making L1 or L2 will decrease by 4%.	46% (273) of the Economically Disadvantaged students scored at Level 1 or Level 2 on the 2012 FCAT Math Test	42% (255) of the Economically Disadvantaged students will score at Level 1 or Level 2 on the 2013 FCAT Math Test					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Middle School Mathematics Goals

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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: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. 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: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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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: NA	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.

End of Florida Alternate Assessment High School Mathematics Goals

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High School AMO Mathematics Goals

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

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

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

End of HS Mathematics AMO Goals

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

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1.			1.1. Students lacking prior knowledge due to skipping one to two math courses	1.1. Provide extra help through tutoring after school Students attending Extra Help Center during school to provide deeper understanding and reinforcement of concepts Provide practice and reinforcement of concepts through Bell Work mini lessons and questions Peer tutoring during class time.	1.1. Principal Assistant Principal Math Coach Teachers	1.1. Student Progress Tracking Chart for homework and assessments Immediate feedback for mini-assessments Student Big 25 Tracking Chart Edusoft Data	1.1. Standard Based Grading Common Mini-assessments Summative Assessment with opportunity to retake for mastery Big 25 District Benchmark Test
Algebra 1 Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In 2012 18% of the students scored a Level 3 on the EOC Algebra 1 Test. By June 2013 the percentage of students scoring at Level 3 will increase by 3%.	18% (25) of students scored at Level 3 on the 2012 FCAT Algebra 1 Test	21% (62) of students will score a Level 3 on the 2013 FCAT Algebra 1 Test					
			1.2. Students do not have work ethic needed to be successful in a high school math class	1.2. PLC Collaboration of ideas. District Professional Development to enhance teaching strategies	1.2. Math Coach Teachers	1.2. Track homework	1.2. Student Progress Tracking Chart for homework
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1. Students lacking prior knowledge due to skipping one to two math courses Students do not have work ethic needed to be successful in a high school math class	2.1. Provide extra help through tutoring after school Students attending Extra Help Center during school to provide deeper understanding and reinforcement of concepts Provide practice and reinforcement of concepts through Bell Work mini lessons and questions. District Professional Development to enhance teaching strategies. PLC Collaboration of ideas.	2.1. Principal Assistant Principal Math Coach Teachers	2.1. Analysis of: Student Progress Tracking Chart for homework and assessments Immediate feedback for mini-assessments Student Big 25 Tracking Chart PLC examination of data Edusoft Data	2.1. Standard Based Grading Common Mini-assessments Big 25 District Benchmark Test Formative Assessment with an opportunity for retake to show mastery
Algebra Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In 2012 75% of the students scored at or above Level 4 on the 2012 EOC Algebra 1 Test. By June 2013 the percentage of students scoring at or above Level 4 will increase by 3%.	75% (106) of students scored at or above Level 4 on the 2012 Algebra 1 Test	78% (230) of students will score at or above Level 4 on the 2013 Algebra 1 Test					

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		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%. Algebra 1 Goal #3A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2010-2011								
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1. Algebra 1 Goal #3B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance: <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance: <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	3B.1. White: Black: Hispanic: Asian: American Indian: Parent support/knowledge of course expectations. Additional student responsibilities to family obligations inhibiting course understanding. Prior background knowledge	3B.1. Open communication with parent through Progress Book phone class, and parent/teacher conferences when necessary. Provide extra help through tutoring after school Peer tutoring during class time. Students attending Extra Help Center during school to provide deeper understanding and reinforcement of concepts Provide practice and reinforcement of concepts through Bell Work mini lessons and questions	3B.1. Principal Assistant Principal Math Coach Teachers	3B.1. Analysis of : Student Progress Tracking Chart for homework and assessments Student Big 25 Tracking chart Edusoft Data	3B.1. Student/teacher discussion and review of Progress made on Tracking Chart. Common Mini-assessments Summative Assessment with opportunity to retake for mastery Big 25 District Benchmark Test		
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
			3B.3.	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. Student lack acquisition of Academic Language to fully understand concepts being presented in class. Students lacking prior background knowledge. Students unable to complete task due to class period time restraints	3C.1. Use of translation dictionary Student translator Peer tutoring Preferential seating to allow teacher to provide individual clarification during lesson when needed. Provide extra help through tutoring after school. Students attending Extra Help Center during school to provide deeper understanding and reinforcement of concepts Provide practice and reinforcement of concepts through Bell Work mini lessons and questions Allow extra time for assessments	3C.1. Principal Assistant Principal Math Coach Teachers	3C.1. Analysis of: Student Progress Tracking Chart for homework and assessments Student Big 25 Tracking Chart PLC examination of data Edusoft Data	3C.1. Standard Based Grading Common Mini-assessments Summative Assessment with opportunity to retake to show mastery Big 25
Algebra 1 Goal #3C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In 2012 there were no ELL students in Algebra	NA	25% (1) of ELL students will score a L1 or L2 on the 2013 EOC Algebra 1 Test					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.			3D.1. Students unable to complete tests or class activities due to time class period time restraints Unable to complete note taking due to tracking, visual, kinesthetic, or motor problems Inability to stay focused and on task for activity or lesson. Learning is impeded due to presentation versus learning style	3D.1. Allow extra time for assessments and to complete class activities or reduce amount of work required. Provide extra help through tutoring after school. Students attending Extra Help Center during school to provide deeper understanding and reinforcement of concepts Provide practice and reinforcement of concepts through Bell Work mini lessons and questions Preferential seating When presenting material use multi-sensory options	3D.1. Principal Assistant Principal Math Coach Teachers	3D.1. Analysis of: Student Progress Tracking Chart for homework and assessments Immediate feedback for mini-assessments Student Big 25 Tracking Chart PLC examination of data Edusoft Data Student/teacher data chats	3D.1. Standard Based Grading Common Mini-assessments Summative Assessment with opportunity for retake to show mastery Big 25
Algebra 1 Goal #3D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In 2012 100% of the SWD made satisfactory progress on the EOC Algebra I Test. By June 2013 we will maintain the percentage of SWD making satisfactory progress in Algebra.	0% (0) of SWD scored a L1 or L2 on the 2012 EOC Algebra Test	0% (0) of SWD will score a L1 or L2 on the 2013 EOC Algebra 1 Test					

