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: Denison Middle School	District Name: Polk County
Principal: Sheila Gregory	Superintendent: Dr. Sherrie Nickell
SAC Chair: Carl Skoll	Date of School Board Approval: N/A

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.
School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Sheila Gregory	Principal (all levels) Educational Leadership ESOL Reading Endorsement Elementary Education (1-6)	1st year	8 years	2005-6 Kathleen Sr. High: Academic Dean School Grade C 2006-7 Lake Marion Creek: not rated 2007-8 Kathleen Elementary: B 2008-9 Kathleen Elementary: A 2009-10 Kathleen Elementary: B 2010-11 Sleepy Hill Middle: C 2011-12 Griffin Elementary: D

					School Grades
Assistant Principal	Sandra Adams	AA-Liberal Arts BA – English Education MS – Ed. Leadership	12	Dean (5 yrs.) AP (1 yr.)	2007 Denison Middle C 2008 Denison Middle C 2009 Denison Middle B 2010 Denison Middle C 2011 Denison Middle D
Assistant Principal	Curtis Thomas	BS- Physical Education MS- Ed. Leadership	5	Dean (5 yrs.) AP (3 yr.)	School Grades 2007 Denison Middle C 2008 Denison Middle C 2009 Denison Middle B 2010 Denison Middle C 2011 Denison Middle D

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	Alice Hart	M.ED – reading M.ED – Educational Leadership	6	9	School Grades 2007 Denison Middle C 2008 Denison Middle C 2009 Denison Middle B 2010 Denison Middle C 2011 Denison Middle D
Math	Lynn Lasseter	AA, BS, MEd Early Childhood, Gr. 1-6, ESOL, Math Gr 5-9 Middle School Integrated, Gifted	11	6	School Grades 2007 Denison Middle C 2008 Denison Middle C 2009 Denison Middle B 2010 Denison Middle C 2011 Denison Middle D
Science	Nelly Crumley		1st	1st	School Grades 2008 Lake Gibson High C

					2009 Lake Gibson High C 2010 Lake Gibson High C 2011 Lake Gibson High C

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. Regular meetings of new teachers with Reading coach and principal	Principal	June, 2013
2. Partnering new teachers with veteran staff	Principal	June, 2013

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
0	

Staff Demographics

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

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

Total Number of Instructional	% 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	% ESOL Endorsed Teachers

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

Staff								Teachers	
71	8%(6)	21%(15)	44%(31)	27%(19)	38%(27)	100%	21%(15)	1%(1)	28%(20)

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
Alice Hart/Venecia Forsett	Elizabeth Russum	AIF	Meeting bi-monthly
Alice Hart/Venecia Forsett	Thomas Banks	AIF	Meeting bi-monthly
Alice Hart/Venecia Forsett	Joshua Andrews	AIF	Meeting bi-monthly

Alice Hart/Venecia Forsett	Kaitlyn Cannon	AIF	Meeting bi-monthly

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 Provided services ensure students requiring additional remediation are assisted through after-school programs and/or extended learning opportunities. The district coordinates with Title II and Title III in ensuring staff development needs are met.
Title I, Part C- Migrant The Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.
Title I, Part D The district receives funds to support the Educational Alternative Outreach program. Services are coordinated with the district Drop-out Prevention programs.
Title II The district receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in the classrooms will increase the instructional strategies provided to students, and new instructional software will enhance literacy and math skills of stuggling students.
Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.
Title X- Homeless The district Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Hearth program, funded through Title X, provides support for identified homeless students.
Supplemental Academic Instruction (SAI) N/A

Violence Prevention Programs The school offers a non-violence and anti-drug program to students. It incorporates field trips, community service, drug tests, and counseling.
Nutrition Programs N/A
Housing Programs N/A
Head Start N/A
Adult Education N/A
Career and Technical Education Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged, and handicapped students in grades 7-12. Eighth grade students are assessed by the E-PEP to help determine their career interests and form career paths. Denison has two pre-career academies.
Job Training
Other

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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.
Principal: (**Required Member**) The Principal provides a common vision for the use of data-based decision-making, models the Problem Solving Process; supervises the development of a strong infrastructure for implementation of MTSS; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support MTSS implementation; develops a culture of expectation with the school staff for the implementation of MTSS school-wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based MTSS plans and activities.
Assistant Principal: Assists Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of MTSS, further assists the principal in the assessment of MTSS skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning MTSS plans and activities.
Selected General Education Teachers: Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2/3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.
Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials/ instruction in tiered interventions; collaborates with general education teachers.
Academic Intervention Facilitator: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk," assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
Positive Behavior Representative (PBS): Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities.
Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.
Technology Specialist: Develops or brokers technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphic display.

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 Leadership Team will target strategies on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.
The Leadership Team will meet twice per month to engage in the following activities:
- Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level.
 - Help teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
- Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.

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 Leadership Team worked with other school staff and School Advisory Council (SAC) to help develop the SIP. The team assisted in the analysis of data and the identification of academic and social/emotional areas that needed to be addressed. The team facilitated the development of a systemic approach to teaching and aligned processes and procedures.
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.   Baseline data: Discovery Education assessments, Florida Comprehensive Assessment Test (FCAT), school-wide discipline data., STAR, SRI, DAR and other instruments as needed   Midyear: Discovery Education assessments, other instruments as needed (SRI, DAR, STAR)   End of year: Discovery Education assessments, FCAT
Describe the plan to train staff on MTSS.   Professional learning will be provided during the teachers' common planning time. The MTSS Overview will be provided in the fall. The District has five other mini-modules that will be provided throughout the year.
Describe the plan to support MTSS.   When our departments meet in PLCs, the administration and AIFs will support the MTSS in the classrooms.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).   The school-based Literacy Leadership Team is composed of the Principal, APs, AIFs, Deans, Title I Facilitator, and ESE Facilitator.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).   The team meets each Friday, 7:15 AM – 8:15 AM. Each member is responsible for contributing to the development of professional development and curriculum support.
What will be the major initiatives of the LLT this year?   The major initiatives will be ensuring that authentic student engagement and summarizing are both being used in the classrooms on a regular basis.

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.

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

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?

The teachers will utilize the Florida Continuous Improvement Model which includes teaching reading across the content areas. Twenty minutes of Sustained Silent Reading will take place in classrooms with teachers ensuring fidelity. The reading AIF will publish the monthly reading focus, and meet with the PLCs to ensure teachers know how to effectively embed reading strategies throughout their instruction.

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?

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.

