

# 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: <a href="#">Westside K8 School</a>	District Name: <a href="#">Osceola</a>
Principal: <a href="#">Dr. Zundra Aubrey</a>	Superintendent: <a href="#">Mrs. Melba Luciano</a>
SAC Chair: <a href="#">Ms. Tracy Hay and Mr. Steve Curtis</a>	Date of School Board Approval:

#### Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

#### Administrators

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

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Dr. Zundra Aubrey	Bachelor of Science-Speech Communications Masters of Science-Educational Leadership Doctorate of Education-Organizational Leadership	1	8	The 2012-13 school year begins my 9 <sup>th</sup> year as a School Administrator. I have served in many capacities in a school setting to include Vice-Principal, Assistant Principal, Curriculum and Design Coach and Teacher. My diverse school experiences include working in a 90-90-90 school, "Challenged School" (i.e. received a "F" rating, but increased to a "C" in one school year and then "B" the next) Additionally, I have worked in very high performing schools as indicated by a "A" rating. This school was the highest performing middle school in Reading, Math, Science and Writing in the county. The next high-performing school was also an "A" rated K-8 school in that made 100% AYP. 80-96% of the students achieved Level 3 or above on SSS FCAT. Currently, I have been Principal of Westside K8 School for one school year and we maintained our "A" rating as the School Principal and made great academic gains.
Assistant Principal	Dr. Karen Vislocky	Doctorate in Ed Leadership	3	7	This is my seventh year as an Assistant Principal. I was previously middle Assistant Principal and Dean. I helped open Westside K8 School as an AP where we rated a "B" in the first year and increased to an "A" in 2010. I have helped maintained "A" rating as an Assistant Principal.
Assistant Principal	Mr. Brandon Easton		0	0	This is my first year as an Assistant Principal. I have served as a teacher, Dean of Students and Learning Resource Specialist.

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### Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Mrs. Cherie Dowd	Bachelor of Science in Education, Master of Science in Education	3	0	
Math/ Science	Mrs. Joyce Pesantez	Masters in Ed. Leadership	1	2	
Learning Resource	Ms. Tracy Hay	Masters in Ed. Leadership	2	0	

### 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. Teacher Mentoring Program	Ms. Tracy Hay	June 2013
2. Faculty Recognition Program	Administrative Team	June 2013
3. Collaboration and critical networks through Professional Learning Communities (PLC)	Dr. Zundra Aubrey Tracy Hay PLC Facilitators	June 2013
4.		

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### *Non-Highly Effective Instructors*

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
31% [32] of our staff are out-of-field in either Reading, ESOL or Gifted	Teachers who are out-of-field are supported through on-going district workshops and mentorship. We also have instructional coaches who play an integral part in providing assistance, feedback and classroom support.

### *Staff Demographics*

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
109	17	48	28	12	41	76	13	2	58

### *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
Cross, Elizabeth	Rivera, Jacqueline	Mrs. Rivera serves as a ESOL Compliance Specialist and LRS, but has previously worked for nine years in ASD Units.	Bi-weekly meetings with mentor and instructional coaches
Davis, Isabelle	Hay, Tracy	Ms. Hay is the LRS and Coach for the Social Studies Department.	Bi-weekly meetings with mentor and instructional coaches
DePriest, Ginger	Vamos, Jessica	Ms. Vamos has been teaching Kindergarten for several years and has provided training and mentorship for other K teachers.	Bi-weekly meetings with mentor and instructional coaches

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Dodd, Katina	Chesoski, Jessica	Ms. Chesnoski is the 6 <sup>th</sup> grade STEM teacher	Bi-weekly meetings with mentor and instructional coaches
Fleeman, Daniel	Hay, Tracy	Ms. Hay is the LRS and Coach for the Social Studies Department.	Bi-weekly meetings with mentor and instructional coaches
Frazier, Dawn	Turner, Margit	Ms. Turner is a block/elective teacher.	Bi-weekly meetings with mentor and instructional coaches
Letang, Abigail	Barenie, Rachel	Ms. Barenie has been teaching Kindergarten for several years and has provided training and mentorship for other teachers.	Bi-weekly meetings with mentor and instructional coaches
Moore, Mary	Haan, Britany	Ms. Haan is a second grade teacher and team leader.	Bi-weekly meetings with mentor and instructional coaches
Munoz-Sobrino, Maria	Azis, Kimberly	Mrs. Azis is the Language Arts/Reading Department Chair and has previously mentored other staff.	Bi-weekly meetings with mentor and instructional coaches
Pennington, Daniel	Turner, Margit	Ms. Turner is a block/elective teacher.	Bi-weekly meetings with mentor and instructional coaches
Romero, Nehomi	Pesantez, Joyce	Mrs. Pesantez is the Math and Science Coach	Bi-weekly meetings with mentor and instructional coaches
Stewart, Jessica	Morgan, Michelle	Mrs. Morgan is a first grade teacher and team leader.	Bi-weekly meetings with mentor and instructional coaches
Washburn, Alyssa	Hay, Tracy	Ms. Hay is the LRS and Coach for the Social Studies Department.	Bi-weekly meetings with mentor and instructional coaches
Whitbread, Gemma	Rivera Jacqueline	Mrs. Rivera serves as a ESOL Compliance Specialist and LRS, but has previously worked for nine years in ASD Units.	Bi-weekly meetings with mentor and instructional coaches

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**Additional Requirements**

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

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

Title I, Part A- <a href="#">Supplemental Academic Support, Title I Compact, Parent Involvement Plan, Parent Nights (Training, Resource Center, Academic Support through School Connections)</a>
Title I, Part C- Migrant
Title I, Part D
Title II
Title III- <a href="#">Para-professionals are hired to support classroom teachers. Additionally, .5 Learning Resource Teacher hired that is linked to a.5 ESOL Compliance Specialist</a>
Title X- Homeless- <a href="#">FIT Coordinator, Parent Liaison, Kids Closet and food pantry, Parent Resource Center, Community outreach, Annual Christmas party</a>
Supplemental Academic Instruction (SAI)- <a href="#">Extended Learning Opportunities (ELO) offered after school to students as safety-net in Reading and Mathematics</a>
Violence Prevention Programs- Stop Bullying Now Program
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education- <a href="#">STEM Technology Lab offered to students which is a digital lab that students are able to complete modules in CADDs, Synergy, Bio-Technical Engineering, Construction Engineering,</a>
Job Training
Other

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

School-Based MTSS/RtI Team
Identify the school-based RtI Leadership Team. <i>Guidance Counselors, Administrative Team, Teachers, Instructional Coaches, District support staff</i>
Describe how the school-based RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts? <i>RtI meeting are led by each guidance counselor in conjunction with the teacher and team. Jennifer Fender is designated as the counselor over RtI. She is responsible for disseminating information on RtI to staff and parents. Teachers identify students who performing below grade level expectations and need support in areas of deficiencies.</i>
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?
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.
Describe the plan to train staff on MTSS.
Describe the plan to support MTSS.

