FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: East Ridge Middle	District Name: Lake
Principal: Charles McDaniel	Superintendent: Susan Moxley, Ed.D.
SAC Chair: Lori Sokoloski	Date of School Board Approval: October 22, 2012

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	Charles McDaniel	MS in Ed. Leadership BS in Education Certifications: Principal K-12, Health, Recreation and Physical Education, MG Math 5-9	4	25	2011-2012 At ERMS*: Grade A: 61% met high standards in reading and 58% met high standards in math. In writing, 89% of the students met high standards with 31% scoring a 4 or higher. In science, 53% met high standards. Of the students identified in the lowest quartile, 75% made learning gains in Reading and 67% in Math. *New FCAT Norms 2010-11 At ERMS: Grade A: 74% met high standards in reading and 78% met high standards in math. In writing, 99% of the students met high standards with 90% scoring a 4 or higher. In science, 67% met high standards. Of the students identified in the lowest quartile, 72% made learning gains in Reading and 75% in Math. 85% of the AYP indicators were met. 2009-10 At ERMS: Grade A: 74% met high standards in reading and 74% met high standards in math. In writing, 98% of the students met high standards with 84% scoring a 4 or higher. In science, 61% met high standards. Of the students identified in the lowest quartile, 70% made learning gains in Reading and 75% in Math. 82% of the AYP indicators were met. 2008-09 At ERMS: Grade A: 68% met high standards in reading and 63% met high standards in math. In writing, 91% of the students met high standards and in science, 44% met high standards. Of the students identified in the lowest quartile, 69% made learning gains in both Reading and Math.
Assistant Principal	Dr. Catherine Slack	Doctorate Degree – Educational Leadership Master's Degree – Math Education Florida Professional Certificate – School Principal Florida Professional Certificate – Math 6-12 Florida Professional Certificate – Math 5-9	2	10	2011-2012 At ERMS*: Grade A: 61% met high standards in reading and 58% met high standards in math. In writing, 89% of the students met high standards with 31% scoring a 4 or higher. In science, 53% met high standards. Of the students identified in the lowest quartile, 75% made learning gains in Reading and 67% in Math. *New FCAT Norms 2010-11 At ERMS: Grade A: 74% met high standards in reading and 78% met high standards in math. In writing, 99% of the students met high standards with 90% scoring a 4 or higher. In science, 67% met high standards. Of the students identified in the lowest quartile, 72% made learning gains in Reading and

					75% in Math. 85% of the AYP indicators were met.
Assistant Principal	Monica Gordon	Master's Degree in Ed. Leadership Bachelor's degree in Business Certified in MJ Math 5-9	1	6	2011-2012 At ERMS*: Grade A: 61% met high standards in reading and 58% met high standards in math. In writing, 89% of the students met high standards with 31% scoring a 4 or higher. In science, 53% met high standards. Of the students identified in the lowest quartile, 75% made learning gains in Reading and 67% in Math. *New FCAT Norms 2010-2011 AP at Clermont Middle School; 2010 – Grade of A, Did not make AYP
Assistant Principal	William Roberts	Master's Degree in Ed. Leadership Bachelor's degree in mathematics	2	2	2011-2012 At ERMS*: Grade A: 61% met high standards in reading and 58% met high standards in math. In writing, 89% of the students met high standards with 31% scoring a 4 or higher. In science, 53% met high standards. Of the students identified in the lowest quartile, 75% made learning gains in Reading and 67% in Math. *New FCAT Norms 2010-11 At ERMS: Grade A: 74% met high standards in reading and 78% met high standards in math. In writing, 99% of the students met high standards with 90% scoring a 4 or higher. In science, 67% met high standards. Of the students identified in the lowest quartile, 72% made learning gains in Reading and 75% in Math. 85% of the AYP indicators were met.

Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Anita Beloat	Media Specialist, Reading Endorsement, ESOL Endorsement	2	1	2011-2012 At ERMS*: Grade A: 61% met high standards in reading and 58% met high standards in math. In writing, 89% of the students met high standards with 31% scoring a 4 or higher. In science, 53% met high standards. Of the students identified in the lowest quartile, 75% made learning gains in Reading and 67% in Math. *New FCAT Norms

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Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Use Soft-Search software to find the most qualified applicants	Bookkeeper, all Admin	As needed
2. Use appropriate screener questions and interview questions	Admin	As needed
3. Make reference calls to previous principals (directors)	Admin	Before recommending for hire
4. Assign mentors	Asst. Principal, William Roberts	Before Sept. 4, or within 3 weeks of employment
5. Use appropriate coaching techniques	Admin/Lit Coach	On-going

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
2% [2]	These teachers must sign a contract agreeing to become highly qualified by the end of the year or not be re-hired. Study books and peer assistance will be used to prepare them for the certification test, if required. If just an endorsement is required, then mentoring during the coursework is provided.

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]).

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Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
72	3% [2]	49% [35]	39% [28]	8% [6]	39% [28]	0%[0]	14% [10]	4% [3]	37% [27]

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
Elizabeth Robb-Wymore	Andrea Thompson	ESE Teacher/ESE Teacher (beginning teacher)	Weekly meetings with mentee to coach and assist where needed
Stephanie Hauff	Alexandria Schiller, PhD. (veteran teacher)	ESE Specialist/ESE Teacher (EBD) (new to district)	Weekly meetings with mentee to coach and assist where needed
Cheryl Manganiello	Erica Lott (veteran teacher)	Math Chair/Math Teacher (new to district)	Weekly meetings with mentee to coach and assist where needed
Anita Beloat	Diana McKeown (veteran teacher)	Literacy Coach/Reading Teacher (new to school)	Weekly meetings with mentee to coach and assist where needed
Christine Nichols	Frances Rodriguez	Social Studies (Dept. Chair)	Weekly meetings with mentee to coach and assist where needed

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Additional Requirements

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

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

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

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Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team.

Dr. Cathy Slack, API; Monica Gordon, AP2; William Roberts, AP2; Jeannine Ryan, Natalie Bridgewater, Erica Cole, Counselors; Anita Beloat, Literacy Coach.

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 function of the Leadership Team is to remain abreast of current district MTSS procedures and processes; incorporate those processes into school-based procedures; facilitate monthly MTSS meetings to identify and implement action plans to address academic and behavioral concerns of students; and to articulate with elementary and high feeder schools to ensure sustainability of Tier 2 and 3 supports.

The school-based MTSS Leadership Team meets with each grade level at least one day per month to discuss student concerns. The guidance counselors facilitate the meetings with the grade level assistant principal. Documented concerns and supporting data are reviewed to determine at which tier academic and/or behavioral issues should be addressed. All facets of each meeting are documented electronically. Problem hypothesis for all MTSS tier 2 and tier 3 students are developed and documented by the MTSS team and progress monitoring by the teachers is brought back to the next MTSS meeting for further discussion. If a student progresses to tier 3 the ESE department becomes directly involved in the MTSS process.