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Revised April 29, 2011

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. Lack of student engagement in student centered activities. 1A.1 Teaching, tasks, and assignments are not at the proficient level.	1A.1. Utilize collaborative pairs consistently in all classrooms for information processing and summarizing. 1A.1 Integrate Learning Focused extending thinking strategies in all classrooms.	1A.1. Principal and leadership team	1A.1. Lesson plans, walkthroughs	1A.1. Observation, student survey, FCAT, progress monitoring
Reading Goal #1A: 100% of students who scored a Level 3 on FCAT Reading in 2012 will score a Level 3 on FCAT Reading in 2013.	2012 Current Level of Performance:* 24% (216)	2013 Expected Level of Performance:* 32% (272)					
			1A.2. Students have limited background knowledge and vocabularies. 1A.2 Lack of engaging and longer complex text.	1A.2. Utilize activating strategies to build background knowledge and preview vocabulary utilizing a schoolwide 6 step approach to teacing vocabulary 1A.2 ERP/CISM	1A.2. Principal and leadership team	1A.2. Lesson plans, walkthroughs	1A.2. Observation, student survey, FCAT, progress monitoring
			1A.3. Lack of teacher proficiency in content, LFS, and/or strategic reading instruction.	1A.3. Establish peer coaching processes within the school so that staff may observe and collaborate on effective instructional delivery. Provide content specific professional development in identified areas. 1.A 3 School wide Cornell notetaking strategies	1A.3. Principal and leadership team	1A.3. Lesson plans, walkthroughs	1A.3. In-service record and professional development points, FCAT, progress monitoring.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1 . Plateau of abilities due to cognitive limitations	1B.1 .Include more comprehensive lessons as they pertain to the alternate assessment	1B.1. Principal and leadership team	1B.1 . Walkthroughs, lesson plans	1B.1. Alternate Assessment, progress monitoring
Reading Goal #1B: *100% of students who*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

scored a 4, 5 or 6 will score at least a 4, 5 or 6 on the Florida Alternate Assess. in Reading in 2013.	100%(11)	100%(11)			
		1B.2. Increased complexity of the assessment	1B.2. Increase student engagement	1B.2. Principal and leadership team	1B.2. Progress monitoring	1B.2. Alternate Assessment, progress monitoring
		1B.3. Lack of motivation of student	1B.3. Practice format of assessment with student on a regular basis	1B.3 Principal and leadership team	1B.3 Progress monitoring	1B.3 Alternate Assessment, progress monitoring

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. Lack of engaging and longer complex text.	2A.1. Include longer, complex text, in curriculum. All students will participate in the Accelerated Reading program which will build reading stamina. Implement strategies requiring students to write about what they have read.	2A.1. Principal and leadership team	2A.1. Walkthroughs, lesson plans, curriculum maps, student AR logs, student AR points.	2A.1. FCAT, progress monitoring
Reading Goal #2A 100% of students who scored a level 4 on FCAT Reading in 2012 will score a Level 4 on FCAT Reading in 2013.	2012 Current Level of Performance:* 13% (117)	2013 Expected Level of Performance:* 20%(170)			
		2A.2. Lack of advanced content knowledge by teacher resulting in fewer authentically engaging activities.	2A.2. Establish peer coaching processes within the school so that staff may observe and collaborate on effective instructional delivery. Provide professional development opportunities on how to integrate effective instructional strategies to increase authentic student engagement.	2A.2. Principal and leadership team.	2A.2. Coach's log, walkthroughs, lesson plans.	2A.2. FCAT, progress monitoring

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		2A.3. Advanced course enrollments do not mirror the demographic makeup of the school.	2A.3. Provide access to academically challenging course work for all students. Establish college-bound expectations for all students.	2A.3. Principal and leadership team	2A.3. Analysis of master schedule and audit, student progress monitoring data	2A.3. FCAT, progress monitoring
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1. Plateau of abilities due to cognitive limitations	2B.1.Include more comprehensive lessons as they pertain to the alternate assessment	2B.1 .Principal and leadership team	2B.1. Walkthroughs, lesson plans	2B.1 Alternate Assessment, progress monitoring
2012 Current Level of Performance:*	2013 Expected Level of Performance:*	2B.2 Lack of motivation of students	2B.2. .Increased complexity of the assessment Increase student engagement	2B.2. Principal and ESE staff	2B.2. Walkthroughs, lesson plans	2B.2. Progress monitoring
100%(11)	**100%(11)**					
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. Lack of student engagement	3A.1 Utilize collaborative pairs consistently in all classrooms for information processing and summarizing. Integrate Learning Focused extending thinking strategies in all classrooms.	3A.1. Principal and leadership team.	3A.1. Coach's log, walkthroughs, lesson plans	3A.1. FCAT, progress monitoring
Reading Goal #3A: 100% of students will make learning gains on FCAT Reading in 2013.	2012 Current Level of Performance:* 55%(495)	2013 Expected Level of Performance:* 100%(850)			

		3A.2. Students may begin the school year with below grade level skills.	3A.2 Analyze reading assessment data to plan appropriate reading programs for individual student placement. Teachers will incorporate technology into appropriate instructional unit to address the achievement gap and differentiate instruction.	3A.2. Principal and leadership team.	3A.2. Walkthroughs, report of computer time for each program	3A.2. FCAT, progress monitoring
		3A.3. Students may need instruction in and time to read, comprehend, and write about the long complex text used in instruction.	3A.3 All students will participate in the Accelerated Reading program which will build reading stamina. Implement strategies requiring students to write about what they have read. Teachers plan, integrate, and model strategies to increase comprehension.	3A.3. Principal and leadership team.	3A.3. Student AR logs, student AR points, and walkthroughs, analysis of master schedule and audit	3A.3. FCAT, progress monitoring,
3B. Florida Alternate Assessment: **Percentage of students making learning gains in reading.**	3B.1. Plateau of abilities due to cognitive limitations	3B.1 . Include more comprehensive lessons as they pertain to the alternate assessment	3B.1. Principal and leadership team	3B.1. Walkthroughs, lesson plans	3B.1. Alternate Assessment, progress monitoring	
Reading Goal #3B: *100% of students taking Florida Alternate Assessment in Reading will make learning gains.*	2012 Current Level of Performance:* 100%(11)	2013 Expected Level of Performance:* 100%(11)				
		3B.2 Increased complexity of the assessment	3B.2. Increase student engagement	3B.2. Principal and leadership team	3B.2. Walkthroughs, lesson plans	3B.2. Alternate Assessment, progress monitoring
		3B.3. Lack of motivation of student	3B.3. Practice format of assessment with student on a regular basis	3B.3. Principal and leadership team	3B.3. Walkthroughs, lesson plans	3B.3. Alternate Assessment, progress monitoring
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

improvement for the following group:					
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. Lack of student engagement in student centered activities.	4A.1. Utilize collaborative pairs consistently in all classrooms for information processing and summarizing. 4A.1. Integrate Learning Focused extending thinking strategies in all classrooms.	4A.1. Principal and leadership team.	4A.1. Lesson plans, walkthroughs	4A.1. Observation, student survey, FCAT, progress monitoring
Reading Goal #4A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
100% of the lowest 25% of students will make learning gains on FCAT Reading in 2013.	57%(128)	100% (213)			
		4A.2. Students have limited background knowledge and vocabularies.	4A.2. Utilize activating strategies to build background knowledge and preview vocabulary. Schedule time for students to read in class.	4A.2. Principal and leadership team.	4A.2. Lesson plans, walkthroughs	4A.2. FCAT, progress monitoring
		4A.3. Lack of teacher proficiency in content, LFS, and/or strategic reading instruction.	4A.3. Establish peer coaching processes within the school so that staff may observe and collaborate on effective instructional delivery. Provide content specific professional development in identified areas. Teach students a structured approach for reading extended reading passages and increase the number of passages read.	4A.3. Principal and leadership team.	4A.3. Lesson plans, walkthroughs	4A.3 In-service record and professional development points. FCAT, progress monitoring
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning	4B.1. Plateau of abilities due to cognitive limitations	4B.1 . Include more comprehensive lessons as they pertain to the alternate assessment	4B.1. Principal, leadership team, and ESE team	4B.1. Walkthroughs, lesson plan	4B.1 Alternate Assessment, progress monitoring

Note: The 4A.2 and 4A.3 rows have an extra empty cell at the start; values align to the strategy/responsibility/monitoring columns.

gains in reading.					