### *Literacy Leadership Team (LLT)*

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). <i>Principal, Reading Coach, Learning Resource Specialist, Teachers</i>
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
What will be the major initiatives of the LLT this year?

### *Public School Choice*

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



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### ***\*Elementary Title I Schools Only: Pre-School Transition***

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

A Pre-K program was added to the school budget this school year to help students transition to Kindergarten. The program was removed the last two year due to space. We believe that this cannot be a barrier due to the large number of students zoned to Westside who do not attend a formal program before entering kindergarten. In order to increase proficiency in basic pre-kindergarten skills, prepare students for Common Core Standards and develop the necessary social skills for school, the program was placed her for the 2012-13 school year.

### ***\*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?

Reading in the Content Area is promoted widely in the middle school. We have encouraged teachers to pursue the reading endorsement. Training is offered to staff on Reading in the Content-Area.

### ***\*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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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
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b>			1A.1. Alignment of Curriculum Content Timelines and Resources in Support	1A.1 Identify all "Bubble Students" or students who can move up or back a level who are Level 3 students. Identify the areas of deficiency and provide intensive instruction in those areas and enrichment as needed. Schedule students into Advance ELA and Reading classes Guided Reading Levelled Sets in K-6 grade, Train 7 <sup>th</sup> and 8 <sup>th</sup> grade teachers in the use of GR. PLC Smart Goals aligned to SIP goals targeting sustaining Level 3, increasing Level 1 and 2 students. Refer students to before and after school safety-net programs (ELO) as needed Common Planning in middle school Utilize data-analysis on reading strands and align to formative assessments Use of Renaissance Learning AR in 3 <sup>rd</sup> -8 <sup>th</sup> grade. Levelled Classroom libraries  Monthly SMART Goal targeted to SIP Reading Goals Reading in the Content Area Utilize FCAT Explorer and FOCUS CIM Implement incentive program to increase the amount of Sunshine State Books read by students of all grade levels.	1A.1. Administration Literacy Coach Learning Resource Specialist (LRS) Title I Resource Specialist Reading Instructors Media Specialist	1A.1. Ongoing Progress Monitoring using the Data Tracker System Continuous Improvement Model (CIM) Professional Learning Communities PLC- SMART Goals Classroom Walkthroughs	1A.1. Classroom assessments School (Common Assessment, DRA) District-wide Assessments (Formative/ Benchmark Assessments) State Assessments (FCAT 2.0, FAIR) Reading Logs Accelerated Reader Battle of the Books District and State Competitions
<b>Reading Goal #1A:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<b>Increase the number of students scoring Level 3 by 5%</b>	<i>29% of Students in Grades 3-8 Scored Level 3</i> 3 <sup>rd</sup> -29% 4 <sup>th</sup> -32% 5 <sup>th</sup> -32% 6 <sup>th</sup> -30% 7 <sup>th</sup> -28% 8 <sup>th</sup> -23%	<i>34% of Students in grades 3-8 will score Level 3</i> 3 <sup>rd</sup> -34% 4 <sup>th</sup> -37% 5 <sup>th</sup> -37% 6 <sup>th</sup> -35% 7 <sup>th</sup> -33% 8 <sup>th</sup> -28%					
<b>Stretch goal:</b>	<i>29% of Students in Grades 3-8 Scored Level 3</i> 3 <sup>rd</sup> -29% 4 <sup>th</sup> -32% 5 <sup>th</sup> -32% 6 <sup>th</sup> -30% 7 <sup>th</sup> -28% 8 <sup>th</sup> -23%	<i>40% of Students in grades 3-8 will score Level 3</i> 3 <sup>rd</sup> -40% 4 <sup>th</sup> -42% 5 <sup>th</sup> -42% 6 <sup>th</sup> -41% 7 <sup>th</sup> -39% 8 <sup>th</sup> -34%					
<b>Increase the number of students scoring Level 3 by 11%</b>							

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				A school-wide Sunshine State Readers Book Campaign Utilize Accelerated Reading (AR) in all classes Implement Guided Reading in all grade levels.			
			1A.2. Parental and Community Involvement	1A.2. Increase use of FCAT Explorer by teachers and students Utilize Kid Biz, TeenBiz, and Compass Odyssey Implement Reading Under the Stars Family Literacy Nights Parent Logs of the student use of Computer-assisted programs Parent Nights Parent Resource Center Monthly Newsletter/Strategies Parent Links-School Website Utilize Community Volunteers to provide reading assistance with AVID students	1A.2. Administration Literacy Coach Learning Resource Specialist (LRS) Title I Resource Specialist Reading Instructors AVID Coordinator FCC Volunteers	1A.2. Progress monitoring of student use of programs Parent Feedback Forms Parent Sign-in Sheets	1A.2. Program reports Bi-Monthly Report of Parent Involvement
			1A.3. Mobility Rate of Student Population	1A.3. Teachers will participate in a Reading Professional Learning Community monthly to collaborate and share effective instructional strategies, including hands-on activities as least once per week. Provide reward/incentives to students for attendance and meeting reading milestones	1A.3. Literacy Coach Administration Learning Resource Specialist (LRS) Title I Resource Specialist Reading Instructors	1A.3. Student Participation and Progress Monitoring Review of Attendance Logs	1A.3. FAIR, DRA, CIM, Classroom assessments Reading Logs School and District Benchmark Assessments Accelerated Reader Battle of the Books District and State Competitions
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Reading Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	No Students Tested						
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.