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				(manipulatives, auditory, kinesthetic, visual, etc.)			
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.			3E.1. Parent support/knowledge of course expectations	3E.1. Open communication with parent through Progress Book phone class, and parent/teacher conferences when necessary	3E.1. Principal Assistant Principal Math Coach Teachers	3E.1. Analysis of: Student Progress Tracking Chart for homework and assessments Immediate feedback for mini-assessments Student Big 25 Tracking Chart PLC examination of data Edusoft Data Student/teacher data chats	3E.1. Standard Based Grading Common Mini-assessments Summative Assessment with opportunity to retake to show mastery Big 25 District Benchmark Test
Algebra 1 Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Additional student responsibilities to family obligations inhibiting course understanding Lack of school supplies necessary for course Prior background knowledge	Provide extra help through tutoring after school. Peer tutoring during class time Students attending Extra Help Center during school to provide deeper understanding and reinforcement of concepts Provide practice and reinforcement of concepts through Bell Work mini lessons and questions Defer student to Guidance Counselor for school supplies and support when necessary			
In 2012 21% of the economically disadvantaged students made did not make satisfactory progress on the EOC Algebra I Test. By June 2013 the percentage economically disadvantaged students scoring a L1 or L2 will decrease by 5%.	21% (8) of the economically disadvantaged students scored a L1 or L2 on the 2012 EOC Algebra 1 Test.	16% (19) of economically disadvantaged students will score a L1 or L2 on the 2013 EOC Algebra 1 Test	3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Algebra 1 EOC Goals

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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1. As Geometry requires both auditory and visual processing, auditory learners have difficulties with spatial relations, and likewise, spatial learners struggle with auditory processing Students have no prior knowledge for writing proofs	1.1. Frequently use concrete and representational models, as well as abstract examples Integrate ongoing opportunities for collaboration Provide before- and after-school tutoring Provide individual assistance and allow for peer assistance in class PD-As Geometry Lead Teacher, attend 4 Quarterly Trainings and four Quarterly Virtual Meetings designed to enhance instructional delivery of Geometry content and improve students' performance	1.1. Principal Assistant Principal Math Coach Teachers	1.1. Informal observation of homework grade Data from mini-assessments Overall and individual assessment results Analysis of Progress Tracking Charts	1.1. Homework, graded by student for accuracy Frequent mini-assessments Summative assessments, with opportunity to retake for mastery Individual Progress Tracking Chart for each student
Geometry Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In 2012 100% of the students scored a level 3 on the 2012 Geometry Test. By June 2013 we will maintain the percentage of student scoring a Level 3 and higher on the Geometry Test.	100% (46) of students scored at or above Level 3 on the 2012 EOC Geometry Test	50% (20) of students will score at Level 3 on the 2013 EOC Geometry Test					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1. With the implementation of a standards-based grading system in which student grades are based on 0% effort and 100% assessment, students may not complete homework because it is not part of the overall grade average	2.1. Have students track their individual progress for each standard, measuring the direct correlation between homework success and assessment	2.1. Principal Assistant Principal Math Coach Teachers	2 Daily monitoring of student progress on homework, including individual discussions with students Immediate feedback for mini-assessments Data from chapter tests.1	2.1. Individual Progress Tracking Chart for each student Formative assessments Summative assessments
Geometry Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
NA	NA	50% (21) of students will score at or above Level 4 on the 2013 EOC Geometry Test					