Parents are notified with MTSS summaries that are reviewed at follow-up meetings with guidance counselors when new support plans are implemented and/or updated. Throughout the month the counselors coordinate with the administration, team leaders, department heads and the Literacy Leadership Team for continual monitoring of all tier 2 and tier 3 students

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

The MTSS Leadership Team collaborates and discusses strategies and programs needed to assist academically and/or behaviorally struggling students. The problem solving process will yield MTSS interventions that would better meet the needs of the identified MTSS Tier 2 and Tier 3 individuals. These interventions are interwoven into the SIP through the use of SAI funds, as well as it generated documents that listed potential MTSS Tier 1, Tier 2 and Tier 3 academic/behavioral interventions. The MTSS Leadership Team also confers on using the school's FCAT data, and how it could initially assist with targeting of possible new MTSS Tier 2 and Tier 3 students. The FCAT data could also assist in evaluating the MTSS intervention's success with students that have been previously identified from the prior year.

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.

Tier 1 will utilize the following data sources and management systems: AS400, FIDO (District Data Base) Reports, FAIR Assessments, Benchmark Assessments, End of Course Exams, Absenteeism Reports, Office Discipline Referrals, Out of School Suspensions, Subject Area failure rates, and stakeholder feedback.

Tier 2 will utilize the following data sources and management systems: AS400, FIDO Reports, FAIR Assessments, Benchmark Assessments, End of Course Exams, Absenteeism Reports, Office Discipline Referrals, Out of School Suspensions, Subject Area failure rates, Read 180, Direct Observations, Standardized Screening tools, and progress reports.

Tier 3 will utilize the following data sources and management systems: AS400, FIDO Reports, Behavior rating scales, FAIR Assessments, Benchmark Assessments, End of Course Exams, Absenteeism Reports, Office Discipline Referrals, Out of School Suspensions, Subject Area failure rates, Read 180, FBA/BIP Processes, and individual measures of student outcomes.

Describe the plan to train staff on MTSS.

The school has reviewed the use of FBA/BIP materials to identify behavioral concerns with possible interventions to try with MTSS students. The school leadership team will use the initial MTSS meeting in September to review updated district forms and streamlining the referral process of new students to MTSS. At the completion of the review, teachers will be given the MTSS power point, documents that summarize the presentation, and the MTSS forms to effectively monitor their possible MTSS students. The staff will have monthly monitoring meetings with each grade level to discuss the MTSS process in addition to monthly problem solving meetings to discuss specific student concerns.

Describe the plan to support MTSS.

The school MTSS Leadership team has the full support of the school principal in attending district trainings and updates off campus. The Assistant Principal I built the master schedule to accommodate common plan periods to facilitate regular school meetings such as MTSS. PLCs are planned as needed to review hypothesis generation and intervention determinations. The guidance counselors meet regularly to review MTSS files and plans for consistency and completeness. Additionally, MTSS has been aligned with our PBS program to address behavioral issues using a positive recognition based intervention system.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).   Mr. McDaniel (Principal), Anita BeLoat (Literacy Coach), Cathy McTigue (Media Specialist), Brittany Wolfe (ELA Chair), Jayme Powell (Reading Teacher), Sherry Dean (Reading Teacher), Shanelle McClean (Social Studies Teacher), and Helen McDowell (Science Teacher)
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).   Our group of multidisciplinary teachers and administrators meets at least once per month to plan activities and programs that support the district reading plan as well as the School Improvement Plan. Our goal is to enable students to become independent learners towards their college and career paths who successfully meet the proficiency and above requirements of mandatory testing.
What will be the major initiatives of the LLT this year?   • For the 2012-2013 school year, the LLT will be actively involved in providing support for our reluctant readers through the institution of book

clubs.
- The entire teaching staff at ERM will successfully complete an 18-hour Level 1 Project CRISS training which will focus on equipping our students to become strategic, metacognitive learners through the application of student-owned strategies.
- The LLT will be responsible for providing CRISS support to our parents through the institution of "CRISS Parent Nights" which will familiarize parents with the methods of teaching students to become metacognitive learners by applying learning strategies that will be helpful to their students throughout their remaining years in our school system as well as application in college.
- The LLT will also support the Scripps National Spelling Bee by organizing and hosting the school-wide spelling bee.
- The LLT will support the Superintendent's Reading Challenge here at ERM.
- The LLT will organize the Summer Reading Project required by all returning ERM students.
- The LLT will support the Media Specialist in the implementation of the Sunshine State Young Readers Award Initiative (SSYRA).

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.

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

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

Our teachers and administrators are currently being trained in Project CRISS.

**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?

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

Postsecondary Transition

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

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. Reading Goal #1A: **In grades 6-8, 66% of the students will achieve mastery for Reading as determined by the 2013 Reading FCAT.**	2012 Current Level of Performance:* *61%*	2013 Expected Level of Performance:* *66%*	1A.1. FAIR data not being used to guide instruction Students are not experiencing appropriate text complexity resulting in lack of mature language skills and conceptual knowledge needed for success in school and life.	1A.1. During PLCs, teachers will receive training on analyzing data and planning for change in instruction for all students with specific attention given to those in danger of moving into the boundaries of a level 2 or lower. Students will interact with complex text in content area classes as well as receive encouragement to read more non-fiction materials. Encourage metacognition through the use of the CRISS Teaching & Learning Frameworks	1A.1. Principal, Assistant Principals, and Literacy Coach Literacy Coach, Media Specialist, Principal, Assistant Principals	1A.1 Completion of data worksheet identifying student academic needs . Identify increase in media circulation of non-fiction materials. Look for improvement in student grades as well as qualitative assessment data. Determine CRISS strategies that students can apply to comprehension and metacognition.	1A.1. Data report FAIR baseline and midyear assessments
			1A.2. Students need to spend more time reading.	1A.2. Reluctant readers will be invited to participate in the Superintendent's Reading Challenge.	1A.2. Literacy Coach, Literacy Leadership Team	1A.2. Comparison data to years of prior participation Increase in student comprehension	1A.2. Reading Challenge Report, FAIR, FCAT

		1A.3. Students experience learning loss over the summer when they do not engage in educational activities over the summer.	1A.3. Continue the Summer Reading Project for returning East Ridge Middle School students.	1A.3. Language Arts teachers, Literacy Coach, Literacy Leadership Team	1A.3. Quality and number of projects completed for this assignment	1A.3. FCAT
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Reading Goal #1B: **Providing this data would violate student confidentiality**	2012 Current Level of Performance:* *NA*	2013 Expected Level of Performance:* *NA*				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2a.1. Students are not experiencing appropriate text complexity resulting in lack of mature language skills and conceptual knowledge needed for success in school and life.	2a.1. Students will interact with complex text in content area classes as well as receive encouragement to read more non-fiction materials. Encourage metacognition through the use of the CRISS Teaching & Learning Frameworks	2a.1.Literacy Coach, Media Specialist, Principal, Assistant Principals	2a.1. Identify increase in media circulation of non-fiction materials. Look for improvement in student grades as well as qualitative assessment data. Determine CRISS strategies that students can apply to comprehension and metacognition.	
Reading Goal #2A: **In grades 6-8, 33% of students will achieve FCAT levels 4 or 5 as evidenced by the 2013 FCAT.**	2012 Current Level of Performance:* **30%** or 318 students achieved a level 4 or 5	2013 Expected Level of Performance:* **33%** of students will achieve a level 4 or 5	Students need to spend more time reading.	Students will be invited to participate in the Superintendent's Reading Challenge and Scripps Spelling Bee	Media Specialist, Literacy Coach, Literacy Leadership Team	Quality, number and genre of books read	
			2a.2. Students experience learning loss over the summer when they do not engage in educational activities over the summer.	2a.2. Continue the Summer Reading Project for returning East Ridge Middle School students.	2a.2. Language Arts teachers, Literacy Coach, Literacy Leadership Team	2a.2. Quality and number of projects completed for this assignment	2a.2. FCAT, FAIR