Reading Goal #4B: *100% of students in the lowest 25% will make learning gains in reading on the Florida Alternate Assessment*	2012 Current Level of Performance:* *100%(11)*	2013 Expected Level of Performance:* *100%(11)*			
		4B.2. Increased complexity of the assessment	4B.2. Increase student engagement	4B.2. Principal, leadership team, and ESE team	4B.2. Lesson plans, walkthroughs	4B.2. Alternate Assessment, progress monitoring
		4B.3. Lack of motivation of student	4B.3. Practice format of assessment with student on a regular basis .	4B.3. Principal, leadership team, and ESE team	4B.3. Lesson plans, walkthroughs	4B.3. Alternate Assessment, progress monitoring

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** 48%	52	57	61	65	70	74
By 2017, we will reduce our achievement gap to74%						

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	5B.1. White: Lack of student engagement in student	5B.1 Utilize collaborative pairs consistently in all classrooms	5B.1. Principal and leadership team.	5B.1. Lesson plans, walkthroughs	5B.1. Observation, student survey, FCAT, progress monitoring	

ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	centered activities. Black: Lack of student engagement in student centered activities. Hispanic: Lack of student engagement in student centered activities. Asian :NA American Indian: NA	for information processing and summarizing. Integrate Learning Focused extending thinking strategies in all classrooms			
Reading Goal #5B: Denison students not achieving Annual Measureable Objectives (AMO) will make Safe Harbor in all subgroups by a decrease of 10%, as represented in the subsequent column.	2012 Current Level of Performance:* White: 51%(188) Black: 27%(73) Hispanic: 37%(87) Asian: NA American Indian: NA	2013 Expected Level of Performance:* White:56% Black 32%: Hispanic:42% Asian: NA American Indian: NA			
		5B.2. Students have limited background knowledge and vocabularies.	5B.2 Utilize activating strategies to build background knowledge and preview vocabulary. Schedule time for students to read in class.	5B.2. Principal and leadership team	5B.2. Lesson plans, walkthroughs	5B.2. FCAT, progress monitoring
		5B.3. Student attendance	5B.3 Provide adult mentors for students who would benefit from an adult role model. Establish and monitor school wide initiatives for improved attendance. Parent education and outreach.	5B.3. Principal and leadership team	5B.3. Surveys	5B.3. Observation, student survey, FCAT, progress monitoring
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	5C.1. Lack of student engagement in student centered activities.	5C.1. Utilize collaborative pairs consistently in all classrooms for information processing	5C.1. Principal and leadership team.	5C.1. Lesson plans, walkthroughs	5C.1. Observation, student survey, FCAT, progress monitoring

progress in reading.		and summarizing. 5C.1. Integrate Learning Focused extending thinking strategies in all classrooms.			
Reading Goal #5C: *The number of ELL students making satisfactory progress in reading on the FCAT will increase in 2013.*	2012 Current Level of Performance:* 5%(2)	2013 Expected Level of Performance:* 15%(6)			
		5C.2. Students have limited background knowledge and vocabularies.	5C.2. Utilize activating strategies to build background knowledge and preview vocabulary. Schedule time for students to read in class. Implement ESOL strategies with fidelity.	5C.2. Principal and leadership team	5C.2. Lesson plans, walkthroughs	5C.2. FCAT, progress monitoring
		5C.3. Student attendance	5C.3. Provide adult mentors for students who would benefit from an adult role model. 5C.3 Establish and monitor school wide initiatives for improved attendance. 5C.3 Parent education and outreach	5C.3. Principal and leadership team	5C.3. Survey, Attendance records, volunteer logs	5C.3. FCAT, progress monitoring
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. Lack of rigorous curriculum	5D.1. Integrate Learning Focused extending thinking strategies in all classrooms.	5D.1. Principal, Leadership team, ESE team	5D.1. Lesson plans, walkthroughs	5D.1. FCAT, progress monitoring
Reading Goal #5D: Denison students with disabilities (SWD) not meeting Annual Measureable Objectives in reading (AMO) will make Safe Harbor by decreasing by 10%.	2012 Current Level of Performance:* 9%	2013 Expected Level of Performance:* 15%			
		5D.2. Students have limited background knowledge and vocabularies.	5D.2. Utilize activating strategies to build background knowledge and preview vocabulary. Schedule time for students to read in class. Inclusion teacher to coordinate with student, teachers, and parents. Implement IEP's with fidelity.	5D.2. Principal, Leadership team, ESE team	5D.2. Lesson plans, walkthroughs	5D.2. FCAT, progress monitoring
	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 not making satisfactory progress in reading.		5E.1. Lack of student engagement in student centered activities.	5E.1 Utilize collaborative pairs consistently in all classrooms for information processing and summarizing. Integrate Learning Focused extending thinking strategies in all classrooms.	5E.1. Principal and leadership team	5E.1. Lesson plans, walkthroughs, student artifacts	5E.1. Observation, student survey, FCAT, progress monitoring
Reading Goal #5E: In 2013, the percentage of Economically Disadvantaged students making satisfactory progress in reading will increase by five.	2012 Current Level of Performance:* 40%(309) / 2013 Expected Level of Performance:* 45%(348)					
		5E.2. Students have limited background knowledge and vocabularies.	5E.2 Utilize activating strategies to build background knowledge and preview vocabulary using Marzano's 6 step approach to Vocabulary development	5E.2. Principal and leadership team	5E.2. Lesson plans, walkthroughs	5E.2. FCAT, progress monitoring

			Schedule time for students to read in class			
		5E.3. Student attendance	5E.3 Provide adult mentors for students who would benefit from an adult role model. Establish and monitor school wide initiatives for improved attendance. Parent education and outreach.	5E.3. Principal and leadership team	5E.3. Survey, Attendance records, volunteer/mentor logs	5E.3. FCAT, progress monitoring

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Emphasis on H – higher order questions E – engagement A- accountability T - technology	6-8	Hart and lead teachers	School wide	Early release days, PLC planning period meetings biweekly	Review of lesson plans, walkthroughs, teacher conversations	Principal and leadership team
LFS strategies (Collaborative pairs, extending thinking, summarization, vocabulary)	6-8	AIFs	School wide	Early release days, PLC planning period meetings biweekly	Review of lesson plans, walkthroughs, teacher conversations	Principal and leadership team.
Comprehension Instructional Sequence Model (CISM)	6-8	District	Social Studies, Science, Reading, Language Arts	District scheduled trainings for new teachers, improve proficiency in PLC planning	Review of lesson plans, walkthroughs, teacher conversations	Principal and leadership team

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
Classroom libraries	AR, level appropriate high interest reading materials	Title I	5000.00
Media Resources	Books supplementing classroom resources and instruction	Title I	1000.00
			Subtotal:6000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