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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%. Geometry Goal #3A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2011-2012						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	3B.1. White: Black: Hispanic: Asian: American Indian: Varying levels of support outside of school	3B.1. Increase communication outside of school	3B.1. Principal Assistant Principal Math Coach Teachers	3B.1. Monitor student posts on Edmodo	3B.1. Edmodo accounts for educational networking.
			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. Students do not have prior knowledge of skills, concepts, and terminology necessary to comprehend new concepts Limited class time inhibits thorough processing of material	3C.1. Encourage use of translation dictionary Provide Guided Notes Frequently use concrete and representational models, as well as abstract examples Integrate ongoing opportunities for collaboration Provide before- and after-school tutoring	3C.1. Principal Assistant Principal Math Coach Teachers	3C.1. Data from mini-assessments Overall and individual assessment results Analysis of Progress Tracking Charts	3C.1. Frequent mini-assessments Summative assessments, with opportunity to retake for mastery Individual Progress Tracking Chart for each student
Geometry Goal #3C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In 2012 there were no ELL students in Geometry.	NA	NA					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			3D.1. Students have difficulty with abstract thinking. Limited class time inhibits thorough processing of material	3D.1. Frequently use concrete and representational models, as well as abstract examples Provide Guided Notes Integrate ongoing opportunities for collaboration Provide before- and after-school tutoring Provide individual assistance and	3D.1. Principal Assistant Principal Math Coach Teachers	3D.1. Informal observation of homework grade Data from mini-assessments Overall and individual assessment results Analysis of Progress Tracking Charts	3D.1. Homework, graded by student for accuracy Frequent mini-assessments Summative assessments, with opportunity to retake for mastery Individual Progress Tracking Chart for each student
Geometry Goal #3D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In 2012 all SWD made a satisfactory progress on the 2012 EOC Geometry Test. By June 2013 we will maintain this percentage on the EOC Geometry Test.	0% (0) of SWD scored a L1 or L2 on the 2012 EOC Geometry Test	0% (0) of SWD will score a L1 or L2 on the 2013 EOC Geometry Test					
			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. Students do not have the resources or transportation capabilities for accessing help outside of class	3E.1. Integrate ongoing opportunities for collaboration Provide individual assistance and allow for peer assistance in class Refer to Extra Help Center	3E.1. Principal Assistant Principal Math Coach Teachers Guidance Counselor	3E.1. Data from mini-assessments Overall and individual assessment results Analysis of Progress Tracking Charts	3E.1. Frequent mini-assessments Summative assessments, with opportunity to retake for mastery Individual Progress Tracking Chart for each student
Geometry Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In 2012 all the economically disadvantaged students scored a level 3 on the 2012 Geometry Test. By June 2013 we will maintain the percentage of student scoring a Level 3 and above on the Geometry Test	0% (0) of economically disadvantaged students scored a L1 or L2 on the 2012 EOC Geometry Test	0% (0) of students will score a L1 or L2 on the 2013 EOC Geometry Test					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
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
Enhance instructional delivery of Geometry content and improve students' performance	Gr. 8 Geometry Honors	OCPS Curriculum Services	Geometry Honors Teacher	4 Quarterly Trainings and 4 Quarterly Virtual Meetings	County Benchmark Assessments	Teacher/Math Coach LRS Principal
Enhance instructional delivery of Algebra content and improve students' performance	Gr. 8 Geometry Honors	OCPS Curriculum Services	Algebra Honors Teacher	4 Quarterly Trainings and 4 Quarterly Virtual Meetings	County Benchmark Assessments	Teacher/Math Coach LRS Principal

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Revised April 29, 2011

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Students need to have scientific calculator for EOC Geometry test	Purchase scientific calculators	School Budget	200
			Subtotal: 200.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: 200.00

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. Science Goal #1A: In 2012 31% of the students scored a level 3 on the 2012 FCAT Science Test. By June 2013 34% of the students will score a Level 3 on the FCAT Science Test.	2012 Current Level of Performance:* 31%(114) of the students scored Level 3 on the 2011 FCAT Science Test	2013 Expected Level of Performance:* 34%(141) of the students will score a Level on the 3012 FCAT Science Test	1A.1. Rigorous curriculum in Science classrooms	1A.1. Use Webb's DOK in planning Lessons Use FCAT 2.0 Item Specs in planning lessons Teachers do collaborative planning in Professional Learning Communities (PLC) Common Mini Formative Assessment in all PLC to insure NGSSS are being taught in all classes	1A.1. Principal Assistant Principal Reading Coach LRS	1A.1. Check lesson plans weekly Teacher formal and informal observations Webb's DOK training PLC training Mini Assessments on Edusoft	1A.1. Lesson plan template Data from classroom observations Weekly PLC feedback form Edusoft data of common Semester Exams
			1A.2. Students having difficulty understanding science concepts	1A.2. Purchase and maintain science equipment for inquiry based hands on learning Implement department-wide daily emphasis science vocabulary building through use of Word Walls Emphasis Common Board Configurations Provide Essential Question Professional Development Students will participate in the school Science Fair Teachers will incorporate STEM activities in science class through the year	1A.2. Principal Assistant Principal Dept. Chairperson	1A.2. Check lesson plans weekly Teacher formal and informal observations	1A.2. Lesson plan template Data from classroom observations
			1A.3. Students have difficulty retaining science concepts from previous years	1A.3. Provide bell work for seventh and eighth grade students in order to review sixth and seventh grade benchmarks All science teachers will provide opportunities for their students to practice FCAT style questions on FCAT Explorer Provide FCAT Explorer Training	1A.3. Principal Assistant Principal LRS	1A.3. Lesson plan template Set up FCAT Explorer to monitor students' progress	1A.3. Lesson plan template Data from FCAT Explorer reports