		2a.3 No additional Reading classes are available for these students to make growth and learn new skills.	2a.3 In all core content classes, students will be provided CRISS strategies for reading compre-hension that will be applicable to student growth in learning.	2a.3 Literacy Coach, content-area teachers	2a.3 Identify areas of improvement in student grades within each content area class.	2a.3 FCAT
		2a.4 Lack of rigor for higher scoring students	2a.4 AVID & Springboard programs	2a 4 AVID Teachers, Kelly Cousineau, Brittany Wolfe	2a 4 Improved grades in class, fewer discipline referrals, on-going progress monitoring with FAIR	2a.4 FCAT

2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Reading Goal #2B: **Providing this data would violate student confidentiality**.	2012 Current Level of Performance:* *NA*	2013 Expected Level of Performance:* *NA*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3a.1. Amount of time engaged in research-based strategies and reading instruction	3a.1. Students who scored a 1 on the FCAT, who are placed in a 110 minute Reading class, will spend 90 minutes each day working in the Read180 program and the remainder of the class on reading and writing strategies.	3a.1. Reading teachers, literacy coach	3a.1. On-going progress monitoring using FAIR data and Reading grades	3a.1. FCAT
Reading Goal #3A: **In 2013, 72% of students in grades 6-8 will make learning gains in Reading as evidenced by the 2013 FCAT**.	2012 Current Level of Performance:* **70%**	2013 Expected Level of Performance:* **72%**					
			3a.2. Amount of time engaged in research-based strategies and reading instruction	3a.2. Students who scored a higher 2 on the FCAT and are placed in a reading class will be instructed using the AMP series for one class period each day	3a.2. Reading teachers, Literacy Coach	3a.2. Read180 report analysis, SRI testing, ongoing progress monitoring with FAIR	3a.2.FCAT
			3a.3. Amount of time engaged in research-based strategies and reading instruction	3a.3. Students will apply CRISS strategies to their learning with a focus on metacognition.	3a.3. Content Area Teachers, literacy coach, Principal, Assistant Principals	3a..3. Ongoing progress monitoring of FAIR, Edusoft Data Analysis, Student grades in content areas	3a.3.FCAT
			3a.4 Students are not experiencing	3a.4 Students will interact with	3a.4 Literacy Coach, Media	3a.4 Literacy Coach, Media	3a.4 FAIR baseline and

		appropriate text complexity resulting in lack of mature language skills and conceptual knowledge needed for success in school and life.	complex text in content area classes as well as receive encouragement to read more non-fiction materials. Encourage metacognition through the use of the CRISS Teaching & Learning Frameworks	Specialist, Principal, Assistant Principals	Specialist, Principal, Assistant Principals	midyear assessments
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.		3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Reading Goal #3B: **Providing this data would violate student confidentiality**	2012 Current Level of Performance:* *NA*	2013 Expected Level of Performance:* *NA*					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4a.1. Amount of time engaged in research-based reading instruction	4a.1. Students who scored a level 1 on the FCAT, and are placed in a 110 minute reading class, will spend 90 minutes each day in the Read180 program and the remainder of the class on reading and writing strategies.	4a.1. Reading teachers, literacy coach, principal, assistant principals	4a.1. Grade outcomes in reading classes	4a.1. FCAT
Reading Goal #4A: **To increase the learning gains percentage of the students currently scoring in the lowest 25% in Reading to 77% as evidenced by the 2013 FCAT.**	2012 Current Level of Performance:* **75%**	2013 Expected Level of Performance:* **77%**					
			4a.2 Amount of time engaged in research-based reading instruction	4a.2 Students who scored a higher level 2 on the FCAT and are placed in a reading class will be instructed using the AMP series for one class period each day.	4a.2 Reading teachers, literacy coach, principal and assistant principals.	4a.2 Grade outcomes in reading classes .	4a.1. FCAT .
			4a.3 Amount of time engaged in research-based strategies and reading instruction	4a.3 Students will apply CRISS strategies to their learning with a focus on metacognition	4a.3 Content Area Teachers, literacy coach, Principal, Assistant Principals	4a.3 Ongoing progress monitoring of FAIR, Edusoft Data Analysis, Student grades in content areas	4a.1. FCAT .

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

		4a.4 Insufficient time spent reading in core classes	4a.4 Training teachers during PLC in the effects of reading in the content areas	4a.4 All teachers, literacy coach, principal, assistant principals	4a.4 Lesson plan documentation of strategies taught that will elicit reading comprehension of academic language	4a.1. FCAT
		4a.5 Insufficient amount of time spent reading	4a.5 Students will be invited to participate in the Superintendent's Reading Challenge in order to increase time spent reading.	4a.5 Language arts teachers, Literacy Coach	4a.5 Level of participation recorded in student book forms as well as types of genre read.	4a.5 FCAT
		4a.6 Insufficient time spent reading in core classes	4a.6 Students will be required to complete a Summer Reading Project.	4a.6 Language Arts Teachers, Literacy Coach, Media Specialist	4a.6 Quality of project as well as Lexile level of book read	4a.6 FCAT

4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.

Reading Goal #4B: **Providing this data would violate student confidentiality**	2012 Current Level of Performance:* *NA*	2013 Expected Level of Performance:* *NA*				
			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

Based on ambitious but achievable Annual Measurable Objectives (AMOs), 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** 63%	63%	69%	72%	75%	785	82%
Reading Goal #5A: *69% of all students in grades 6-8 will score a 3 or better on the Reading portion of the 2013 FCAT.*							
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) making satisfactory progress in reading.			5B.1. Amount of time engaged in research-based reading instruction.	5B.1. Students who scored a level 1 on the FCAT, and are placed in a 110 minute reading class, will spend 90 minutes each day in the Read180 program and the remainder of the class on reading and writing strategies. Students who scored a higher level 2 on the FCAT and are placed in a reading class will be instructed using the AMP series for one class period each day. In addition, East Ridge Middle will offer Saturday Academic School, Breakfast Club and Wednesday Scholars tutoring programs.	5B.1.Reading teachers, Literacy Coach, Principal, Assistant Principal	5B.1. Grades in Reading classes, FAIR Assessment and Benchmark testing	5B.1. FCAT
Reading Goal #5B: Attain the expected levels of performance in all subcategories listed here by scoring a level 3 or higher in Reading as evidenced by the 2013 FCAT.	2012 Current Level of Performance:* White: 70 Black: 49 Hispanic: 52 Asian: 70 American Indian: NA	2013 Expected Level of Performance:* White: 71 Black: 51 Hispanic: 61 Asian: 77 American Indian: NA					
			5B.2. No Internet access at home	5B.2. Increase time students work with computers on campus. A computer calendar will be created to schedule programs of focus.	5B.2. Media Specialist, Literacy Coach, Principal	5B.2.Frequent review of reports from R180 and time spent in classes	5B.2.FCAT and documented class use of time
			5B.3. Amount of time engaged in research-based strategies and reading instruction	5B.3. Students will apply CRISS strategies to their learning with a focus on metacognition	5B.3. Content Area Teachers, literacy coach, Principal, Assistant Principals	5B.3. Ongoing progress monitoring of FAIR, Edusoft Data Analysis, Student grades in content areas	5B.3. FCAT