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		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</b>			2A.1. Increasing Cognitive Complexity of Thinking for Honors and Gifted Students	2A.1. All Level 4 students will be scheduled into Honors Level Reading Course. Target students on the "Bubble" who can move forward or backwards to sustain Level 4 or move to a Level 5 Gifted Students will be scheduled in Gifted courses Hire and retain gifted endorsed teachers PLC Smart Goals aligned to SIP goals targeting Level 4 students Use of Renaissance Learning AR in 3 <sup>rd</sup> -8 <sup>th</sup> grade. Leveled Classroom libraries Use FOCUS-CIM to increase student use of high complexity-type question stems. Provide enrichment as a safety-net to decrease students the number of students going down a level or in developmental scale score. Establish Book Clubs for students to collaborate and share books Training and Implementation of Reading in the Content-Area: NGSSS-CAR-PD	2A.1. Administration Literacy Coach LRS Learning Resource Specialist (LRS) Reading Instructors Media Specialist	2A.1. Ongoing Progress monitoring Continuous Improvement Model (CIM) Professional Learning Communities PLC- SMART Goals Teachers in gifted endorsement training Classroom Walkthroughs	2A.1. Classroom assessments School (Common Assessment, DRA) District-wide Assessments (Formative/ Benchmark Assessments) State Assessments (FCAT 2.0, FAIR) Reading Logs Accelerated Reader Battle of the Books District and State Competitions
<b>Reading Goal #2A:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<b>Increase the number of students scoring Level 4 by 4%</b>	<i>17% of Students in Grades 3-8 Scored Level 4</i>	<i>21% of Students in grades 3-8 will score Level 4</i>					
	3 <sup>rd</sup> -22% 4 <sup>th</sup> -18% 5 <sup>th</sup> -16% 6 <sup>th</sup> -14% 7 <sup>th</sup> -16% 8 <sup>th</sup> -16%	3 <sup>rd</sup> -27% 4 <sup>th</sup> -23% 5 <sup>th</sup> -21% 6 <sup>th</sup> -19% 7 <sup>th</sup> -21% 8 <sup>th</sup> -21%					
<b>Stretch goal: Increase the number of students scoring Level 4 by 8%</b>	<i>29% of Students in Grades 3-8 Scored Level 3 or Higher</i>	<i>37% of Students in Grades 3-8 will score Level 4 or Higher</i>					
	3 <sup>rd</sup> -22% 4 <sup>th</sup> -18% 5 <sup>th</sup> -16% 6 <sup>th</sup> -14% 7 <sup>th</sup> -16% 8 <sup>th</sup> -16%	3 <sup>rd</sup> -40% 4 <sup>th</sup> -46% 5 <sup>th</sup> -24% 6 <sup>th</sup> -22% 7 <sup>th</sup> -24% 8 <sup>th</sup> -24%					
			2A.2. Sustaining academic rigor	2A.2. Provide professional development for teachers on sustaining academic rigor in planning and instruction Utilize high complexity questions in bell work and homework	2A.2. Administration Literacy Coach Learning Resource Specialist (LRS) Reading Instructors	2A.2.	2A.2.
			2A.3. Parental understanding of academic rigor	2A.3. Increase parental understanding of FCAT Levels and Developmental change as it relates to student growth	2A.3. Administration Literacy Coach Learning Resource Specialist (LRS)	2A.3. Parent Nights Parent Feedback and Surveys	2A.3. Parent Surveys

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			Family Literacy Nights engaging and teaching parents in strategies to use at home to increase critical thinking skills	Reading Instructors		
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>		2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Reading Goal #2B:</u>  <i>No Students Tested</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	<i>No Students Tested</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3A. FCAT 2.0: Percentage of students making learning gains in reading.</b>			3A.1. Alignment of Curriculum Content Timelines and Resources in Support	3A.1. Monthly SMART Goal targeted to overall reading deficiency area by grade level.  Use of Renaissance Learning AR in 3 <sup>rd</sup> -8 <sup>th</sup> grade. Leveled Classroom libraries  Target students who are on the bubble with intensive instruction in areas of deficiency to reduce the chance of slipping backward and show developmental learning gains  Utilize Kid Biz, TeenBiz, Guided Reading and Compass Odyssey  Guided Reading Leveled Sets in K-6 grade, Train all middle school teachers  Provide Enrichment to Level 3 and target developmental growth and increase in scale level in Level 1 and 2.	3A.1. Administration Literacy Coach Learning Resource Specialist (LRS) Title I Resource Specialist Reading Instructors	3A.1. Ongoing Progress monitoring Continuous Improvement Model (CIM) Professional Learning Communities PLC- SMART Goals Kid/Teen Biz Reports Compass Odyssey Reports Classroom Walkthroughs	3A.1. Classroom assessments  School (Common Assessment, DRA)  District-wide Assessments (Formative/ Benchmark Assessments)  State Assessments (FCAT 2.0, FAIR)
<u>Reading Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<b>Increase the number of students making Learning Gains in Reading by 6%</b>	<i>73% of students in Grades 3-8 made learning gains in Reading</i>	<i>79% of students in Grades 3-8 will make learning gains in Reading</i>					
<b>Stretch Goal:</b>	<i>73% of students in Grades 3-8 made learning gains in reading</i>	<i>81% of students in Grade 3-8 will make learning gains in Reading</i>					
			3A.2. Parental and Community Involvement	3A.2. Increase usage of FCAT Explorer at home Family Literacy Nights	3A.2. Administration Literacy Coach Learning Resource Specialist (LRS) Title I Resource	3A.2. Ongoing Progress monitoring Continuous Improvement Model (CIM)	3A.2. Parent Survey FCAT Logs Parent Night Sign-in Sheets
			3A.3. Mobility Rate of Student Population	3A.3. Teachers will participate in a Reading Professional Learning Community monthly to collaborate and share effective instructional strategies  Access and utilize student data to determine content knowledge	3A.3. Literacy Coach Administration Learning Resource Specialist (LRS) Title I Resource Specialist Reading Instructors	3A.3. Student Participation, Attendance Reports, Progress Monitoring Attendance Incentives	3A.3. Classroom assessments  School (Common Assessment, DRA)  District-wide Assessments (Formative/ Benchmark Assessments)  State Assessments (FCAT 2.0,

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						FAIR)
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</b>		3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<u>Reading Goal #3B:</u>  <i>No students tested</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
	<i>No students tested</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</b>			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
<b>Reading Goal #4</b>  <b>Increase the number of students in the lowest 25% making learning gains in Reading by 5%</b>	<b>2012 Current Level of Performance:*</b>  <i>74% of students in Grades 3-8 in the lowest 25% made learning gains in Reading.</i>	<b>2013 Expected Level of Performance:*</b>  <i>79% of students in Grades 3-8 will make learning gains in Reading</i>	Alignment of Curriculum Content Timelines and Resources in	Provide assistance for all at-risk level 1 and 2 students in the lowest quartile  Intensive Intervention Instruction iii with at-risk student populations in 3 <sup>rd</sup> -5 <sup>th</sup> Grade  Level 1 and 2 students will be scheduled in Double Block Reading and Intensive Reading course Monthly SMART Goal targeted to overall reading deficiency area by grade level.	Administration Literacy Coach Learning Resource Specialist (LRS) Title I Resource Specialist Reading Instructors	Ongoing Progress monitoring Continuous Improvement Model (CIM) Professional Learning Communities PLC- SMART Goals Kid/Teen Biz Reports Compass Odyssey Reports Classroom Walkthroughs	Classroom assessments  School (Common Assessment, DRA)  District-wide Assessments (Formative/ Benchmark Assessments)  State Assessments (FCAT 2.0, FAIR)
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
<b>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.</b>			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
<b>Reading Goal #4B:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>No students tested.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>					