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 Revised April 29, 2011**

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			Eighth grade students will participate in FCAT SCAT to prepare for FCAT				
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1. New Access Points Science Curriculum. New Science Lab	1B.1. Teachers do collaborative planning Professional Learning Communities (PLC) common goals for Science Develop Access Points Science Lab and group students according to ability levels Hands on Science centers and experiments Teachers/Specialists responsible for continual data collection	1B.1. Principal Assistant Principal SWLC Support Instructors ESE Staffing Specialist Teachers/staff	1B.1. Individual science portfolios for data collection Logs of experiments completed and support with writing skills/verbal language skills Check weekly lesson plans. Teacher/Specialists conduct formal and informal assessments and observations Class room visits	1B.1. Common Lesson plan template. Individual Science portfolios to record generated data Teacher/Specialists conduct formal and informal assessments and observations
Science Goal #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In 2012 76% of the students scored at Performance Level 4, or 5 on the 2012 FAA Science Test. By June 2013 the percentage of students will increase by 1% on FAA Science.	83% (10) of the students scored at Performance Level 4, 5 or 6 on the 2012 FAA Science Test	84% (5) of the students will score at Performance Level 4, 5, or 6 on the 2013 FAA Science Test					
			1B.2. Levels of cognitive ability of students	1B.2. Continual introduction of Science skills using Access Points in curriculum Teachers develop collaboratively to develop writing lesson plans Teachers strategize various levels of writing skills, as presented on Access Points, in Professional Learning Communities (PLCs)	1B.2. Principal Assistant Principal SWLC Support Instructors ESE Staffing Specialist Teachers/staff	1B.2. Individual science portfolios for data collection Logs of experiments completed and support with writing skills/verbal language skills Check weekly lesson plans. Teacher/Specialists conduct formal and informal assessments and observations Class room visits	1B.2. Common Lesson plan template. Individual Science portfolios to record generated data Teacher/Specialists conduct formal and informal assessments and observations
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. Placement of students in appropriate level courses	2A.1. Make sure master schedule has the appropriate number of advanced and high school level science classes Provide students the opportunity to take Earth/Space Honors class for high school credit	2A.1. Principal Assistant Principal Dept. Chairperson	2A.1. Test students and track grades for placement Teachers to monitor proper placement of students	2A.1. Report Card grade of previous year's Science class
Science Goal #2A: In 2012 29% of the students scored a level 4 or 5 on the 2012 FCAT Science Test. By June 2013 33% of the students will score a Level 4 or 5 on the FCAT Science Test.	2012 Current Level of Performance:* 29%(88) of the students scored Level 4 or 5 on the 2011 FCAT Science Test	2013Expected Level of Performance:* 32%(130) of the students will score Level 4 or 5 on the 2011 FCAT Science Test	2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1. New Access Points Science Curriculum. New Science Lab	2B.1. Teachers do collaborative planning Professional Learning Communities (PLC) common goals for Science Develop Access Points Science Lab and group students according to ability levels Hands on Science centers and experiments Teachers/Specialists responsible for continual data collection	2B.1. Principal Assistant Principal SWLC Support Instructors ESE Staffing Specialist Teachers/staff	2B.1. Individual science portfolios for data collection Logs of experiments completed and support with writing skills/verbal language skills Check weekly lesson plans Teacher/Specialists conduct formal and informal assessments and observations Class room visits	2B.1. Common Lesson plan template. Individual Science portfolios to record generated data. Teacher/Specialists conduct formal and informal assessments and observations.
Science Goal #2B: In 2012 7% of the students scored at Performance Level 7or above on the 2012 FAA Science Test. By June 2013 the percentage of students will increase by 1% on FAA Science.	2012 Current Level of Performance:* 7% of the students scored at Performance Level 7 or above on the 2012 FAA Science Test.	2013Expected Level of Performance:* 8% (1) of the students will score at or above Performance Level 7on the 2013 FAA Science Test	2B.2. Levels of cognitive ability of students	2B.2. Continual introduction of Science skills using Access Points in curriculum Teachers develop collaboratively to develop writing lesson plans Teachers strategize various levels of writing skills, as presented on Access Points, in Professional	2B.2. Principal Assistant Principal SWLC Support Instructors ESE Staffing Specialist Teachers/staff	2B.2. Individual science portfolios for data collection Logs of experiments completed and support with writing skills/verbal language skills Check weekly lesson plans Teacher/Specialists conduct formal and informal assessments	2B.2. Common Lesson plan template. Individual Science portfolios to record generated data Teacher/Specialists conduct formal and informal assessments and observations

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			Learning Communities (PLCs)		and observations Classroom visits	
		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. NA	1.1.	1.1.	1.1.	1.1.
Science Goal #1: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1. NA	2.1.	2.1.	2.1.	2.1.
Science Goal #2: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Florida Alternate Assessment High School Science Goals