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) making satisfactory progress in reading. **32% of the ELL students will make satisfactory progress in Reading as determined by the 2013 FCAT.**	2012 Current Level of Performance:* *27%*	2013 Expected Level of Performance:* *32%*	5C.1. Amount of time engaged in research-based reading instruction	5C.1. Students who scored a level 1 on the FCAT, and are placed in a 110 minute reading class, will spend 90 minutes each day in the Read180 program and the remainder of the class on reading and writing strategies. Students who scored a higher level 2 on the FCAT and are placed in a reading class will be instructed using the AMP series for one class period each day. In addition, East Ridge Middle will offer Saturday Academic School, Breakfast Club and Wednesday Scholars tutoring programs.	5C.1.Reading teachers, Literacy Coach, Principal, Assistant Principal	5C.1. Grades in Reading classes, FAIR Assessment and Benchmark testing	5C.1. FCAT

		5B.2. No Internet access at home	5C.2. Increase time students work with computers on campus. A computer calendar will be created to schedule programs of focus.	5C.2. Media Specialist, Literacy Coach, Principal	5C.2.Frequent review of reports from R180 and time spent in classes	5C.2.FCAT and documented class use of time
		5B.3. Amount of time engaged in research-based strategies and reading instruction	5C.3. Students will apply CRISS strategies to their learning with a focus on metacognition	5C.3. Content Area Teachers, literacy coach, Principal, Assistant Principals	5C.3. Ongoing progress monitoring of FAIR, Edusoft Data Analysis, Student grades in content areas	5C.3. FCAT

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) making satisfactory progress in reading. Reading Goal #5D: 37% of the students with disabilities will make satisfactory progress in Reading as evidenced by the 2013 Reading FCAT.	2012 Current Level of Performance:* *29%* 2013 Expected Level of Performance:* *37%*	5D.1. Amount of time engaged in research-based reading instruction	5D.1. Students who scored a 1 on the FCAT, who are placed in a 110 minute Reading class, will spend 90 minutes each day working on READ180 and the remainder of the class on writing instruction. Students who scored a higher 2 on FCAT are placed in a reading class and instructed using the AMP series. Support facilitation, resource teachers and individual help	5D.1. Reading teachers, literacy coach, principal, assistant principals, ESE Staff	5D.1. Grades in Reading class, Read180 data, FAIR data, IEP Goals	5D.1. FCAT and IEP Data and Goals
		5D.2.Organizational Skills	5D.2.Require all students to have a binder and give each an agenda. Use of iPads in ESE Rooms	5D.2. Classroom teachers, literacy coach, ESE Staff	5D.2. Observation Data and documentation of students' class preparedness	5D.2.FCAT, IEP Data and Goals
		5D.3. Not enough time spent reading at home	5D.3. Summer Reading Project Superintendent's Reading Challenge	5D.3.Literacy Coach, Media Specialist, Language Arts Teachers, ESE Staff	5D.3. Quality of projects and level of books read	5D.3. FCAT, improved report card grades, IEP Data and Goals

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. Reading Goal #5E: 64% of economically disadvantaged students will make satisfactory progress in Reading as evidenced by the 2013 Reading FCAT.	2012 Current Level of Performance:* **62%** 2013 Expected Level of Performance:* **64%**	5E.1.Poor student organizational skills	5E.1. Require all students to have a binder and give each an agenda.	5E.1. Observation and documentation by classroom teachers	5E.1. Read180 data, FAIR data	5E.1. FCAT
		5E.2.Not enough time spent on instruction using research-based materials	5E.2 Students who scored a level 1 on the FCAT, who are placed in a 110 Reading class, will spend 90 minutes a day working on Read180	5E.2. Reading teachers, literacy coach	5E.2 Ongoing progress monitoring using FAIR	5E.2. FCAT, FAIR

		and the remainder of the class on reading and writing strategies. Students who scored a higher 2 on FCAT and are placed in a reading class will be taught using the AMP series for one class period each day			
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Project CRISS	6-8	Dr. Moxley, et. al.	All Faculty and Admin	August 13 and Oct. 19th	PLC discussions, and Admin walkthrough	Admin and Lit. Coach
PLC (text Complexity)	6-8	Dpt. Chairs and Admin.	All Faculty	Wednesdays	PLC discussions, and Admin walkthrough and Lit Coach mentoring	Admin and Lit. Coach
Common Core State Standards	6-8	Principal	All Faculty and Admin	August 14th and Fac. Meeting days	PLC discussions, and Admin walkthrough and Lit Coach mentoring	Admin and Lit. Coach

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
Project CRISS	Manuals for participants	SAI from 2012 Budget	$5500
			Subtotal: $5500
Technology			
Strategy	Description of Resources	Funding Source	Amount

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			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: $5500

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

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

2. Students scoring proficient in reading.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #2: *Enter narrative for the goal in this box.*	2012 Current Percent of Students Proficient in Reading: *Enter numerical data for current level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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

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

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

End of 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: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			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: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Elementary School Mathematics Goals

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

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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: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			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: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.

Mathematics Goal #2A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*				
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*				
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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

		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.		3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* / 2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

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4B. **Florida Alternate Assessment:** Percentage of students in lowest 25% making learning gains in mathematics.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Mathematics Goal #4B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**							
Mathematics Goal #5A: *Enter narrative for the goal in this box.*								

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **making satisfactory progress in mathematics.**			5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
Mathematics Goal #5B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*						

	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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) making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Mathematics Goal #5D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.