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

		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>5A. In six years school will reduce their achievement gap by 50%.</b> <b>Reading Goal #5A:</b> Decrease the achievement gap in Reading among the total student population by 5% each year.	<b>Baseline data 2010-2011</b>		42% scoring Level 1 or 2 in Reading	37% scoring Level 1 or 2 in Reading	32% scoring Level 1 or 2 in Reading	27% scoring Level 1 or 2 in Reading	22% scoring Level 1 or 2 in Reading	17%scoring Level 1 or 2 in Reading
	Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b> <b>Reading Goal #5B:</b> Decrease the number of students by ethnicities that are not making progress in Reading by 5%	2012 Current Level of Performance:* White:38% Black:47% Hispanic:50% Asian:17% American: Indian: NAA	2013 Expected Level of Performance:* White: 33% Black:42% Hispanic: 45% Asian: 12% American Indian: NAA	5B.1. Closing the gap of each subgroup of students.	5B.1. Identify gaps in subgroups and target instruction to meet the reading needs.	5B.1. Administration Literacy Coach Learning Resource Specialist (LRS) Title I Resource Specialist Reading Instructors	5B.1. Ongoing Progress monitoring Continuous Improvement Model (CIM ) Professional Learning Communities PLC- SMART Goals Classroom Walkthroughs	5B.1. FCAT 2.0 AYP Results	
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>			5C.1. Curriculum and support materials for ELL learners Spanish and Arabic	5C.1. Utilize ESOL assistants to push in to classes to provide support	5C.1. ELL RCS Administration Literacy Coach Learning Resource Specialist (LRS) Title I Resource Specialist Reading Instructors	5C.1. Ongoing Progress monitoring Continuous Improvement Model (CIM ) Professional Learning Communities PLC- SMART Goals Classroom Walkthroughs	5C.1. FCAT 2.0 AYP Results Voyager Reports
<b>Reading Goal #5C:</b>  <b>Decrease the number of ELL students not making satisfactory progress in Reading 3%.</b>	<b>2012 Current Level of Performance:*</b> 63% of students did not make satisfactory progress in Reading	<b>2013 Expected Level of Performance:*</b> 42% of students will make satisfactory progress in Reading					
			5C.2. Parental Involvement	5C.2. Translation of materials in Spanish and Arabic	5C.2. ELL RCS Administration Literacy Coach Learning Resource Specialist (LRS) Title I Resource Specialist Reading Instructors	5C.2.	5C.2. Flyers Website Surveys
			5C.3. Hiring staff that are trained in ESOL strategies	5C.3. Recruit and retain staff that are ESOL endorsed and/or enrolled in courses Target specific strategies that are individualized and cater to students needs Provide professional development in A+Rise for current staff members	5C.3. ELL RCS Administration Literacy Coach District Resource Personnel	5C.3.	5C.3. Training Logs Certification Reports
			5C.4. Number of students scheduled into ESOL Developmental Language Arts	5C.4.	5C.4.	5C.4.	5C.4.
			5C.5. Purchase appropriate Curriculum for student needs	5C.5.	5C.5.	5C.5.	5C.5.
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
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>			5D.1. Differentiated Needs of Students	5D.1. Identify needs of students based on IEP to ensure the goals are	5D.1. Resource Compliance Specialist Administration	5D.1. Ongoing evaluation of student data on the data tracker	5D.1. Reports ODMS Reports

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Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		met	Guidance Counselors District Personnel		FCAT 2.0 Results FAIR Reports DRA Assessments
Decrease the number of students with disabilities not making progress in Reading by 6%	79% of students with disabilities did not make satisfactory progress in Reading	27% of students with disabilities will make satisfactory progress in Reading		Identify individualized strategies and with departmentalized teachers in K-5 and Content teachers in middle school.			
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>			5E.1. Transition of students	5E.1. Explore outside resources and partnerships with businesses that will help stabilize the population  Allocate resources to Families in Transition and Needy Families  Backpack program	5E.1. Parent Liaison-FIT Coordinator Guidance Counselor Classroom Teachers Administration	5E.1 Ongoing tracking of student data on the data tracker	5E.1. FCAT 2.0 Report Attendance Reports Withdrawal Reports ODMS Data Reports
<b>Reading Goal #5E:</b>  <b>Decrease the number of students who are economically disadvantages not making satisfactory progress in Reading by 5%</b>	<b>2012 Current Level of Performance:*</b>  49% of students who are economically disadvantaged did not make satisfactory progress in Reading.	<b>2013 Expected Level of Performance:*</b>  56% of students who are economically disadvantage will make satisfactory in Reading	5E.2. Lack of resources and support to enhance learning at home	5E.2 Parental Workshops Resource Center	5E.2. Parent Liaison-FIT Coordinator Guidance Counselor Classroom Teachers Administration	5E.2. Develop surveys to gain insight and determine the usefulness of parent training offered	5E.2. Survey Reports Meeting Notes, Agenda Sign-in logs
			5E.3. Transportation beyond the school day	5E.3. Request resources that will pay for transportation for after-school programs beyond ELO	5E.3. Parent Liaison-FIT Coordinator Guidance Counselor Classroom Teachers Administration	5E.3. Allocation of funding for transportation and increased attendance as a result	5E.3. Increased attendance

### Reading Professional Development

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b> 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
Monthly PLC Reading Goals	K-8	Dr. Aubrey, Dr. Vislocky, Mr. Easton, Cherie Dowd, Joyce Pesantez, Tracy Hay, Desiree Houghton, Jacqueline Rivera, Aubrey Medrano, Rachelle Barenie, Brent Foondle, Jessica Vamos	PLC Groups K-5, Language Arts/Reading, Math, Science, Social Studies, Electives-join a PLC content or grade level group	PLC Cycle Week 1-3 every month on Wednesday Early Release	Pre and Post Assessment Results, PLC Agenda and Minutes, SMART Goal Worksheets	PLC Lead and Leadership Team

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Monthly Parent/Student Grade Level Reading Nights	K-8	Reading Coach, Literacy Leadership Team, Title I Coordinator	Students and Parents	Monthly	Agendas, Parent Surveys	Reading Coach, Title I Coordinator, Administration
Common Core Training	K-8	District Personnel, Coaches, Common Core Consultants, Trained Staff	Teachers, Administrators, Parents	Quarterly	Agenda, Workshop Materials, Survey	District Personnel Common Core, Administrators and Coaches

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**Reading Budget (Insert rows as needed)**

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Renaissance Learning	Accelerated Reader	School Budget	12,000.00
Achieve 3000	Kid and Ten Biz	School Budget	17,850.00
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
STAR Reading	Assessment Tool for Reading Mastery	School Budget	
Brain Pop	Interactive Content Activities	School Budget	2,095.00
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Initiate, support and extend guided reading knowledge base including SEM-R.	Literacy Coach, AP, Osceola County District resources	Title 1	\$3400.00
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Reading Goals*