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

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

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

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Biology 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology 1.			1.1. NA	1.1.	1.1.	1.1.	1.1.
Biology 1 Goal #1: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
			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. NA	2.1.	2.1.	2.1.	2.1.
Biology 1 Goal #2: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
			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
PLC Training	Grade 6-8	Coaches	School-wide	Beginning and throughout the school year	Formal and informal classroom observation Lesson Plans PLC Feedback Form	Principal Assistant Principal Coaches and LRS
STEM training for all science teachers	Grade 6-8	District	Science Teachers	Ongoing	Formal and informal classroom observation Lesson Plans	Principal Assistant Principal LRS
District training for new curriculum	Grade 6-8	District	Science Teachers	Ongoing	Formal and informal classroom observation Lesson Plans	Principal Assistant Principal LRS

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
Science Equipment	Inquiry based learning	School Budget	7,000
FCAT SCAT	Review hands on labs for FCAT	School Budget	2,200
Workbook Lab	Interactive Notebook for every student	School Budget	6,200
Science Olympiad	Improve the quality of Science education through competition	School Budget	235
			Subtotal: 15,635
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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			Subtotal: 0
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0
			Total: 15,635

End of Science Goals

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Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1. Organization of ideas – (characteristic of a level 3 according to the FCAT rubric which would be inferior to the standard for a level 4) An organizational pattern has been attempted but may lack a sense of completeness or wholeness	1A.1. Use graphic organizers Students review model essays Utilize the Write to Learn program to review essays Teachers encourage revisions	1A.1. Reading Coach Classroom teachers	1A.1. Check lesson plans weekly Teacher formal and informal observations	1A.1. FCAT Writing Rubric Write to Learn essay scoring system Formal and informal classroom observation Lesson Plans PLC Feedback Form
Writing Goal #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In 2012 87% of the students scored a level 3.0 or higher on the 2012 FCAT Writing Test. By June 2013 90% of the students will score a Level 3.0 or higher on the FCAT Writing Test.	87%(364) of the students scored a level 3.0 and higher on the 2012 FCAT Writing Test	90%(374) of the students will score a level 3.0 and higher on the 2013 FCAT Writing Test					
			1A.2. Development of ideas and supportive details – (level 3) Some support included, but development is erratic. Word choice is adequate but may be limited, predictable, or occasionally vague	1A.2. Students review model essays Self and peer review <i>Write for the Future</i> elaboration strategies	1A.2. Reading Coach Classroom teachers	1A.2. Check lesson plans weekly Teacher formal and informal observations	1A.2. FCAT Writing Rubric Write to Learn essay scoring system
			1A.3. Conventions and sentence structure – (level 3) Little, if any variation in sentence structure. Knowledge of the conventions of mechanics and usage is usually demonstrated, and commonly used words are usually spelled correctly	1A.3. Self and peer review Model sentence – examples and non-examples	1A.3. Reading Coach Classroom teachers	1A.3. Check lesson plans weekly Teacher formal and informal observations	1A.3. FCAT Writing Rubric Write to Learn essay scoring system Lesson plan template Data from classroom observations
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1. Levels of cognitive ability of students	1B.1. Continual introduction of writing skills and reparation of appropriate writing skills using Access Points in content areas Teachers develop collaboratively to develop writing lesson plans. Teachers strategize various levels of writing skills, as presented on	1B.1. Principal Assistant Principal SWLC Support Instructors ESE Staffing Specialist Teachers/staff	1B.1. Individual data collection. Check weekly lesson plans. Teacher/Specialists conduct formal and informal assessments and observations Class room visits	1B.1. Lesson plan template Writing Portfolio generated data Data from formal and informal assessments and observations
Writing Goal #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In 2012 83% of the students scored at Performance Level 4 or above on the 2012 FAA Writing Test.	83% (10) of the students scored at Performance	84% (5) of the students will score at					

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By June 2013 the percentage of students will increase by 1% on FAA Writing.	Level 4 or above on the 2012 FAA Writing Test	Performance Level 4 or above on the 2013 FAA Writing Test		Access Points, in Professional Learning Communities (PLCs)			
			1B.2. Students not able to verbally express receptive and expressive language skills to support writing	1B.2. Teachers /Specialist will model with students, in small groups, the best practices for development of necessary skills for writing Teachers work collaboratively to develop writing lesson plans Teachers will strategize various levels of writing skills, as presented on Access Points, in Professional Learning Communities (PLCs). Teachers/SLP will work collaboratively to develop receptive and express language skills to support writing	1B.2. Principal Assistant Principal SWLC Support Instructors ESE Staffing Specialist Teachers/staff Speech/Language Pathologist	1B.2. Individual data collection. Check weekly lesson plans. Teacher/Specialists conduct formal and informal assessments and observations Classroom visits	1B.2. SPL using Story Marker Program to increase levels of language to support writing Common lesson plan template Teacher/Specialists formal and informal assessments and observations
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Organization – reverse mapping strategy	8	Reading coach and PLC leader	8 th Language Arts PLC	Every Friday 8:30	FCAT rubric; <i>Write to Learn</i>	PLC members; reading coach
Development of ideas/elaboration – Elaboration strategies from <i>Write for the Future</i>	8	Reading coach and PLC leader	8 th Language Arts PLC	Every Friday 8:30	FCAT rubric; <i>Write to Learn</i>	PLC members; reading coach