		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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 making satisfactory progress in mathematics.		5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
Mathematics Goal #5E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* / 2013 Expected Level of Performance:*					
		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. Change in instructional practice to move towards Common Core State Standards (CCSS).	1A.1. Teachers to attend staff development day – increasing cognitive complexity in middle school math classrooms. Develop focus lessons that go more in depth using mathematical practices as a bridge from NGSSS to CCSS.	1A.1. AP Curriculum Math Dept. Chair Math Dept. Chair/PLC	1A.1. Show mastery of benchmarks through charting student data and teacher/student data chats. Lesson Study/PLC	1A.1. FCAT Math Edusoft Mini-Assessment FCAT Math
Mathematics Goal #1A: **In 2013, 65% or more of students in grades 6-8 will achieve proficiency (3 or better) in Mathematics as evidenced by the 2013 FCAT.**	2012 Current Level of Performance:* **61%[652]**	2013 Expected Level of Performance:* **65%[695]**					
			1A.2. Change from curriculum maps to blue prints.	1A.2. Teachers to work in grade levels to further develop NGSSS to CCSS.	1A.2. PLC Leader	1A.2. PLC discussions	1A.2. FCAT Math
			1A.1. Change in instructional practice to move towards Common Core State Standards (CCSS).	1A.1. Teachers to attend staff development day – increasing cognitive complexity in middle school math classrooms. Develop focus lessons that go more in depth using mathematical practices as a bridge from NGSSS to CCSS.	1A.1. AP Curriculum Math Dept. Chair Math Dept. Chair/PLC	1A.1. Show mastery of benchmarks through charting student data and teacher/student data chats. Lesson Study/PLC	1A.1. FCAT Math Edusoft Mini-Assessment FCAT Math
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: **Providing this data would violate student confidentiality**	2012 Current Level of Performance:* **NA**	2013 Expected Level of Performance:* **NA**					
			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. Manipulative training as need among math department to assist in instructing inquiry-based learning.	2A.1. Math teachers will share new strategies during PLCs. Model lessons will include these hands-on strategies.	2A.1. PLC Leader	2A.1. Teachers incorporate new strategies in lesson plans.	2A.1. Lesson Plans Lesson Study Student Reflection pieces FCAT Math
Mathematics Goal #2A: **In 2013, 33% or more of students in grades 6-8 will score a 4 or better on the Mathematics portion of the 2013 FCAT.**	2012 Current Level of Performance:* *30%*	2013 Expected Level of Performance:* *33%*					
			2A.2.	2A.2. Students to use CRISS strategies to reflect on how the math process and higher order thinking was used in the lesson.	2A.2. Math teachers	2A.2. student reflections	2A.2. Graphic organizers and student personal reflections
			2A.3. Lack of Rigorous resources	2A.3. Teachers will draw from multiple resources, including CPALMS for appropriate materials to utilize within the classroom.	2A.3. PLC Leader	2A.3. Lesson Study/PLC	2A.3. Lesson Study Lesson Plans FCAT Math
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: **Providing this data would violate student confidentiality**	2012 Current Level of Performance:* **NA**	2013 Expected Level of Performance:* **NA**					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1. Reaching all levels of student needs	3A.1. Use cooperative grouping in each unit. Use computer assisted instruction on a monthly basis in regular math class.	3A.1. Math teachers	3A.1. Lesson Study and PLC discussions PENDA Learning monthly report	3A.1. Lesson Plans Classroom Walk-throughs FCAT Math
Mathematics Goal #3A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

							Lake Benchmark Exams
73% of the students in grades 6-8 taking the math section of the 2013 FCAT will make learning gains.	71%	73%		Differentiated Instruction – use tiered assignments to meet the needs of all students.			
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B: **Providing this data would violate student confidentiality**	2012 Current Level of Performance:* **NA**	2013 Expected Level of Performance:* **NA**					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1. Time to work with small groups to meet individual needs.	4A.1. Peer tutoring during class and advisory to assist with level 1 and 2 students. Math advisory/homework support School wide Math question of the week	4A.1. Math teachers Math Dept. Chair	4A.1. Data chats with students and problem solving team. PLC discussion Penda Learning	4A.1. FCAT Math
Mathematics Goal #4A: **70% of the 6-8 graders taking the math portion of the 2013 FCAT will make learning gains.**	2012 Current Level of Performance:* 67%	2013 Expected Level of Performance:* 70%					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Mathematics Goal #4B: Providing this data would violate student confidentiality	2012 Current Level of Performance:* NA	2013 Expected Level of Performance:* NA					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

Based on ambitious but achievable Annual Measurable Objectives (AMOs), 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 69%	61%	74%	77%	79%	82%	85%
Mathematics Goal #5A: 74% of all students in grades 6-8 will score a 3 or better on the mathematics portion of the 2013 FCAT.							

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) making satisfactory progress in mathematics.			5B.1. Economic times create parental hardships. Students may not have access to technology at home.	5B.1. Computer-assisted instruction through Penda Learning. Cooperative groups Differentiated instruction to reach all levels and subgroups of students. Math advisories allow access to computers.	5B.1.Math teachers	5B.1. PLC Discussion	5B.1. FCAT Math
Mathematics Goal #5B: Attain the expected levels of performance in all	2012 Current Level of Performance:* White: 68 Black: 46 Hispanic: 52 Asian: 75	2013 Expected Level of Performance:* White: 76 Black: 53 Hispanic: 66 Asian: 83					

subcategories listed here by scoring a level 3 or higher in mathematics as evidenced by the 2013 FCAT.	American Indian:	American Indian:				
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.		5C.1. Language Comprehension	5C.1.Vocabulary Sketching Cooperative groups Use of manipulatives	5C.1. ELL assistant Math teacher	5C.1. Feedback from ELL assistant & student assessments	5C.1.
Mathematics Goal #5C: **46% of the ELL will make satisfactory progress in math as determined by the 2013 FCAT**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	31%	*46%*				
			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. Organization Students may not have access to technology at home	5D.1. Vocabulary sketching Supply iPads to Various ESE Classes Encourage the use of PENDA	5D.1. Support Facilitation Teacher Math teacher	5D.1. data chats Progress Monitoring/RTI IEP Goals	5D.1. FCAT Math, IEP Goals

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1. Students may not have access to technology at home	5E.1. cooperative grouping Computer-assisted instruction at least once per month	5E.1. Math teachers	5E.1. PENDA Learning	5E.1. FCAT Math Penda Learning
Mathematics Goal #5E: **65% of the Economically Disadvantaged students will make satisfactory progress in math based on the 2013 FCAT.**	2012 Current Level of Performance:* **53%**	2013 Expected Level of Performance:* **65%**					
			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 Goal

Florida Alternate Assessment High School Mathematics Goals

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

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

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		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.		2.1.	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *NA* / 2013 Expected Level of Performance:* *NA*					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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

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

End of Florida Alternate Assessment High School Mathematics Goals

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. Algebra 1 Goal #1: **More than 50% of the 8th grade students will take Algebra with more than 92% passing the EOC.**	2012 Current Level of Performance:* **90%**	2013 Expected Level of Performance:* **92%**	1.1. AVID students placed in Algebra lacking basic math skills required for success	1.1. a. Breakfast Club 1.1.b. Place Level 2's in math advisory 1.1.c. Use the E2020 Tutorials for struggling students and as a benchmark	1.1. AVID math teachers and AVID Coordinator	1.1. Team meetings	1.1. Algebra EOC
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1. Instructional slowdown due to on-the-spot remediation of other students.	2.1. Provide additional support to remediate during breakfast club or math advisory.	2.1. Algebra Teachers	2.1. Data chats	2.1. Algebra EOC
Algebra Goal #2: **GOAL: 55% of the students who take the Algebra 1 EOC will score a 4 or better.**	2012 Current Level of Performance:* **51%**	2013 Expected Level of Performance:* **55%**					
			2.2. New Algebra Teacher for AVID students.	2.2. Mentor the teacher on high-yield strategies used by AVID teachers.	2.2. Admin, Dept. Chair, and AVID coordinator	2.2. Tutoring sessions will become more precise	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** NA	**NA**	**NA**	**NA**	**NA**	**NA**	**NA**
Algebra 1 Goal #3A: **NA**							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra 1.**	3B.1. White: Black:	3B.1. .	3B.1. M	3B.1.	3B.1.