CISM			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:6000.00

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. CELLA Goal #1: ***Increase proficiency in listening & speaking 10% in 2013.***	2012 Current Percent of Students Proficient in Listening/Speaking: 57%(34)	1.1. High mobility rate of students.	1.1 Attendance secretary mails reports to parents.	1.1. Administration, Attendance secretary.	1.1 Genesis reports	1.1 Cella Testing, FCAT
		1.2. Lack of Vocabulary Knowledge	1.2. Build vocabulary knowledge using ESOL strategies and using Marzano's 6 step approach to Vocabulary development	1.2. Administration, Teachers and Resource personnel	1.2 Genesis reports	1.2 Cella testing, FCAT
		1.3 . Lack of student engagement	1.3. Give students constant feedback and encouragement	1.3. Teachers, Resource personnel	1.3 Genesis reports	1.3 Cella testing, FCAT
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. High mobility rate of students.	2.1 . Have student attend school on regular basis.	2.1. Administration, Attendance secretary.	2.1. Genesis reports	2.1 Cella Testing, FCAT

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

CELLA Goal #2:	2012 Current Percent of Students Proficient in Reading:					
Increase proficiency in reading 10% in 2013.	18%(11)					
		2.2 . Vocabulary Knowledge	2.2 . Build vocabulary knowledge using ESOL strategies	2.2. Administration, Teachers and Resource personnel.	2.2. Genesis reports	2.2. Cella testing, FCAT
		2.3. Lack of student engagement	2.3. Give students constant encouragement.	2.3. Teachers, Resource personnel	2.3. Genesis reports	2.3 .Cella testing, FCAT

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 High mobility rate of students.	2.1. Have student attend school on regular basis.	2.1. Administration, Attendance secretary.	2.1. Genesis reports	2.1. Cella Testing, FCAT
CELLA Goal #3: *Increase proficiency in writing 10% in at Denison.*	2012 Current Percent of Students Proficient in Writing : 20%(12)					
		2.2. Vocabulary Knowledge	2.2 Build vocabulary knowledge using ESOL strategies	2.2. Administration, Teachers and Resource personnel	2.2. Genesis reports	2.2. Cella testing, FCAT
		2.3. Student engagement	2.3. Give students constant feedback and encouragement.	2.3. Teachers, Resource personnel	2.3. Genesis reports	2.3 Cella testing, FCAT

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
Provide dictionaries	Dictionaries for English/Native Language	Title I	500.00
			Subtotal:500.00
Technology			
Strategy	Description of Resources	Funding Source	Amount

Student Response Systems	Quizdoms/Smart Response	Title I	2600.00
			Subtotal:2600.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
PD AIF	AIF to work with all content areas	Title I	76,000
			Subtotal:76000.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Cultural Heritage Night	Items needed for different heritages	Title I	200.00
			Subtotal:200.00
			Total: 79300.00

End of CELLA Goals

Middle School Mathematics Goals

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

Middle School Mathematics Goals			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. At this age, the students' level of cognitive, social and physical development is negatively impacted in regards to the level of engagement in the learning process in the traditional classroom setting.	1A.1. Teachers will ensure that students: Interact and collaborate with peers or others employing a variety of digital environments and media. 2. Communicate information and ideas effectively. Contribute to project teams to produce original works or solve problems.	1A.1. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs	1A.1. Walk-throughs, lesson plans	1A.1. Discovery Assessments FCAT Tri-weekly progress reports
Mathematics Goal #1A: *100% of students who scored Level 3 in mathematics will score at least a Level 3 on FCAT Math in 2013.*	2012 Current Level of Performance:* *26%(234)*	2013 Expected Level of Performance:* *32%(272)*					
			1A.3. Students lack understanding of key vocabulary.	1A.3. Provide PD for teachers in effective teaching of math vocabulary in context and implementing interactive word walls using Marzano's steps.	1A.3. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs	1A.3. Walk-throughs, lesson plans	1A.3. Discovery Assessments FCAT

					Tri-weekly progress reports
		1A.3. Lack of student motivation	1A.3. Positive Behavioral Support programs encourage academic achievement and appropriate decision making.	1A.3. School-based and County-based PBS teams	1A.3. Frequent monitoring of student performance, behavioral and academic.	1A.3. Reports generated by the PBS committee

1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1. Plateau of abilities due to cognitive limitations	1B.1. Include more comprehensive lessons as they pertain to the alternate assessment	1B.1 Principal, leadership team, and ESE team	1B.1. Walkthroughs, lesson plans	1B.1. Alternate Assessment, progress monitoring
Mathematics Goal #1B: *100% of students who scored a 4, 5 or 6 will score at least a 4, 5 or 6 on the FCAT Math in 2013.*	2012 Current Level of Performance:* *100%(11)*	2013 Expected Level of Performance:* *100%(11)*					
			1B.2. Increased complexity of the assessment	1B.2. Increase student engagement	1B.2. Principal, leadership team, and ESE team	1B.2. Walkthroughs, lesson plans	1B.2. Alternate Assessment, progress monitoring
			1B.3. Lack of motivation of students	1B.3. Practice format of assessment with student on a regular basis .	1B.3. Principal, leadership team, and ESE team	1B.3. Walkthroughs, lesson plans	1B.3. Alternate Assessment, progress monitoring

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. Students lack skills and training to utilize higher order thinking skills in both academic and real world scenarios.	2A.1. Teachers will use direct instruction to teach the following skills to students: Identifying similarities and differences Summarizing and note taking - Reinforcing effort and providing recognition Nonlinguistic representations Cooperative learning Setting objectives	2A.1. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs	2A.1. Classroom walk-throughs Lesson Plans	2A.1. Discovery Assessments FCAT Tri-weekly progress reports		
Mathematics Goal #2A: *100% of the students scoring Level 4 or Level 5*	2012 Current Level of Performance:* *8%(72)*	2013 Expected Level of Performance:* *14%(119)*					

		2A.2. Students lack understanding of key vocabulary.	2A.2. Provide PD for teachers in effective use of math vocabulary in context and implementing and using word wall using Marzano's 6 step approach to Vocabulary development	2A.2. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs	2A.2. Classroom walk-throughs Lesson Plans	2A.2. Discovery Assessments FCAT Tri-weekly progress reports	
		2A.3. Differentiating Instruction	2A.3. Offer a variety of mathematics courses to meet the needs of every learner.	2A.3. Principal, APC, Guidance Counselors	2A.3. Assess needs of individual students when creating schedules. Adjust as necessary	2A.3. Formative/summative assessments	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1. Plateau of abilities due to cognitive limitations	2B.1. Include more comprehensive lessons as they pertain to the alternate assessment	2B.1. Principal and leadership team	2B.1. Walkthroughs, lesson plans	2B.1. Alternate Assessment, progress monitoring		
Mathematics Goal #2B: *100% of students scoring at or above level 7 in math will score at or above level 7 on Florida Alternate Assessment in 2013*	2012 Current Level of Performance:* 33% (3)	2013 Expected Level of Performance:* 50% (6)					
		2B.2 Lack of student engagement	2B.2. Increased complexity of the assessment	2B.2. Principal and leadership team	2B.2. Walkthroughs, lesson plans	2B.2. Alternate Assessment, progress monitoring	
		2B.3. Lack of motivation of student	2B.3. Practice format of assessment with student on a regular basis	2B.3. Principal and leadership team	2B.3 Walkthroughs, lesson plans.	2B.3. Alternate Assessment, progress monitoring	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1. Students lack problem solving skills to solve multi step	3A.1. Provide an acronym (RUPSE) for all students to use when solving	3A.1. Administration, Instructional Facilitators ,Teachers/PLC's,	3A.1. Classroom walk-throughs Lesson Plans	3A.1. Discovery assessments