Writing Budget (Insert rows as needed)

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

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			Subtotal: 0
Technology			
Strategy	Description of Resources	Funding Source	Amount
My Access	Online essay scoring	School Budget	3,600
Subtotal: 3,600			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Reverse Mapping strategy	<i>Write for the Future</i> (Thinking Maps)	N/A	N/A
Elaboration strategies	<i>Write for the Future</i>	N/A	N/A
Subtotal: 0			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 0			
Total: 3,600			

End of Writing Goals

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

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

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Civics.			1.1. Students must pass the EOC Civics test at the end of 7 th grade	1.1. Analyze Benchmark data that will be available four times a year	1.1. Principal Assistant Principal Dept. Chairperson	1.1. Formal and informal classroom observation Lesson Plans PLC Feedback Form	1.1. Lesson plan template Data from classroom observations Weekly PLC feedback form Edusoft data of common formative assessments Benchmark data
Civics Goal #1: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
			1.2. Teachers unfamiliar with new curriculum resources	1.2. Attend district training on the new curriculum and digital lessons. Utilize Edmoto for lessons and also communication with other Civics teachers throughout the district.	1.2. Principal Assistant Principal Dept. Chairperson	1.2. Formal and informal classroom observation Lesson Plans PLC Feedback Form	1.2. Lesson plan template Data from classroom observations Weekly PLC feedback form Edusoft data of common formative assessments Benchmark data
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1. Incorporate reading strategies into Civics class	2.1. Use DBQ once a quarter in Civics lessons	2.1. Principal Assistant Principal Dept. Chairperson Reading Coach	1.3. Formal and informal classroom observation Lesson Plans PLC Feedback Form	1.3. Lesson plan template Data from classroom observations Weekly PLC feedback form
Civics Goal #2: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
			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
AP Summer Institute	Grade 8	Social Studies Chairperson	8 th grade PLC	summer	Formal and informal classroom observation Lesson Plans PLC Feedback Form	Principal Assistant Principal Coach
DBQ training	Grade 6-8	PLC facilitator	Grade 6-8	Through the year	Formal and informal classroom observation Lesson Plans PLC Feedback Form	Principal Assistant Principal Coach

Civics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Be able to supply different DBQ's at each grade level	Purchase DBQ Kit	School Budget	297.00
			Subtotal:297.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
AP Summer Institute			1,200.00
			Subtotal:1,200.00
Other			
Strategy	Description of Resources	Funding Source	Amount

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			Subtotal:
			Total:

End of Civics Goals

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

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

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

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

End of U.S. History Goals

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Attendance Goal(s)

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

Attendance Goal(s)		Problem-solving Process to Increase Attendance					
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Attendance		1.1. Students frequently arriving to tardy to school Buses arriving late and students needing to have breakfast	1.1. Continue computer tracking system for tardies to school Increase communication with transportation managers	1.1. Dean Assistant Principal	1.1. Compare number of students with excessive tardies to school monthly	1.1. Spreadsheet to tabulate monthly totals and specialized attendance reports Plasco Track Reports	
Attendance Goal #1:	2012 Current Attendance Rate:*						2013 Expected Attendance Rate:*
At Southwest Middle School, our goal is to provide our students with a first-class education. In order to ensure our goal is met, our students must be present in class each day and arrive in a punctual manner. For the current school year, we will focus on reducing the number of students with 10 or more unexcused tardies and 10 or more unexcused absences.	2012 Current Number of Students with Excessive Absences (10 or more)						2013 Expected Number of Students with Excessive Absences (10 or more)
	2012 Current Number of Students with Excessive Tardies (10 or more)						2013 Expected Number of Students with Excessive Tardies (10 or more)
		1.2. Students spending excessive time in hallways between classes	1.2. Increase supervision of teachers and administration at class passing times Continue computer tracking system and consequences for tardies to class Incentives for attendance and punctuality to class through PBS	1.2. Dean Assistant Principal	1.2. Compare number of students with excessive tardies each grading period	1.2. Spreadsheet to tabulate tardy totals Plasco Track Reports	
		1.3. Students with excessive unexcused absences from school	1.3. School personnel will call parents of students with three unexcused absences within 30 days At five unexcused absences a	1.3. Guidance Deans Secretary to the deans	1.3. Daily attendance report	1.3. Spreadsheet to tabulate unexcused absences	

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			meeting will be scheduled with social worker, parents and deans The social worker will intervene at ten unexcused absences within 30 days			
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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