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Algebra 1 Goal #3B: *NA*	2012 Current Level of Performance:* *NA* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* *NA* White: Black: Hispanic: Asian: American Indian:	Hispanic: Asian: American Indian:				
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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

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

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

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

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years					
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2011-2012**				

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Geometry Goal #3A:						
Enter narrative for the goal in this box.						

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

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

Enter narrative for the goal in this box.	*Enter numerical data for current level of performance in this box.*	*Enter numerical data for expected level of performance in this box.*					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.

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

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

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		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD 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
Increasing cognitive complexity in middle school math classrooms	6, 7, 8	PD Facilitator	All math teachers	Professional Development Day August 15, 2012	PLC Discussion on how to implement in classrooms	PLC Leader
CRISS Training	6, 7, 8	PD Facilitator	School-wide	August 13, 2012 October 19, 2012	PLC Discussions/Lesson Study	PLC Leader
Springboard	6, 7, 8	District	Math Teachers	Sept. 19, 2012	Admin monitoring	ADMIN

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
Calculators		Discretionary Budget	$500
			Subtotal:
Professional Development			

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

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (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: **55% of all 8th grade students will score a level 3 or higher on the 2013 Science FCAT.**	2012 Current Level of Performance:* **53%.**	2013 Expected Level of Performance:* **55%**	1a.1. Students unable to complete inquiry based activities. All 8th grade science teachers. All science teachers.	1a.1. All students will have the opportunity to participate in at least one lab per week in science classes 6 – 8th grade.	1a.1. All science teachers. CWT, Administration checking lesson plans weekly, FCAT science test, Benchmark Testing	1a.1. CWT, Lesson Plans, PLC Discussions Lab Write ups Lab Documentation Forms	1a.1.FCAT science 2.0, Benchmark Testing
			1a.2. Students lacking access to cognitively complex text, and data that motivate and engage higher level thinking skills.	1a.2. PLC groups to desegregate teaching strategies that include Deliberate Practice, Flip the Classroom, Higher level questioning of rigorous non-fiction text and inclusion of the common core reading and math standards.	1a.2. Department Chair CWT Administration checking lesson plans weekly, FCAT science test, Benchmark Testing	1a.2. CWT, Lesson Plans, PLC Discussions,	1a.2. Teacher evaluations, Student work, FCAT test scores
			1a.3.Students lacking access to technology/ training that prepares them for STEM jobs in the future.	1a.3.Teachers will use 0	1a.3.	1a.3.	1a.3.

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1B. **Florida Alternate Assessment:** Students scoring at Levels 4, 5, and 6 in science.			1b.1. Creating lessons that motivate and engage higher level learners. Creating College, Career Ready individuals. Exposing students to possible STEM careers (Especially females and minorities)	1b.1. PLC groups to desegregate FCAT data and Baseline test data. Use of bell ringers to review low tested state standards, use of WICR strategies and Cornell Notes, Pendalearning.com website, brainpop.com website, use of interactive notebook. All 8th grade students will participate in the science fair project. Having students research and present possible STEM careers. (Career fair?)	1b.1. School administrators Department Chair All Science Teachers	1b.1. CWT, Lesson Plans, PLC Discussions, lesson study between grade level teachers, data analysis Mini Assessments with Edusoft	1b.1. CWT, Administration checking lesson plans weekly, FCAT Science Test, benchmark testing
Science Goal #1B: **Providing this data would violate student confidentiality**	2012 Current Level of Performance:* *NA*	2013 Expected Level of Performance:* *NA*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. **FCAT 2.0:** Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. Students unable to complete inquiry based activities. All 8th grade science teachers. All science teachers.	2A.1. All students will have the opportunity to participate in at least one lab per week in science classes 6 – 8th grade.	2A.1. All science teachers. CWT, Administration checking lesson plans weekly, FCAT science test, Benchmark Testing	2A.1. CWT, Lesson Plans, PLC Discussions Lab Write ups Lab Documentation Forms	2A.1. FCAT science 2.0, Benchmark Testing
Science Goal #2A: **17% of the students taking the 2013 FCAT Science test will score at or above a 4.**	2012 Current Level of Performance:* **14%**	2013 Expected Level of Performance:* **17%**					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. **Florida Alternate Assessment:** Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.

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Science Goal #2B: **Providing this data would violate student confidentiality**	2012 Current Level of Performance:* **NA**	2013Expected Level of Performance:* **NA**					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

Florida Alternate Assessment High School Science Goals

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

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

Science Goal #2:	2012 Current Level of Performance:*	2013Expected Level of Performance:*				
			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]).

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

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2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology 1 Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Biology 1 EOC Goals

Science Professional Development

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

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
Weekly Labs	Materials for Labs	Student Donations	$8000
			Subtotal: $8000
Technology			
Strategy	Description of Resources	Funding Source	Amount

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

End of Science Goals

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. Writing Goal #1A: . **In grade 8, at least 94% will score 3 of higher on FCAT Writes while at least 91% will score 3.5 or better.**	<u>2012 Current Level of Performance:*</u> **89%** / <u>2013 Expected Level of Performance:*</u> **91%**	1A.1. Students not receiving enough practice across the curriculum	1A.1. At least once per quarter, students will compete a writing assignment in each subject area	1A.1. Classroom teachers, Literacy coach	1A.1. Prompts will be graded and then scores will be compared to the previous quarter and given to the Literacy Coach	1A.1.FCAT Writes
		1A.2. Students not understanding how to interpret the prompts	1A.2. The students will receive instruction on the types of prompts, and how to identify them	1A.2. Language Arts teachers	1A.2. Students will plan their writing based on the prompt, and the prompt will be graded	1A.2. FCAT Writes
		1A.3. Students who score consistently below 4	1A.3. Students who score consistently below 4 will be given additional assistance in writing techniques	1A.3. Literacy Coach, Teachers	1A.3. Collected data will be reviewed to determine students in need of remediation	1A.3. FCAT Writes

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1B. **Florida Alternate Assessment: Students scoring at 4 or higher in writing.**			1B.1.Students not receiving enough grammar instruction	1B.1.Through bell work or homework, students will receive daily grammar practice	1B.1.Classroom teachers	1B.1. Writing will be graded for grammar. The types of mistakes will be recorded and remediation will take place.	1B.1.Writing Prompts, grammar assessments, FCAT Writes
Writing Goal #1B: Providing the data would violate student confidentiality.	2012 Current Level of Performance:* **NA**	2013 Expected Level of Performance:* **NA**					
			1B.2. Students not having adequate time to complete an essay	1B.2. Timed writings will take place at least once per quarter in Language Arts classrooms	1B.2. Language Arts teachers	1B.2. Writing prompts will be evaluated using the FCAT rubric	1B.2.FCAT Writes
			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
Writing Workshops	Language Arts	Brittany Wolfe	PLC	1st and 2nd marking period	Review results of writing assignments	Language Arts teachers
FCAT Writes Rubric Review	All Grades Core Subjects	Language Arts teachers	School Wide within PLC's	1st marking period	Review of quarterly writing assignments scores	Literacy coach
AVID Strategies	Language Arts	Language Arts AVID teachers	PLC	Monthly	Review of quarterly writing assignments scores	Literacy Coach, Brittany Wolfe

Writing Budget (Insert rows as needed)