Mathematics Goal #3A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	mathematical problems.	word problems.	Department Chairs		FCAT Tri-weekly progress reports
100% of students will make learning gains on FCAT Mathematics in 2013	46%(414)	100%(850)					
			3.A.2. Students lack understanding of key vocabulary.	3A.2. Provide PD for teachers in effective use of math vocabulary in context and Implementing and using word wall using Marzano's 6 step approach to Vocabulary development	3A.2. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs	3A.2. Classroom walk-throughs FCAT	3A2. Discovery assessments FCAT Tri-weekly progress reports
			3A.3. Students lack fundamental skills	3A.3. Intensive math classes for most level one and two students	3A.3. Principal, APC, Guidance Counselors	3A.3. Frequent monitoring of student performance	3A.3. Discovery assessments FCAT Tri-weekly progress reports
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1. Plateau of abilities due to cognitive limitations	3B.1. Include more comprehensive lessons as they pertain to the alternate assessment	3B.1. Principal and leadership team ESE team	3B.1. Walkthroughs, lesson plans	3B.1. Alternate Assessment, progress monitoring
Mathematics Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
100% of students taking Florida Alternate Assessment in Math will make learning gains.	75%(9)	100%(11)					
			3B.2. Increased complexity of the assessment	3B.2. Increase student engagement using Kagan structures	3B.2. Principal and leadership team ESE team	3B.2. Walkthroughs, lesson plans	3B.2. Alternate Assessment, progress monitoring
			3B.3. Lack of motivation of students	3B.3. Practice format of assessment with student on a regular basis .	3B.3. Principal and leadership team ESE team	3B.3. Walkthroughs, lesson plans	3B.3. Alternate Assessment, progress monitoring

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. Students have difficulty organizing and storing information.	4A.1. Students will be trained to utilize graphic organizers to assist with comprehension of information through visual representation.	4A.1. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs	4A.1. Classroom walk-throughs Lesson Plans	4A.1. Discovery assessments FCAT Tri-weekly progress reports
Mathematics Goal #4A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			

	47%(106)	100%(213)					
100% of students will make learning gains on FCAT mathematics in 2013.			4A.2. At this age, the students' level of cognitive, social and physical development negatively impacts the level of engagement in the learning process of traditional classroom setting.	4A.2. Under the facilitation of the teacher, students will: Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.	4A.2. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs	4A.2. Classroom walk-throughs Lesson Plans	4A.2. Discovery assessments FCAT scores Tri-weekly progress reports
			4A.3. Students lack understanding of key vocabulary.	4A.3. Provide PD for teachers in effective use of math vocabulary in context and Implementing and using word wall	4A.3. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs	4A.3. Classroom walk-throughs Lesson Plans	4A.3. Discovery assessments FCAT scores Tri-weekly progress reports
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4B.1. Plateau of abilities due to cognitive limitations	4B.1. Include more comprehensive lessons as they pertain to the alternate assessment	4B.1. Principal and leadership team ESE team	4B.1. Classroom walk-throughs Lesson Plans	4B.1
Mathematics Goal #4B: *100% of the students in the lowest 25% will make learning gains in math on Florida Alternate Assessment*	2012 Current Level of Performance:* *100%(11)*	2013 Expected Level of Performance:* *100%(11)*					
			4B.2. Increased complexity of the assessment	4B.2. Increase student engagement	4B.2. Principal and leadership team ESE team	4B.2. Classroom walk-throughs Lesson Plans	4B.2. Alternate Assessment Discovery assessments
			4B.3. . Lack of motivation of student	4B.3. 3Practice format of assessment with student on a regular basis.	4B.3. Principal and leadership team ESE team	4B.3. Classroom walk-throughs Lesson Plans	4B.3. Alternate Assessment Discovery assessments

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	43					
	38%						
Mathematics Goal #5A: By 2017, we will reduce our achievement gap by 50% to 69%							
			48	**54**	**59**	**64**	**69**

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**			5B.1. White: Lack of student engagement in student centered activities. Black: Lack of student engagement in student centered activities. Hispanic: Lack of student engagement in student centered activities.	5B.1 Utilize collaborative pairs consistently in all classrooms for information processing and summarizing. Integrate Learning Focused extending thinking strategies in all classrooms	5B.1. Principal and leadership team.	5B.1. Lesson plans, walkthroughs	5B.1. Discovery Assessments FCAT scores Tri-weekly progress reports	
Mathematics Goal #5B: *Denison students will improve their scores on FCAT mathematics in all ethnic groups.*	2012 Current Level of Performance:* White:40%(145 Black:21%(56) Hispanic:32% (73) Asian:NA American Indian:NA	2013 Expected Level of Performance:* White:45%(383) Black:26%(221) Hispanic:37% (315) Asian:NA American Indian:NA						
			5B.2. Students lack understanding of key vocabulary.	5B.2. Provide PD for teachers in effective teaching of math vocabulary in context and Implementing and using interactive word wall	5B.2. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs	5B.2. Lesson plans, walk-throughs	5B.2. Discovery Assessments FCAT scores Tri-weekly progress reports	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.					
Mathematics Goal #5C: The number of ELL students at Denison Middle passing the mathematics FCAT will increase in 2013.	2012 Current Level of Performance:* 8%(3)	2013 Expected Level of Performance:* 15%(6)					
		5C.2. Changing student demographics	5C.2. Develop student mentoring program, promote parent outreach nights in different areas of the curriculum	5C.2. Title I facilitator	5C.2. Frequent monitoring of student behavior and academic performance	5C.2. Attendance sheets from curriculum nights Discovery assessments	
		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.	5C.2. Students need visual representations of the concepts being taught.	5C.2. Teachers will utilize manipulatives during instruction. Document cameras will be used so the class will be able to view manipulative demonstrations provided by the teacher and students.	5C.2. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs	5C.2. Classroom walk-throughs Lesson plans	5C.2. Discovery Assessments FCAT scores Tri-weekly progress reports		
Mathematics Goal	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

#5D:	2% (2)	10%(10)					
The number of SWD students at Denison Middle passing the mathematics FCAT will increase in 2013.		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 not making satisfactory progress in mathematics.			5E.1. Students have limited background knowledge and vocabularies.	5E.1. Utilize activating strategies to build background knowledge and preview vocabulary using Marzano's 6 step approach to Vocabulary development Schedule time for students to read in class. Inclusion teacher to coordinate with student, teachers, and parents. Implement IEP's with fidelity.	5E.1. Principal and Leadership Team	5E.1. Lesson plans, walkthroughs	5E.1. FCAT, progress monitoring
Mathematics Goal #5E: The number of ED students at Denison Middle passing the mathematics FCAT will increase in 2013.	2012 Current Level of Performance:* *21% (162)*	2013 Expected Level of Performance:* *28% (216)*					
			5E.2. Student attendance	5E.2. Provide adult mentors for students who would benefit from an adult role model. Establish and monitor school wide initiatives for improved attendance. Parent education and outreach.	5E.2. Principal and leadership team	5E.2. Survey, Attendance records, volunteer/mentor logs	5E.2. FCAT, progress monitoring
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Middle 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.			1.1 Students lack understanding of key vocabulary.	1.1. Provide PD for teachers on the effective use of math vocabulary in context. Implementing and using interactive word wall	1.1. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs	1.1. Classroom walk-throughs Lesson plans	1.1. Discovery Assessments FCAT scores Tri-weekly progress reports
Algebra 1 Goal #1: *100% of Denison students taking the Algebra I EOC exam will make a passing*	2012 Current Level of Performance:* *100%*	2013 Expected Level of Performance:* *100%*					

score.			1.2. Students lack understanding of key concepts.	1.2. Provide additional math instruction	1.2. Administration, AIF	1.2. Classroom walk-throughs Lesson plans	1.2. Discovery Assessments FCAT scores Tri-weekly progress reports
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2:	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.