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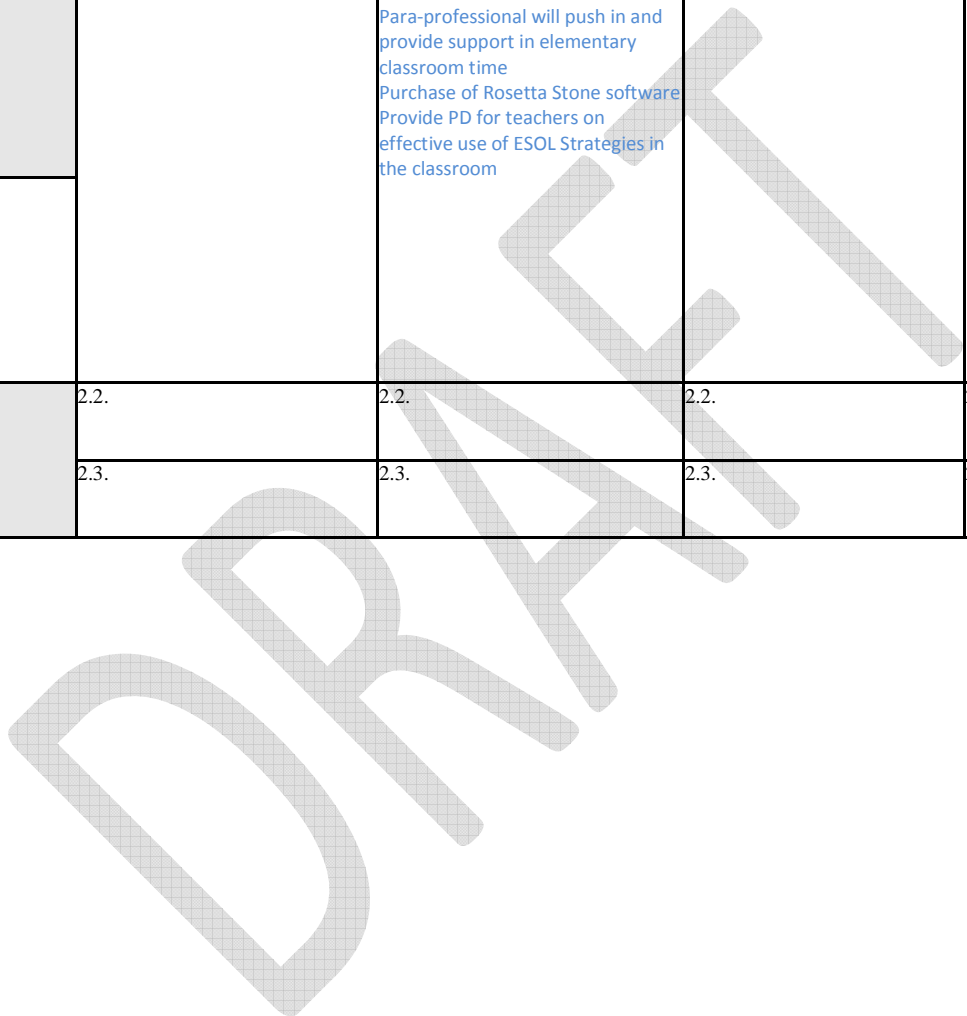
**Comprehensive English Language Learning Assessment (CELLA) Goals**

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring proficient in listening/speaking.</b> CELLA Goal #1: Currently, there are 452 ESOL LY students attending. Increase students proficiency in listening and speaking by 5%	2012 Current Percent of Students Proficient in Listening/Speaking: 1 <sup>st</sup> 18% (71) 2 <sup>nd</sup> 50%(54) 3 <sup>rd</sup> 82%(56) 4 <sup>th</sup> 24%(25) 5 <sup>th</sup> 30%(23) 6 <sup>th</sup> 42%(31) 7 <sup>th</sup> 47%(38) 8 <sup>th</sup> 61%(23)	1.1. Lack of student vocabulary	1.1. Increase vocabulary development in the classrooms Utilize more visuals in the classroom Increase opportunities to have more verbal presentations to put into practice the languages Utilize English in a Flash Para-professional will push in and provide support in elementary classroom time Purchase of Rosetta Stone software Provide teachers with PD in effective use of ESOL Strategies	1.1. ESOL Compliance Specialist Administration Guidance Counselors Classroom Teachers	1.1. Reports (Bi-weekly and monthly) Data Tracker Student Portfolios	1.1. CELLA Scores CAT-California Achievement Teach IPT-Idea Proficiency Test
		1.2. Parents unable to support English instruction at home	1.2. Offer training to parents to help with support instruction at home Referral to ALCO-for English classes	1.2. ESOL Compliance Specialist Administration Guidance Counselors Classroom Teachers	1.2. Reports (Bi-weekly and monthly) Parent Surveys	1.2. Survey Results CELLA Scores
		1.3. Number of students vs. spoken languages and fluid support in the classroom	1.3. Identify all spoken languages in the school Hire staff that are bi-lingual , trilingual in languages spoken to provide resource and support	1.3. ESOL Compliance Specialist Administration Guidance Counselors Classroom Teachers	1.3.	1.3. CELLA Scores
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
<b>2. Students scoring proficient in reading.</b>		2.1. Increased number of NES (Non-English Speakers)	2.1. Provide instruction using ROURICK targeting multi-level reading in	2.1. ESOL Compliance Specialist Administration	2.1. Reports (Bi-weekly and monthly) Data Tracker	2.1. CELLA Scores

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

<b>CELLA Goal #2:</b>  <b>Increase students proficiency in reading 5%</b>	<b>2012 Current Percent of Students Proficient in Reading:</b> 1 <sup>st</sup> 0% (71) 2 <sup>nd</sup> 17% (54) 3 <sup>rd</sup> 59%(56) 4 <sup>th</sup> 13%( 24) 5 <sup>th</sup> 61% (23) 6 <sup>th</sup> 52%( 31) 7 <sup>th</sup> 21% (38) 8 <sup>th</sup> 30% (23)		middle school Hire Para-Professionals to provide computer-assisted instruction daily in the middle school Para-professional will push in and provide support in elementary classroom time Purchase of Rosetta Stone software Provide PD for teachers on effective use of ESOL Strategies in the classroom	Guidance Counselors Classroom Teachers	Student Portfolios	
	1 <sup>st</sup> - 0% (71) 2 <sup>nd</sup> 17% (54) 3 <sup>rd</sup> 59% (56) 4 <sup>th</sup> 13% (24) 5 <sup>th</sup> 61% (23) 6 <sup>th</sup> 52% (31) 7 <sup>th</sup> 21% (38) 8 <sup>th</sup> 30% (23)	2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.