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

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

End of Writing Goals

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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. Curriculum is new to seventh grade social studies teachers	1.1. seventh grade social studies teachers will participate in curriculum blue print training	1.1. Christina Nichols	1.1. regular PLC grade level planning and discussion	1.1. feedback at PLCs
Civics Goal #1: NA	2012 Current Level of Performance:* **NA**	2013 Expected Level of Performance:* **NA**					
			1.2. Curriculum is new to seventh grade social studies teachers	1.2. Seventh grade social studies teachers will participate in district-provided in-services as a part of the ILF grant.	1.2. Christina Nichols	1.2. track benchmark test scores	1.2 district-created benchmark test
			1.3. resources for new curriculum are limited	1.3. grade level planning in PLCs and lesson study	1.3. Christina Nichols	1.3. regular PLC grade level planning and discussion	1.3. feedback at PLCs

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1. Curriculum is new to seventh grade social studies teachers	2.1. . seventh grade social studies teachers will participate in curriculum blueprint training	2.1. Christina Nichols	2.1. regular PLC grade level planning and discussion	2.1. feedback and discussion at PLCs
Civics Goal #2: **NA**	2012 Current Level of Performance:* **NA**	2013 Expected Level of Performance:* **NA**					
			2.2. Curriculum is new to seventh grade social studies teachers	2.2. Seventh grade social studies teachers will participate in district-provided in-services as a part of the ILF grant.	2.2. Christina Nichols	2.2. track benchmark test scores	2.2. district-created benchmark test
			2.3. resources for new curriculum are limited	2.3. grade level planning in PLCs and lesson study	2.3. Christina Nichols	2.3. regular PLC grade level planning and discussion	2.3. feedback at PLCs

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
ILF Grant workshops	7th grade social studies	Phil Pautienus	7th grade social studies teachers	After school	PLC discussion/grade level planning	Christina Nichols
Grade level planning & lesson study	7th grade social studies	Christina Nichols	7th grade social studies teachers	Wednesdays, before school	Lesson study feedback/discussion	Christina Nichols

Civics Budget (Insert rows as needed)

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

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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

End of Civics Goals

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

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

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

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

U.S. History Professional Development

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

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

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

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

End of U.S. History Goals

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 Attendance Goal #1: ***East Ridge Middle will continue to lead the District in the highest percentage of attendance in middle school.***	2012 Current Attendance Rate:* *96%* 2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Attendance Rate:* *97%* 2013 Expected Number of Students with Excessive Absences (10 or more)	1.1. None	1.1. Continue to monitor attendance and offer attendance incentives.	1.1. Monica Gordon, AP, and guidance counselors	1.1. Quarterly Reports on attendance rates from Student Services	1.1. Attendance Report from Student Services

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27 % (289)	25%(265)					
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
NA	*NA*					
		1.2. None	1.2. Parent contact will be made to set a meeting with the school social worker.	1.2. Monica Gordon, guidance counselors	1.2. Quarterly Reports on attendance rates from Student Services	1.2. Attendance rates from Student Services
		1.3.	1.3.	1.3.	1.3.	1.3.

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
MTSS	6-8	Guidance	All teachers and Admin	Monthly	Executive Staff Meeting Discussion	Principal and AP Gordon
PBS	6-8	S. Hauff	All teachers	Monthly	Data on bingo cards	S. Hauff

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
Attendance Awards Celebrations	Cookies and Ice Cream and certificates	Internal Accounts	$500
			Subtotal: $500
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: $500

End of Attendance Goals

Suspension Goal(s)

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

Suspension Goal(s)		Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension		1.1. Varying levels of discipline for the same infraction.	1.1. Beginning with the 2012-13 school year, ERMS will implement an agenda comment policy. The teachers will document procedural/rules violations I the student's agendas. Parents will sign the agenda weekly. The progression of agenda comments will dictate the appropriate consequence, which will be uniform across the campus. Also continue the use of the PBS Bingo cards with the 5 expected behavior goals	1.1. Monica Gordon and William Roberts	1.1. A reduction in the number of referral and referrals that lead to a suspension.	1.1. AS400, student agendas, RtI meetings
Suspension Goal #1: **Reduce the number of in-school and out-of-school suspensions, for the 2012-13 school-year by 10%.**	2012 Total Number of In –School Suspensions *During the 2011-12 school year, there were 188 in-school suspensions.*					
	2013 Expected Number of In- School Suspensions *During the 2012-13 school year, the number of in-school suspensions will decrease from 188 to 170.*					
	2012 Total Number of Students Suspended In-School *During the 2011-12 school year, there were*					
	2013 Expected Number of Students Suspended In -School *During the 2012-13 school year, the*					

	127 students suspended in-school.	*number of students suspended in-school will decrease from 127 to 115.*				
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
	During the 2011-12 school year, there were 124 out of school suspensions.	*During the 2012-13 school year, the number of out of school suspensions will decrease from 124 to 112.*				
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School				
	During the 2011-12 school year, there were 89 students suspended out of school.	*During the 2012-13 school year, the number of students suspended out of school will decrease from 89 to 80.*				
			1.2 New teachers who are unfamiliar with Lake County School's Code of Conduct and East Ridge Middle's discipline plan.	1.2 Provide new teachers with professional learning communities, mentors and an instructional coach. All teachers will implement Positive Behavior Support, defining expectations for all students.	1.2 Leadership Team, Instructional Coach	1.2 A reduction in the number of in-school and out of school suspensions.	1.2 AS400
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Agenda Comments	6-8	Gordon/Roberts	All Students and Staff	Beginning August 20th and continue throughout the year	PLC, Advisory lessons	All Administrators
PBS (Positive Behavior Support)	6-8	Hauff	All Students and Staff	Beginning August 20th and continue throughout the year	PLC, Advisory lessons	All Administrators and Stephanie Hauff

Suspension Budget (Insert rows as needed)

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Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
PBS Incentives	Student incentives/rewards: cookies, gift certificates, iPods	Discretionary Funds	$2000
Agenda Planners (Agenda Comments)	Planners for each student	SAC School Recognition Money	$3500
			Subtotal: $2000
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: $2000

End of Suspension Goals

Dropout Prevention Goal(s)
Note: Required for High School- F.S., Sec. 1003.53

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention				
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

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1. Dropout Prevention			1.1.	1.1.	1.1.	1.1.	1.1.
Dropout Prevention Goal #1: NA	2012 Current Dropout Rate:* *Enter numerical data for dropout rate in this box.*	2013 Expected Dropout Rate:* *Enter numerical data for expected dropout rate in this box.*					
	2012 Current Graduation Rate:* *Enter numerical data for graduation rate in this box.*	2013 Expected Graduation Rate:* *Enter numerical data for expected graduation rate in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