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**	**maintain 100% proficiency**	**maintain 100% proficiency**	**maintain 100% proficiency**	**maintain 100% proficiency**	**maintain 100% proficiency**	**maintain 100% proficiency**

Algebra 1 Goal #3A:						
At this point (2012-2013), we have 100% of students who are participating in Algebra 1 achieving at level 3 or above.						

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

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

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 Algebra 1.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Algebra 1 Goal #3D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *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 Algebra 1.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Algebra 1 Goal #3E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *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.*					

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

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

End of Algebra 1 EOC Goals

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

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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
on the analysis of student achievement data and reference to uiding 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 Too
ents scoring at Achievement Level 3 in try.			1.1 Students lack understanding of key vocabulary.	1.1. Provide PD for teachers on the effective use of math vocabulary in context using Marzano's 6 step approach to Vocabulary development Implementing and using interactive word wall	1.1. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs	1.1. Classroom walk-throughs Lesson plans	1.1. Discovery Assessments FCAT scores Tri-weekly progress repor
ry Goal #1: *students taking the v will score 3 or above*	2012 Current Level of Performance:* *TBA*	2013 Expected Level of Performance:* *100%*					
	1.2. Students lack understanding of key concepts.		1.2. Provide additional math instruction	1.2. Administration, AIF	1.2. Classroom walk-throughs Lesson plans	1.2. Discovery Assessments FCAT scores Tri-weekly progress reports	1.2. Discovery Assessments FCAT scores Tri-weekly progress repor
			1.3.	1.3.	1.3.	1.3.	1.3.
on the analysis of student achievement data and reference to uiding 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 Too
ents scoring at or above Achievement Levels 4 n Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
ry Goal #2: *rrative for the goal in*	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.

...ed on ambitious but ...ble Annual Measurable ...ves (AMOs), identify ...ng and mathematics ...rmance target for the ...following years	2012-2013	2013-2014	2014-2015	2015-2016		2016-2017	
...six years, school ...luce their ...ement gap by	**Baseline data 2011-2012**	**TBA**	**maintain 100% proficiency**	**maintain 100% proficiency**	**maintain 100% proficiency**	**maintain 100% proficiency**	**maintain 100% proficienc...**
...ry Goal #3A:							
...h the analysis of student ...ment data and reference ...ng Questions," identify ...efine areas in need of ...ment for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy		Evaluation Tool	
...dent subgroups ...nicity (White, ...Hispanic, Asian, ...an Indian) **not ...g satisfactory ...ss in Geometry.**	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		
...ry Goal #3B: *...rrative for the goal in*	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.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Geometry Goal #3C: *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.*					
			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._					
			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
Effective teaching of the vocabulary of math	Mathematics department	A.Hart, L. Lasseter	Mathematics Department	PLC meets weekly	Walk-throughs, Lesson plans	Math AIF, PD AIF, Principal
Emphasis on H – higher order questions E – engagement A- accountability T - technology	6-8	Hart and lead teachers	School wide	Early release days, PLC planning period meetings biweekly	Review of lesson plans, walkthroughs, teacher conversations	Principal and leadership team
LFS strategies (Collaborative pairs, extending thinking, summarization, vocabulary)	6-8	AIFs	School wide	Early release days, PLC planning period meetings biweekly	Review of lesson plans, walkthroughs, teacher conversations	Principal and leadership team

Visual Math	6-8	Principal, L. Lasseter	Mathematics Department	January 2013	Classroom observations	Administration Math AIF

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
Items needed to correctly implement the SpringBoard curriculum	Classroom sets of manipulatives	Title I	1000.00
			Subtotal:1000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Smartboards	Enhance teaching of SpringBoard curriculum	Title I	3800.00
			Subtotal:3800.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Visual Math	Students learn from concrete to abstract	Title I	200.00
			Subtotal: 200.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Math Night for parents	Items needs to teach using manipulatives	Title I	500.00
			Subtotal:500.00
			Total:5,500.00

End of Mathematics Goals

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

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science. Science Goal #1A: *In grade 8, 34% of students will score a level 3 on FCAT Science.*			1A.1. Students have misconception regarding essential science concepts.	1A.1. Utilize activating strategies to identify student misconceptions. Adapt instructional strategies to address student learning needs. Discuss instructional best practices in PLC's Preloading to prepare for Common Core.	1A.1. Administration and Science AIF	1A.1. . Multiple measures, to include: Subjective teacher ratings, Leadership team observation data, Review Objective Discovery Education assessments (3 administrations per year), aligned with FCAT. Review common benchmark assessments Classroom walkthroughs District and DOE observations Review PLC notes	1A.1. . District walkthrough protocol District and DOE feedback Common benchmarks assessments data Discovery assessments data PLC notes
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	28% (252)	34% (289)					
			1A.2. Lack of hands-on labs with common lab reports.	1a.2. Increase use of inquiry based labs through coaching and curriculum development.	1a.2. Administration and Science AIF	1a.2 . Multiple measures, to include: Subjective teacher ratings, Leadership team observation data, Review Objective Discovery Education assessments (3 administrations per year), aligned with FCAT. Review common benchmark assessments Classroom walkthroughs District and DOE observations	1a.2. District walkthrough protocol District and DOE feedback Common benchmarks assessments data Discovery assessments data
			1a.3. Poor Content Knowledge	1a.3. Reading in Content Area, video clips, online resources, vocabulary development and PD Preloading to prepare for Common Core.	1a.3. Administration and Resource teachers	1a.3. Subjective teacher ratings, Leadership team observation data, Review Objective Discovery Education assessments (3 administrations per year), aligned with FCAT. Review common benchmark assessments Classroom walkthroughs District and DOE observations	1a.3. District walkthrough protocol District and DOE feedback Common benchmarks assessments data Discovery assessments data PD follow up