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			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. Student claims of lack of knowledge regarding rules	1.1. Policy/procedure quarterly presentations made to all students PRIDE behavior expectations PRIDE points program Increased awareness prior to suspension using detention and Saturday school	1.1. Dean	1.1. Monitor outcomes of discipline referrals Monitor incentives for positive behavior and improved behavior	1.1. Spreadsheet to tabulate discipline infractions and consequences					
Suspension Goal #1: In 2012 25% (317) of the students were suspended. By June 2013 the number of students suspended (in or out of school) will decrease by 5%.	2012 Total Number of In-School Suspensions In 2012 there were 421 in-school suspensions	2013 Expected Number of In-School Suspensions In 2013 the goal is to reduce the in-school suspensions by 5% to 400										
	2012 Total Number of Students Suspended In-School In 2012 16% (190) of the students were suspended in-school	2013 Expected Number of Students Suspended In-School In 2013 the goal is to reduce the number of students suspended by 5% to 180										
	2012 Total Number of Out-of-School Suspensions In 2012 there were 241 out-of-school suspensions	2013 Expected Number of Out-of-School Suspensions In 2013 the goal is to reduce the out-of-school suspensions by 5% to 229										
	2012 Total Number of Students Suspended Out-of-School In 2012 10% (122) of the students were suspended out-of-school	2013 Expected Number of Students Suspended Out-of-School In 2013 the goal is to reduce the number of students out-of-school suspensions by 5% to 116										
								1.2. Increase in student behavior issues as school year progresses	1.2. Implement new interventions to decrease behavior concerns	1.2. Dean	1.2. Monitor number of school suspensions	1.2. Spreadsheet to tabulate the number of referrals that result in suspensions from school
								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

Suspension Budget (Insert rows as needed)

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

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. Poor grades which results in retention	1.1. Retained students will meet with the guidance on a regular basis All teachers will closely monitor the retained students and refer them to the Extra Help Center (EHC) when they fall behind in their classes Retained students will work on course recovery in the EHC several times a week Guidance to conduct small groups to discuss barriers to success and strategies	1.1. Principal EHC teachers Guidance Teachers	1.1. Student's grades will be monitored by the EHC teacher Progress Reports from teachers Report Card grades One on one data chats	1.1. Progress Book Benchmark results
Dropout Prevention Goal #1: In order to reduce the number of students dropping out in high school our goal is to give extra support to students who were retained in middle school and to reduce the number of retained students by 50%. <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	0	0					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	NA	NA					
			1.2. Student behavior	1.2. Continue to strengthen the school's Positive Behavior System (PBS) and work with PIE for incentives	1.2. Principal Deans Guidance	1.2. Closely track discipline referrals of retained students	1.2. Spreadsheet
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

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

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Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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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. Parent awareness of school events	1.1. Communication by phone, email, flyers, marquee and personal invitations in language parents can understand.	1.1. Admin Leadership Team	1.1. Agenda reflections and parent involvement after meetings	1.1. Sign in sheets Spreadsheet to keep track to number in attendance at school events
Parent Involvement Goal #1: In 2012 there were 7793 parents who attended 35 school events, parent conferences and/or volunteer time throughout the year. This is a duplicated total. The largest event, Open House, had 70% of the parents in attendance. The school also accrued 4281 volunteer hours, mostly from parents. By June 2013 the number of parents attending a school event will increase by 5%. <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	2012 Current Level of Parent Involvement:* 7793 parents attended a school event	2013 Expected Level of Parent Involvement:* 8183 parents will attend a school event	1.2. Parent awareness of resources available to help their child	1.2. Hold breakout informative sessions in conjunction with open house on resources available	1.2. Admin Leadership Team	1.2. Agenda reflections	1.2. Sign in sheets
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

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

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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Communication	Mail post cards/flyers to parents inviting them to come to school events	School Budget	800
			Subtotal: 800
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: 800

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
STEM Goal #1: Students will apply basic science and math concepts and vocabulary to “real world” engineering design challenges. As students apply their classroom learning, they will be more likely to retain complicated concepts and vocabulary.	1.1. Limited number of students will be able to participate because of external factors	1.1. Actively recruiting minority and female students through all science classes and through the YMCA After School Zone	1.1 Science Teacher and YMCA STEM site facilitator	1.1. Track students’ grades in math and science throughout the school year Post program interviews with students and students’ teachers	1.1. Grade tracking Post program interviews Documentation with pictures and student reflections along the way
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC focus is implementation of SECME curriculum.	6 th -8 th grade	PLC Leader	PLC will include other Y-Zone science facilitators	Meeting monthly throughout school year	After SECME’s culminating event in February, the PLC will continue to meet to consider the program for next year	Science Teacher Principal Assistant Principal
					Consideration will be given for the addition of a STEM elective to next school year’s master schedule	

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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
SECME projects	Science kits for 4 categories	YMCA Middle School Program	450
UCF SECME regional competition	Field trip to UCF	YMCA Middle School Program	250
			Subtotal:700.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
PLC	Video conferencing	NA	NA
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:700.00

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: NA	1.1. NA	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