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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3. Students scoring proficient in writing.</b>		2.1. Lack of students previous understanding of language structure	2.1. Use Core Connection formerly PDA Use graphic Organizer Use dictionary Professional Development for Teachers using A+Rise	2.1. ESOL Compliance Specialist Administration Guidance Counselors Classroom Teachers	2.1. Grade level meetings Content-area planning Meeting with ESOL Compliance Specialist and District Personnel Training and Professional Development	2.1. FCAT Writing 2.0 Osceola Writes Assessments
<b>CELLA Goal #3:</b>  <b>Increase students proficiency in Writing 2%</b>	<b>2012 Current Percent of Students Proficient in Writing :</b>  1 <sup>st</sup> 0% (73) 2 <sup>nd</sup> 24% (54) 3 <sup>rd</sup> 53% (57) 4 <sup>th</sup> 12% (25) 5 <sup>th</sup> 74% (23) 6 <sup>th</sup> 45% (31) 7 <sup>th</sup> 29% (38) 8 <sup>th</sup> 17% (23)					
		2.2. Participation in Dual Language Programs	2.2. Recruit students to the program Increase awareness of the program  Publish academic achievement of students in the dual-language program	2.2. ESOL Compliance Specialist Administration Guidance Counselors Classroom Teachers	2.2.	2.2. FCAT Writing 2.0 Osceola Writes Assessments
		2.3.	2.3.	2.3.	2.3.	2.3.

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**CELLA Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Dictionaries	Dictionaries for language acquisition	School Budget	
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Rosetta Stone	Licenses for language acquisition	School Budget	
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Provide training to all staff responsible for CELLA testing	Provide by the ESOL Compliance Specialist	Non-needed	0
A+ Rise	Provided by the ESOL Compliance specialist on effective use of ESOL Strategies	Non-Needed	0
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of CELLA Goals*

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

**Elementary School Mathematics Goals**

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>			1A.1. Alignment of Curriculum Content Timelines and Resources in	1A.1. Teachers will participate in a Math PLC's to develop strategies and increase use of manipulatives.  PLC Smart Goals aligned to SIP goals  Ongoing training in Go-Math and Think Central  Identify all "Bubble Students" or students who can move up or back a level who are Level 3 students.  Identify the areas of deficiency and provide intensive instruction in those areas and enrichment as needed.  All students will be encouraged to participate in fun extended learning opportunities as well as participate in the Math Olympiad.	1A.1. Administration Math teachers Math & Science Coach Learning Resource Specialist (LRS )	1A.1. Ongoing Progress Monitoring using the Data Tracker System Continuous Improvement Model (CIM) Classroom Walkthroughs	1A.1. Classroom assessments  School (Common Assignments and Assessment)  District-wide Assessments (Formative/ Benchmark Assessments)  State Assessments (FCAT 2.0)
<u>Mathematics Goal</u> #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the number of students achieving Level 3 or Higher by 5%  Stretch Goal:  Increase the number of students achieving Level 3 or Higher by 9%	28% of 3 <sup>rd</sup> -5 <sup>th</sup> grade students scored a Level 3 in Math  3 <sup>rd</sup> - 27% 4 <sup>th</sup> - 33% 5 <sup>th</sup> -23%	33% students will score a Level 3 3 <sup>rd</sup> - 32% 4 <sup>th</sup> -38% 5 <sup>th</sup> -28%  3 <sup>rd</sup> - 36% 4 <sup>th</sup> -42% 5 <sup>th</sup> -32%					
			1A.2. Parental Involvement	1A.2. Family Math Night FCAT Explorer	1A.2. Administration Math Teachers Math & Science Coach	1A.2. Parent and Student Participation and Progress Monitoring	1A.2. Benchmark Assessments Attendance at family nights Parental Feedback
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Mathematics Goal</u> #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

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<i>No students tested</i>	<i>No students tested</i>						
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>		2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Mathematics Goal</u> #2B:  <i>No students tested</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
	<i>No students tested</i>					
			2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.

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**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
<b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b>			3A.1. Alignment of Curriculum Content Timelines and Resources in Support	3A.1. Monthly SMART Goal targeted to overall reading deficiency area by grade level.  Target students who are on the bubble with intensive instruction in areas of deficiency to reduce the chance of slipping backward and increasing to a Level 4  Provide Enrichment to Level 4 and 5 to maintain Level 5 and increase Level 4's to 5	3A.1. Administration Math Teachers Math & Science Coach	3A.1. Ongoing Progress Monitoring using the Data Tracker System Continuous Improvement Model (CIM) Classroom Walkthroughs	3A.1. Classroom assessments  School (Common Assessment, DRA)  District-wide Assessments (Formative/ Benchmark Assessments)  State Assessments (FCAT 2.0)
<u>Mathematics Goal</u> #3A:  Increase the number of students making learning gains in 4 <sup>th</sup> and 5 <sup>th</sup> grade in mathematics by 4%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	71% of students made learning gains in Math	75% of students will make learning gains					
			3A.2. Parental involvement	3A.2. Family Math Night FCAT Explorer	3A.2. Administration Math teachers Math & Science Coach	3A.2. Student Participation and Progress Monitoring	3A.2. Benchmark Assessments Attendance at family nights Parental Feedback
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<u>Mathematics Goal</u> #3B:  No Students Tested	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	No students tested in 2012						
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b>			4A.1. Personnel limitations	4A.1. Pull out students during electives with resource teachers	4A.1. Administration Resource teachers Title-I Resource Teacher and Assistants	4A.1. Progress monitoring	4A.1. Classroom assessments
<b>Mathematics Goal #4A:</b>  Decrease the number of students in the lowest quartile by 10%	<b>2012 Current Level of Performance:*</b>  <i>71% of students were in the lowest quartile in Math</i>	<b>2013 Expected Level of Performance:*</b>  <i>No more than 61% of students will be in the lowest quartile</i>					
			4A.2. Mobility Rate of Student Population	4A.2. Track student mobility and provide attendance incentives to students Refer students who are absent to truancy officer	4A.2. Administration Math teachers Math & Science Coach Resource teachers Title-I Resource Teacher and Assistants	4A.2. Student Participation and Progress Monitoring Review of Attendance Logs District Attendance Reports	4A.2. Classroom assessments  School (Common Assessment)  District-wide Assessments (Formative/ Benchmark Assessments)  State Assessments (FCAT 2.0)
			4A.3. Participation in extra-curricular math clubs	4A.3. All students will be encouraged to participate in fun extended learning opportunities as well as participate in the Math Olympiad math club.	4A.3. Administration Math teachers Math & Science Coach	4A.3. Participation Rosters	4A.3. Classroom and District Formative Assessments Attendance at math club
<b>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.</b>			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
<b>Mathematics Goal #4B:</b>  <i>No Students Tested</i>	<b>2012 Current Level of Performance:*</b>  <i>No students tested</i>	<b>2013 Expected Level of Performance:*</b>					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>5A. In six years school will reduce their achievement gap by 50%.</b> <b>Mathematics Goal #5A:</b> Close the achievement gap in mathematics each year among subgroups 4%	<b>Baseline data 2010-2011</b> 49% of students scored Level 1 or 2		49% of students scored Level 1 or 2	45% of students will score Level 1 or 2	40% of students will score Level 1 or 2	35% of students will score Level 1 or 2	29% of students will score Level 1 or 2	24% of students will score a Level 1 or 2
	Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b> <b>Mathematics Goal #5B:</b> Decrease the number of students not making satisfactory progress in mathematics by ethnic groups by 3%.	2012 Current Level of Performance:* White:34% Black:33% Hispanic:36% Asian:20% American Indian: NAN	2013 Expected Level of Performance:* White:31% Black:30% Hispanic:33% Asian:17% American Indian:	5B.1. White: Mobility Black: Mobility Hispanic: Mobility Asian: Mobility American Indian: Mobility  Closing the gap on subgroups of students	5B.1. Identify gaps in subgroups and target instruction to meet the reading needs.	5B.1. Administration Math teachers Math & Science Coach	5B.1. Ongoing Progress monitoring Continuous Improvement Model (CIM ) Professional Learning Communities PLC- SMART Goals Classroom Walkthroughs	5B.1. FCAT 2.0 AYP Results	
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>			5C.1. Number of staff that are not highly qualifies in ESOL	5C.1. Ensure participate and maintain ESOL requirements by attending training Notify the staff when out-of-compliance	5C.1. ELL RCS ELL Assistants Administration Math teachers Math & Science Coach	5C.1. Ongoing Progress monitoring Continuous Improvement Model (CIM ) Professional Learning Communities PLC- SMART Goals	5C.1. FCAT 2.0 AYP Results
<b>Mathematics Goal #5C:</b>  Decrease the number of students who are English Language Learners not making satisfactory progress in Mathematics by 4%	<b>2012 Current Level of Performance:*</b> 68% of ELL students did not make satisfactory in mathematics	<b>2013 Expected Level of Performance:*</b> 36% of ELL students will make satisfactory progress in mathematics					
			5C.2. Consistent implementation of ESOL strategies specific to mathematics teaching and learning	5C.2. Lesson plans include ESOL strategies Support training for staff on ESOL strategies incorporate ELL strategies in teaching practices (Classroom Instruction that Works-Marzano)	5C.2. ELL RCS ELL Assistants Administration Math teachers Math & Science Coach	5C.2. Ongoing Progress monitoring Continuous Improvement Model (CIM ) Professional Learning Communities PLC- SMART Goals	5C.2. FCAT 2.0 AYP Results
			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
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>			5D.1. Planning with ESE and Regular Education Teacher	5D.1. Utilize inclusion model of Support Facilitation  Content Articulation planning on Wednesday to align practice, strategies and goals	5D.1. ESE RCS ESE VE Teachers Administration Math teachers Math & Science Coach Learning Resource Specialist (LRS) Title I Resource Specialist	5D.1. Ongoing Progress monitoring Continuous Improvement Model (CIM ) Professional Learning Communities PLC- SMART Goals	5D.1. FCAT 2.0 AYP Results
<b>Mathematics Goal #5D:</b>  Decrease the number of students with disabilities not making satisfactory progress in Mathematics by 5%	<b>2012 Current Level of Performance:*</b> 41% of students with disabilities did not make satisfactory progress in mathematics	<b>2013 Expected Level of Performance:*</b> 64% of students with disabilities will make progress in mathematics					
			5D.2. Consistent implementation of ESE strategies in all content areas	5D.2. Lesson plans include ESE strategies Power of Two Co-Teaching Training	5D.2. ESE RCS ESE VE Teachers Administration Math teachers Math & Science Coach	5D.2. Ongoing Progress monitoring Continuous Improvement Model (CIM ) Professional Learning Communities PLC- SMART Goals	5D.2. FCAT 2.0 AYP Results