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

1B. **Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.**			1b.1. Students struggle with science vocabulary.	1b.1. Vocabulary taught in context along with the use of interactive word wall. Marzano's Vocabulary Development. PD	1b.1. Administration and Resource teachers, ESE Facilitator	1b.1. Classroom walkthroughs Review PD follow up Review progress monitoring assessments	1b.1 District walkthrough protocol PD follow up Progress monitoring assessment data
Science Goal #1B: *In grade 8, 80% of students will score levels 4, 5 ad 6 on the Alternate Assessment Science Test.*	2012 Current Level of Performance:* 60% (5)	2013 Expected Level of Performance:* 80%(6)					
			1b.2 Poor Content Knowledge	1b.2. Reading in Content Area, video clips, online resources, vocabulary development and PD Preloading to prepare for Common Core.	1b.2. Administration and Resource teachers, ESE Facilitator	1b.2. Classroom walkthroughs Review PD follow up Review progress monitoring assessments	1b.2. District walkthrough protocol PD follow up Progress monitoring assessment data
			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 lack engagement	2a.1. Lesson planning incorporating collaborative structures and active, inquiry based instruction and summarization. Preloading to prepare for Common Core.	2a.1. Administration and Science AIF	2a.1 Multiple measures, to include: Subjective teacher ratings, Leadership team observation data, Review Objective Discovery Education assessments (3 administrations per year), aligned with FCAT.	2a.1 District walkthrough protocol District and DOE feedback Common benchmarks assessments data Discovery assessments data Lesson plans Review common benchmark assessments Classroom walkthroughs District and DOE observations Review lesson plans
Science Goal #2A: *In grade 8, 12% of students will score a level 4 or 5 on FCAT Science Test.*	2012 Current Level of Performance:* 2%(18)	2013Expected Level of Performance:* 12% (102)					

		2a.2. Poor Background Knowledge	2a.2. Reading in Content Area, video clips, online resources, vocabulary development and PD Preloading to prepare for Common Core.	2a.2 Administrstion and resource teachers	2a.2. Multiple measures, to include: Subjective teacher ratings, Leadership team observation data, Review Objective Discovery Education assessments (3 administrations per year), aligned with FCAT. Review common benchmark assessments Classroom walkthroughs District and DOE observations Review PD follow up	2a.2. District walkthrough protocol District and DOE feedback Common benchmarks assessments data Discovery assessments data PD follow up
		2a.3 Students fail to recognize the relevance of science in their daily lives leading to disengagement.	2a.3 Utilize a variety of resources to engage students in curriculum relating to real world issues.	2a.3 Administration and Science AIF	2a.3 Multiple measures, to include: Subjective teacher ratings, Leadership team observation data, Review Objective Discovery Education assessments (3 administrations per year), aligned with FCAT. Review common benchmark assessments Classroom walkthroughs District and DOE observations	2a.3 District walkthrough protocol District and DOE feedback Common benchmarks assessments data Discovery assessments data
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2B: *In grade 8, 60%) of students will score level 7 or above on the Alternate Assessment Science Test.*	2012 Current Level of Performance:* 40% (4) — 2013Expected Level of Performance:* 60%(6)	2b.1 Lack of hands-on labs and demonstrations	2b.1. Increase use of inquiry based labs through coaching and curriculum development. Discuss instructional best practices in PLC's	2.1.3 Administration and Science AIF, ESE Facilitator	2b.1 Classroom walkthroughs Review PLC notes	2b.1 District walkthrough protocol PLC notes
		2b.2. Poor Background Knowledge	2b.2. Reading in Content Area, video clips, online resources, vocabulary development and PD	2b.2. Administration and Resource teachers, ESE Facilitator	2b.2 Classroom walkthroughs Review PD follow up Review progress monitoring	2b.2 District walkthrough protocol PD follow up Progress monitoring assessment

			Preloading to prepare for Common Core.		assessments	data
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle 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
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.*					

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

		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
Developing HOT Questions	All Grade Levels	Alice Hart	Elective, and New Teachers School Wide	October 2012	Walk-throughs	Leadership Team
Data Chats	All Grade Levels	Lynn Lasseter	School-wide	On-going	Walk-throughs	Administration/Resource Team
Collaborative Structures and Summarization	All Grade Levels	Alice Hart/Jason Shick	School-wide	September 2012	Walk-throughs	Leadership Team

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Science AIF	Title One	Title One	70,000
Science CISM	AIF/Title One	Title One	70,000
			Subtotal:140,000
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:140,000

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 8,77% of Denison students will achieve proficiency on the 2013 FCAT writing test.*	2012 Current Level of Performance:* *72%(205)*	2013 Expected Level of Performance:* *77%(219)*	1A.1. Poor understanding of the writing process	1A.1. Professional development opportunities offered for the language arts teachers. Create a schoolwide acronym for writing (TEESAQS)	1A.1. Principal and AIF	1A.1 Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts	1A.1. Common Assessments (Teacher made by grade level and subject)
			1A.2 Students have limited use of advanced vocabulary.	1A.2 Teachers will expose students to academic vocabulary in context and use word walls in all academic areas using Marzano's 6 step approach to Vocabulary development	1A.2 Administration, AIF's	1A.2. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts	1A.2. Common Assessments (Teacher made by grade level and subject)
			1A.3 Students don't use correct grammar, punctuation and spelling in writing.	1A.3 Students will write to explain and be held accountable for grammar, punctuation and spelling in all subject areas	1A.3 Administration, AIF's	1A.3. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts	1A.3. Common Assessments (Teacher made by grade level and subject)

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

1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1.				1B.1.
	75%(3)	100%(4)					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SpringBoard	6-8	A. Hart	LA/Reading	Sept.-April, weekly	Work samples, writing assessment	Administration, AIFs

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
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
PD AIF	AIF to support and facilitate SpringBoard implementation	Title I	76,000.00

			Subtotal:76000.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:76000.00

End of Writing Goals

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. Civics Goal #1: *TBA*	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.*	1.1. Many teachers lack a strong knowledge of their content	1.1. Professional development related to content	1.1. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs	1.1. 1. Administer Formative assessments	1.1. 1. Common Assessments (Teacher made by grade level and subject)
			1.2. Lack of common assessment to measure progress 1.3. Need for additional rigor focused on the skills needed to test well.	1.2. Teachers within a school should develop common assessments based on curriculum maps and course descriptions while waiting for district or state assessments	1.2. Administration, Instructional Facilitators ,Teachers/PLC's, Department Chairs	1.2. 1. Administer Formative assessments	1.2. 1. Common Assessments (Teacher made by grade level and subject)
			1.3. Need for additional rigor focused on the skills needed to test well.	1.3. Instruction should focus on interpreting and analyzing photographs, cartoons, maps and charts.	1.3. Administration, AIF's	1.3. Teacher made assessments, student work samples	1.3. 1. Common Assessments (Teacher made by grade level and subject)

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

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

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
Common Core	6, 7, 8	Alice Hart	Social Studies teachers	PLC's	Ongoing monthly planning meetings	Administration

Civics Budget (Insert rows as needed)

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

CISM	PLC's	Title One	76000
			Subtotal:76000
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:76000

End of Civics 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			1.1 Students struggling with academic progress	1.1 Increase time on-task Use mentors Use PBS strategies to reinforce appropriate behavior	1.1. Principal and leadership team	1.1. Monitor student attendance and tardies on a monthly basis	1.1. Data from pinnacle. Genesis, IDEAS
Attendance Goal #1: ***Denison will decrease its unexcused absences and tardy rates by 25% as documented by Genesis data.***	2012 Current Attendance Rate:* *95.21%*	2013 Expected Attendance Rate:* *96.41%*	1.2 Peer pressure		1.2. Principal and leadership team	1.2 Monitor student attendance and tardies on a monthly basis.	1.2 Lesson plans, discipline data
	2012 Current Number of Students with Excessive Absences (10 or more) *291*	2013 Expected Number of Students with Excessive Absences (10 or more) *218*	1.3 Lack of Parent involvement	1.2 Utilize anti-bullying programs Use peer mentors	1.3 Principal and leadership team	1.3 School sponsored family activities Utilize HEARTH program when needed.	1.3 Activity sign in sheets and agendas
	2012 Current Number of Students with Excessive	2013 Expected Number of Students with Excessive					