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

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

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

Parent Involvement 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 Parent Involvement Goal #1: **Out of 1,061 students, at least 15% (160 parents/community members) will volunteer on a regular basis for a minimum of 3,000 volunteer hours**	*2012 Current Level of Parent Involvement:* *Out of 1,061 students, at least 14% (147 parents) volunteered on a regular basis for a*	*2013 Expected Level of Parent Involvement:* *Out of 1,061 students, at least 15% (160 parents/comm unity members) will volunteer on a*	1.1. Lack of knowledge of opportunities.	1.1. Content area staff will offer a minimum of one curriculum night, AVID, science fair and an online technology parent support site. During the school year at night and advertise through student agendas, flyers, website and school newsletter.	1.1. Content area staff will offer a minimum of one math, reading, writing, AVID, science fair and technology parent support meetings during the school year at night and advertise through student agendas, flyers, website and school newsletter, and school marquee.	1.1. Parents will have the information they need regarding volunteer opportunities available at ERMS to support their children. Sign in sheets will be used to determine the number of parents involved in the various support nights along with computerized check-ins that will track the number of parents that volunteer and the hours they gave.	1.1. SAC Survey of Needs, Computer sign-in data, and sign-in sheets

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	minimum of 2,660 volunteer hours.	*regular basis for a minimum of 3,000 volunteer hours.*					
			1.2. Economic times that require parents to work multiple jobs limit the number of parents that are able to mentor at school or volunteer in school-related activities.	1.2 Mentoring of students by parents, AVID tutors, community members, and future educators enrolled in the Educators preparation Institute at Lake Sumter Community College.	1.2. Principal, Assistant Principal, Literacy Coach, teachers, guidance counselors, Achievement Liaison, ESE Specialist	1.2. Increase in the number of mentors/volunteers	1.2. Registered weekly mentors/tutors as documented through computer sign in log.
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

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

Parent Involvement Budget

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

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

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: As a result of the survey of needs conducted by the SAC, over 80% of the students in grades 6-8 will be aware of STEM-based careers. This will in turn increase student interest in the areas of science, technology, engineering and mathematics.	1.1. Faculty, parents, and students may not know about STEM and why it is important.	1.1. Incorporate STEM-based activities at the school by conduct a Science Career Project. Students will research STEM-based careers and create a project board detailing their selected STEM-career. Science teachers will also incorporate current events reading STEM in their classroom.	1.1. Science Department	1.1. The science department will determine the success of the STEM career project by showcasing the student work in a STEM showcase during 6th grade orientation or another parent event.	1.1. Feedback from science teachers.
	1.2. STEM is not widely	1.2. Increase the awareness of STEM	1.2. Science Department,	1.2. Discussions with students to	1.2. Feedback from students and

		publicized in the school.	by placing STEM-related posters throughout the campus highlighting the importance of STEM-related careers.	Enrichment Department, William P. Roberts	determine if they have an understanding of STEM and its importance	faculty.
		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
STEM Initiative	6-8	Lynnea Weissman	School-wide	2nd and 4th Wednesdays of each month	Review of PLC meeting notes, which will be saved as a .PDF in the share folder.	Administration

STEM Budget (Insert rows as needed)

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

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

End of STEM Goal(s)

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: To increase student awareness of Career and Technical Education Programs offered at our school by enrolling at least 80% of students in at least one career and technical course.	1.1. Students do not know about Career and Technical Education Programs.	1.1. Offer an enrichment opportunity to students through technology education, culinary, careers education, keyboarding and computer applications.	1.1. Guidance department, Enrichment teachers	1.1. Verify that students have an opportunity to take at least one CTE course, if their schedule permits.	1.1. Master schedule
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

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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

CTE Budget (Insert rows as needed)

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

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End of CTE Goal(s)

Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
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 BULLYING Additional Goal #1: **Reduce the confirmed instances of bullying by 15% as determined by data collected at the end of the year from AS400.**	2012 Current Level :* **During the 2011-12 school year, 4 instances of bullying were reported, and 3 were substantiated.**	2013 Expected Level :* **During the 2012-13, the number of substantiated bullying incidents will decrease by at least 33%, to 2 incidents of substantiated bullying.**	1.1. Students do not know the types of behaviors that are considered bullying.	1.1. Educate students on the definition of bullying and the consequences of such actions. The students will receive this information through grade level assemblies, LEAPS/Character Counts videos, and advisory lessons.	1.1. Administrators, advisory teachers	1.1. A decrease in the number of bullying cases reported.	1.1. Documentation in the teachers' lesson plans, AS400
			1.2. Parents do not have resources available to them to learn about bullying.	1.2. Have a bullying and safety CD/video located in the media center as a resource for parents and teachers.	1.2. Administration, McTigue	1.2. Review Destiny to determine the usage of the bullying CD/video.	1.2. Destiny
			1.3. Students do not know what to do if they see someone being bullied.	1.3. Students will be encouraged to participate in the US governments "Stop the Bullying" video challenge.	1.3. William P. Roberts	1.3. To have at least ten submission to the competition from East Ridge Middle School.	1.3. www.stopbullying.gov

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
PBS (Positive Behavior Support)	6-8	Hauff	All Students and Staff	Beginning August 20th and continue throughout the year	PLC, Advisory lessons	All Administrators and Stephanie Hauff

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

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Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Bingo Card Rewards	Various celebrations	Internal (Fund-raiser)	$1000
			Subtotal: $1000
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: $1000

Additional Goal(s)	**Problem-Solving Process to Increase Student Achievement**

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Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal AVID Additional Goal #1: **ERMS will become an AVID National Demonstration School by the end of the 2013 school year.**	2012 Current Level :* **Currently we are in the coaching stage of becoming a demonstration school.**	2013 Expected Level :* **After the National visit in March of 2013, we will be recommended to become a National Demonstration School.**	2.1. 100% teacher buy-in	2.1 a. Demonstrate high-yield strategies at each faculty meeting. 2.1. B. Delegate to AVID site team the 11 essentials 2.1. C. Monthly meetings to review 11 essentials	2.1 AVID Coordinator	2.1 Reporting out at each AVID site team meeting.	2.1 National Demonstration Recognition
			202.	2.2	2.2	2.2	2.2
			2.3	2.3	2.3	2.3	2.3

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Note-Taking	6-8	AVID Team	All teachers	August 14, 2012	Classroom Monitoring	Admin
Socratic Seminars	6-8	AVID Team	All Teachers and Admin	August 14, 2012	Classroom Monitoring	Admin/AVID Coordinator

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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
Field Trips	Visits to 4-year Universities	Internal Accounts (fundraising)	$5000
			Subtotal: $5000
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: $5000

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: 0
CELLA Budget	
	Total: 0
Mathematics Budget	
	Total: 0
Science Budget	
	Total: 8000
Writing Budget	
	Total: 0
Civics Budget	
	Total: 0
U.S. History Budget	
	Total: 0
Attendance Budget	
	Total: 500
Suspension Budget	
	Total: 5500
Dropout Prevention Budget	
	Total: 0
Parent Involvement Budget	
	Total: 350
STEM Budget	
	Total: 0
CTE Budget	
	Total: 0
Additional Goals	
	Total: 5000
	Grand Total: $19,350

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Revised April 29, 2011

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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		
☐Priority	☐Focus	☒Prevent

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

School Advisory Council (SAC)

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

☒ Yes   ☐ No

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

Describe the activities of the SAC for the upcoming school year.
Assist with the creating and implementation of the School Improvement Plan. Conduct various surveys to determine growth and needs. Advise the principal on the Budget. Positive community action.

Describe the projected use of SAC funds.	Amount
Student Agenda Planners (school recognition money)	$3500
Survey of Needs	$300