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				Learning Resource Specialist (LRS) Title I Resource Specialist	Classroom Walkthroughs	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>			5E.1. Mobility Rate of Student Population	5E.1. Track student mobility and provide attendance incentives to students Refer students who are absent to truancy office	5E.1. Administration Math teachers Math & Science Coach Learning Resource Specialist (LRS) Title I Resource Specialist	5E.1. Student Participation and Progress Monitoring Review of Attendance Logs	5E.1. FCAT 2.0 AYP Results
<b>Mathematics Goal</b> <b>#5E:</b>  Decrease the number of students who are economically disadvantaged and not making satisfactory progress 5%	<b>2012 Current Level of Performance:*</b> 33% of students who are economically disadvantaged did not make satisfactory progress in mathematics	<b>2013 Expected Level of Performance:*</b> 72% of students who are economically disadvantaged will make satisfactory progress in mathematics.					
			5E.2. Lack of resources and support at home to enhance instruction	5E.2. Provide training for parents Create web-based links to assist students and parents Tutorial web-based sites	5E.2. Administration Math teachers Math & Science Coach Learning Resource Specialist (LRS)	5E.2. Student Participation and Progress Monitoring	5E.2. Tracking Sheets from websites, student and parent surveys
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

*End of Elementary School Mathematics Goals*

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**Middle School Mathematics Goals**

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>			1A.1. Alignment of Curriculum Content Timelines and Resources	1A.1. Teachers will participate in a Math PLC's to develop strategies and increase use of manipulatives.  PLC Smart Goals aligned to SIP goals  Ongoing training in Go-Math and Think Central  Identify all "Bubble Students" or students who can move up or back a level who are Level 3 students.  Identify the areas of deficiency and provide intensive instruction in those areas and enrichment as needed.  All students will be encouraged to participate in fun extended learning opportunities as well as participate in the Math Olympiad  AIMS inquiry activities aligned with NGSSS	1A.1. Administration Math teachers Math & Science Coach Learning Resource Specialist (LRS )	1A.1. Ongoing Progress Monitoring using the Data Tracker System Continuous Improvement Model (CIM) Classroom Walkthroughs	1A.1. Classroom assessments  School (Common Assessment, DRA)  District-wide Assessments (Formative/ Benchmark Assessments)  State Assessments (FCAT 2.0)
<b>Mathematics Goal #1A:</b>  <b>Increase the number of students scoring a Level 3 in Mathematics by 6%</b>	<b>2012 Current Level of Performance:*</b>  27% of 6 <sup>th</sup> -8 <sup>th</sup> grade students scored a Level 3 in Mathematics  6 <sup>th</sup> -27% 7 <sup>th</sup> -30% 8 <sup>th</sup> -25%	<b>2013 Expected Level of Performance:*</b>  33% of students in 6 <sup>th</sup> -8 <sup>th</sup> students will score a Level 3 in Mathematics  6 <sup>th</sup> - 32% 7 <sup>th</sup> -35% 8 <sup>th</sup> -30%	1A.2. Parental involvement	1A.2. Family Math Night FCAT Explorer	1A.2. Administration Math Teachers Math & Science Coach	1A.2. Parent and Student Participation and Progress Monitoring	1A.2. Benchmark Assessments Attendance at family nights Parental Feedback
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
	<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>			1B.1.	1B.1	1B.1.	1B.1.