	Tardies (10 or more)	Tardies (10 or more)					
	420	*375*					Extracurricular activities
			1.2.	1.2.	1.2.	1.2.	1.2.
			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
Review of school wide policies	6-8	Principal and Admin Team	School wide	Pre-school in-service and periodic revision	Observation	Principal and Leadership team
Why Try Strategies	6-8	Principal and Admin Team	School wide	Pre-school in-service and periodic revision	Observation	Principal and Leadership team

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
PBS activities	Activities to promote positive behavior	Title I	500.00
			Subtotal:500.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:500.00

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 Suspension Goal #1: ***Reduce the number of students and subsequent incidents of OSS by 20% as documented by Genesis data.***	2012 Total Number of In –School Suspensions *0* 2012 Total Number of Students Suspended In-School *0* 2012 Total Number of Out-of-School Suspensions *766*	2013 Expected Number of In- School Suspensions *0* 2013 Expected Number of Students Suspended In -School *0* 2013 Expected Number of Out-of-School Suspensions *574*	1.1 Students struggling with academic progress 1.3 Lack of Parent involvement	1.1 Increase time on-task 1.1 Use mentors 1.1 Use PBS strategies to reinforce good behavior 1.3 School sponsored family activities Utilize HEARTH program as needed. Extracurricular activities 1.4 Provide professional development opportunities on	1.1. Principal and leadership team Principal and leadership team . 1.3. Principal and leadership team 1.4. Principal and leadership team	1.1. Monitor student attendance and tardies on a monthly basis 1.3Attendance at activities, HEARTH referrals 1.4 Lack of consistent schoolwide disciplinary practices	1.1. Data from pinnacle. Genesis, IDEAS 1.3Activity sign-in sheets and agendas, parent contact log 1.4 Lesson plans, discipline data, Benchmarks of quality 1.4 Walkthroughs, monitor

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

	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	277	*208*					effective classroom management strategies.
			1.2. Peer pressure	1.2. Utilize anti-bullying programs Use peer mentors	1.2 Principal and leadership team	1.2 Monitor student attendance and tardies on a monthly basis	1.2 Lesson plans, discipline data
			1.3. Interventions are inconsistent	1.3. Create an intervention center for at risk students to work on acceptable behaviors and be able to return to class successful	1.3. Administration	1.3. Monitor discipline data	1.3. Discipline data

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
Working with difficult students	6-8	Teacher resource	All Teachers	Early Release	Monthly review of discipline data	Leadership team
PD360 – Classroom Management	6-8	Team leaders	All teachers	Preplanning and planning period meetings	Monthly review of discipline data	Leadership Team

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
PBS	Earn PAWS bucks to "purchase" things based on positive behavior.	school	500.00
			Subtotal:500.00
Technology			
Strategy	Description of Resources	Funding Source	Amount

			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Why Try	Intervention program		
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:500.00

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 Participation by parents at building capacity activities will increase by 10%. Increase the effectiveness of Parent-Teacher Conferencing	2011 Current level of Parent Involvement:* / 2012 Expected level of Parent Involvement:* **N/A** / **200 Students represented**	1.1.	1.1. See School Parent Involvement Plan submitted online on to the LEA September, 2012.	1.1.	1.1.	1.1.
	** Use Annual Meeting Report and other PI activities	1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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

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-Teacher Conf.	all	PI Facilitator	Instructional Staff	Early Release	Participation in Conf.	Administration

Parent Involvement Budget

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

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

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: *Lessons will use strategies that evoke higher order thinking and discussions.*	1.1. Lessons focus on completion of activity without providing opportunities for students to seek innovative and creative solutions to real world issues.	1.1 Provide resources (inquiry based activities incorporating math, science and technology) that promote student innovation and creative solutions to problems	1.1. Principal, APC, APA Science AIF, Math AIF	1.1. Lesson Plans, Observations, Lab Notes	1.1. Lab Notes, Portfolios, and Embedded Assessments
	1.2. Teachers have limited knowledge of how to design inquiry based learning assignments.	1.2. Provide professional development and support for designing inquiry based learning	1.2. Science AIF	1.2. Lesson Plans and Lesson Studies	1.2. FCAT, Embedded Assessments
	1.3 Students fail to see relevance of lessons	1.3 . Provide opportunities for students to explore math, science, and technology through active, inquiry based instruction	1.3. Teachers, Science AIF	1.3. Lab Notes and Writing Activities	1.3. Portfolios, Embedded Assessments, Lab Notes

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
Cross curriculum strategies to incorporate math, science and technology	6-8	PD AIF, Science AIF	All STEAM Team Teachers	Early Release Days; Weekly PLC meetings	Lesson Plans and Observation	Principal, APC, APA and AIFs
Designing Inquiry Based Lessons	6-8	Math AIF, Science AIF	All STEAM Team Teachers	Early Release Days; Weekly PLC meetings	Lesson Plans and Classroom Walk Through	Principal, APC, APA and AIFs

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
PD AIF	Facilitate on-going professional development	Title I	76000.00
Science AIF	Facilitate on-going professional development	Title I	75000.00
			Subtotal:146000

Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:146000.00

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 create CTSOs (Career Technology Student Organizations) at the school successfully.	1.1. : Teachers are new to the programs.	1.1. Start CTSOs within the first month of school. 1.2Hold Bi-weekly meetings for CTSO students 1.3Provide support from staff familiar with CTSOs	1.1.Principal 1.2 CTE teachers 1.3 Lead Teacher	1.1. Monitor students' progress in CTSO	1.1 Number of students participating in regional competitions..
	1.2. Students will be in the 1st year of the programs	1.2. Hold Bi-weekly meetings for CTSO students	1.2. CTE teachers	1.2. Hold mini competition at the school site.	1.2. Number of students participating in competitions.
	1.3. Students and teachers are not familiar with CTSOs	1.3. Provide support from staff familiar with CTSOs	1.3. Lead Teacher	1.3. Hold mini competition at the school site.	1.3. Number of students participating in competitions.

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

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
Microsoft office Specialist	6-8 Tech.	Microsoft	Technology teacher (Michael Simpson)	On going	Pass certification	Michael Simpson, Principal

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:	

CTE Budget (Insert rows as needed)
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			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level :* *Enter numerical data for current goal in this box.*	2013 Expected Level :* *Enter numerical data for expected goal in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

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

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

63

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

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total:6000.00
CELLA Budget
Total:79300.00
Mathematics Budget
Total:5500.00

Science Budget	
	Total:146000.00
Writing Budget	
	Total:76000
Civics Budget	
	Total:76000
U.S. History Budget	
	Total:
Attendance Budget	
	Total:500.00
Suspension Budget	
	Total:500.00
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
STEM Budget	
	Total:466000
CTE Budget	
	Total:
Additional Goals	
	Total:
	Grand Total:

Differentiated Accountability

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

School Differentiated Accountability Status

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

Priority	X 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.

X 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.
SAC committee will review School Improvement Plan, Parent Compacts, and other activities that support student achievement. The SAC committee is focusi

Describe the projected use of SAC funds.	Amount