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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
NA			
			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. Prerequisites for high school courses	1.1. Offer advanced and/or gifted Language Arts, Mathematics, and Science at sixth and seventh grade to ensure students have the skills and readiness for high school courses Offer keyboarding in 6th grade Offer Computers for College and Careers	1.1. Principal Assistant Principal Dept. Chairperson Guidance	1.1. Benchmark Exams Teacher Assessments District EOC Benchmark Exams	1.1. Semester Exam Data Benchmark Exam Data Teacher Test Data District EOC Exam Data
Additional Goal #1: In 2012 10% of the students in 7 th grade and 49% of the students in 8 th grade were enrolled in high school courses. By June 2013 the percentage of 7 th and 8 th grade students to receive credit for high school classes will increase by 10%.	2012 Current Level :* In 2012 10% (38) 7 th graders and 49% (200) 8 th graders received credit for completing high school courses	2013 Expected Level :* In 2013 20% (79) 7 th graders and 59% (236) 8 th graders will receive credit for completing high school courses					
			1.2. Variety of high school courses	1.2. Offer high school courses in Algebra, Geometry, French, Spanish, and Intro to Computers to more students Continue the offering of Spanish IA (in 7th) and IB (in 8th) for a high school credit after completing both courses at the end of eighth grade Continue the offering of French IA (in 7th) and IB (in 8th) for a high school credit after completing both courses at the end of eighth grade Offer Regular Algebra with support for high school credit Invite students to use Florida Virtual School to enroll in high school courses not offered at school (Latin I, HOPE, etc)	1.2. Principal Assistant Principal Dept. Chairperson Guidance	1.2. Benchmark Exams Teacher Assessments	1.2. Semester Exam Data Benchmark Exam Data Teacher Test Data District EOC Exam Data

Additional Goal(s)

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Revised April 29, 2011**

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* 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
2. Additional Goal			1.1. Teachers need a full understanding of the AVID program and strategies	1.1. Offer teachers training at the AVID Summer Institute Provide school-wide professional development on AVID strategies Inform teachers on how to improve our AVID certification to at least level 2 in all 11 Essentials School-wide use of AVID strategies	1.1. Principal Assistant Principal AVID Coordinator	1.1. Student samples from all content areas collected throughout the school year AVID Initial Self-Study and Previous Certification Self-Study used as baseline and framework for current growth Benchmark Exams Teacher Assessments Check lesson plans weekly Teacher formal and informal observations	1.1. Certification Self-Study Lesson plan template Data from classroom observations Weekly PLC feedback form Edusoft data of common Semester Exams
Additional Goal #2: To improve academic success through a focus on increasing enrollment and performance of students in the AVID program To increase teacher awareness of AVID strategies with a final goal of becoming a National Demonstration School	2012 Current Level :* 8% (95) of the students are enrolled in the AVID program and participate in AVID activities	2013 Expected Level :* 10% (125) of the students will be enrolled in the AVID program and participate in AVID activities					
			1.2. Student selection	1.2. Increase the number of students in advanced courses by increasing AVID certification to level 2 in all Essentials	1.2. Principal Assistant Principal AVID Coordinator	1.2. Evaluation of student samples from all content areas collected throughout the year Benchmark Exams Teacher Assessments Check lesson plans weekly Teacher formal and informal observations	1.2. AVID Certification Self-Study Lesson plan template Data from classroom observations Weekly PLC feedback form Edusoft data of common Semester Exams

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
AVID Strategies Training	Grade 6-8	AVID Teachers	School-wide	Ongoing	Formal and informal classroom observation Lesson Plans Site and Core Team Plans/Meetings	Principal Assistant Principal AVID Coordinator
AVID Summer Institute	Grade 6-8	AVID Coordinator	Selected Core Teachers	Summer	Formal and informal classroom observation Lesson Plans	Principal Assistant Principal AVID Coordinator

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

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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
3. Additional Goal			1.1. Students not interested in the fine arts	1.1. Our music groups to perform in the courtyard before school Invite music and drama groups from the high school to perform at our school Continue to hold a Fine Arts Festival to showcase student's work Short performances by the drama classes Advertise auditions for the school play Display student's art work	1.1. Fine Arts teachers Principal Assistant Principal Guidance	1.1. Student requesting to enroll in music, drama or art Increase number of student participating in fine arts courses Increase number of students auditioning for the play or all county	1.1. SMS for enrollment numbers
Additional Goal #3: In 2012 59% of the students were enrolled in music, drama, or art. By June 2013 the percentage of students enrolled in music, drama, or art will increase by 5%.	2012 Current Level :*	2013 Expected Level :*					
	In 2012 59% (719) were enrolled in music, drama, or art	In 2013 64% (786) will be enrolled in music, drama, or art					
			1.2.	1.2.	1.2.	1.2.	1.2.

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: 96,375.00
CELLA Budget	Total: 0
Mathematics Budget	Total: 200.00
Science Budget	Total: 15,635
Writing Budget	Total: 3,600
Civics Budget	Total: 1,497.00
U.S. History Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total: 800.00
STEM Budget	Total: 700.00
CTE Budget	Total:
Additional Goals	Total:
	Grand Total: 118,807.00

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

Are you reward school? Yes No

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

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

Describe the projected use of SAC funds.	Amount

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