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Mathematics Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>No students tested</i>						
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>			2A.1. <i>Increasing Cognitive Complexity of Thinking for Honors and Gifted Students</i>	2A.1. . All Level 4 and 5 students will be scheduled into Honors Level Math Course.  Gifted Students will be scheduled in Gifted courses  Hire and retain gifted endorsed teachers  PLC Smart Goals aligned to SIP goals  Use FOCUS-CIM to increase student use of high complexity-type question stems.  Provide enrichment as a safety-net to decrease students the number of students going down a level or in developmental scale score.  AIMS inquiry activities aligned with NGSS	2A.1. Administration Math Teachers Math & Science Coach Resource Specialist Title I Resource Teacher	2A.1. <i>Ongoing Progress Monitoring using the Data Tracker System</i> <i>Continuous Improvement Model (CIM)</i> <i>Classroom Walkthroughs</i>	2A.1. <i>Classroom assessments</i> <i>School (Common Assessment, DRA)</i> <i>District-wide Assessments (Formative/ Benchmark Assessments)</i>  <i>State Assessments (FCAT 2.0)</i> <i>District and State Competitions</i>
<u>Mathematics Goal</u> #2A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the number of students scoring a Level 4 or 5 in Mathematics by 4%	<p><u>Level 4</u> 6<sup>th</sup>-10% 7<sup>th</sup>-17% 8<sup>th</sup>-12%</p> <p><u>Level 5</u> 6<sup>th</sup>-5% 7<sup>th</sup>-4% 8<sup>th</sup>-3%</p>	<p><u>Level 4</u> 6<sup>th</sup>-14% 7<sup>th</sup>-21% 8<sup>th</sup>-16%</p> <p><u>Level 5</u> 6<sup>th</sup>-9% 7<sup>th</sup>-8% 8<sup>th</sup>-7%</p>					
			2A.2. <i>Participation in extra-curricular math clubs</i>	2A.2. All students will be encouraged to participate in fun extended learning opportunities as well as participate in the Math Olympiad math club.	2A.2. Administration Math Teachers Math & Science Coach	2A.2. <i>Participation Rosters</i>	2A.2. <i>Classroom and District Formative Assessments</i> <i>Attendance at math club</i>
			2A.3. <i>Planning of school wide enrichment</i>	2A.3. <i>Participate in district and national competition programs such as Math Olympiad and Math Counts</i>	2A.3. Administration Math Teachers Math & Science Coach	2A.3. <i>Participation records</i>	2A.3. <i>Competition results</i>
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Mathematics Goal</u> #2B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>No students tested</i>						

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b>			3A.1. Alignment of Curriculum Content Timelines and Resources in Support	3A.1. Monthly SMART Goal targeted to overall reading deficiency area by grade level.  Target students who are on the bubble with intensive instruction in areas of deficiency to reduce the chance of slipping backward and increasing to a Level 4.  Provide Enrichment to Level 4 and 5 to maintain Level 5 and increase Level 4's to 5  AIMS inquiry activities aligned with NGSSS	3A.1. Administration Math Teachers Math & Science Coach	3A.1. Ongoing Progress Monitoring using the Data Tracker System Continuous Improvement Model (CIM) Classroom Walkthroughs	3A.1. Classroom assessments  School (Common Assessment, DRA)  District-wide Assessments (Formative/ Benchmark Assessments)  State Assessments (FCAT 2.0)
<u>Mathematics Goal</u> #3A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
To increase the number of students making Learning Gains in mathematics by 6%							
			3A.2. Parental involvement	3A.2. Family Math Night FCAT Explorer	3A.2. Administration Math teachers Math & Science Coach	3A.2. Student Participation and Progress Monitoring	3A.2. Benchmark Assessments Attendance at family nights Parental Feedback
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<u>Mathematics Goal</u> #3B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
No Students Tested							
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool							
<b>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b> <b>Mathematics Goal #4A:</b> <i>Students in the lowest quartile will make learning gains in Math by 2%</i> <i>Decrease the number of students in the lowest quartile by 10%</i>			4A.1. Personnel limitations	4A.1. Pull out students during electives with resource teachers	4A.1. Administration Resource teachers Title-I Resource Teacher and Assistants	4A.1. Progress monitoring	4A.1. Classroom assessments							
	<table border="1"> <tr> <th>2012 Current Level of Performance:*</th> <th>2013 Expected Level of Performance:*</th> </tr> <tr> <td>72% of students in 6<sup>th</sup>-8<sup>th</sup> in the lowest quartile made learning gains in Math</td> <td>74% of student in 6<sup>th</sup>-8<sup>th</sup> in the lowest quartile will make learning gains in Math</td> </tr> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	72% of students in 6 <sup>th</sup> -8 <sup>th</sup> in the lowest quartile made learning gains in Math	74% of student in 6 <sup>th</sup> -8 <sup>th</sup> in the lowest quartile will make learning gains in Math									
2012 Current Level of Performance:*	2013 Expected Level of Performance:*													
72% of students in 6 <sup>th</sup> -8 <sup>th</sup> in the lowest quartile made learning gains in Math	74% of student in 6 <sup>th</sup> -8 <sup>th</sup> in the lowest quartile will make learning gains in Math													
	<table border="1"> <tr> <th>2012</th> <th>2013</th> </tr> <tr> <td>6<sup>th</sup>-77%</td> <td>6<sup>th</sup>- 79%</td> </tr> <tr> <td>7<sup>th</sup>-81%</td> <td>7<sup>th</sup>-83%</td> </tr> <tr> <td>8<sup>th</sup>-57%</td> <td>8<sup>th</sup>-60%</td> </tr> </table>	2012	2013	6 <sup>th</sup> -77%	6 <sup>th</sup> - 79%	7 <sup>th</sup> -81%	7 <sup>th</sup> -83%	8 <sup>th</sup> -57%	8 <sup>th</sup> -60%	4A.2. Mobility Rate of Student Population	4A.2. Track student mobility and provide attendance incentives to students Refer students who are absent to truancy officer	4A.2. Administration Math teachers Math & Science Coach Resource teachers Title-I Resource Teacher and Assistants	4A.2. Student Participation and Progress Monitoring Review of Attendance Logs District Attendance Reports	4A.2. Classroom assessments School (Common Assessment) District-wide Assessments (Formative/ Benchmark Assessments) State Assessments (FCAT 2.0)
2012	2013													
6 <sup>th</sup> -77%	6 <sup>th</sup> - 79%													
7 <sup>th</sup> -81%	7 <sup>th</sup> -83%													
8 <sup>th</sup> -57%	8 <sup>th</sup> -60%													
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	4A.3.							
<b>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.</b> <b>Mathematics Goal #4B:</b> <i>No Students Tested</i>			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.							
	<table border="1"> <tr> <th>2012 Current Level of Performance:*</th> <th>2013 Expected Level of Performance:*</th> </tr> <tr> <td></td> <td></td> </tr> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*											
2012 Current Level of Performance:*	2013 Expected Level of Performance:*													
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	4B.2.							
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	4B.3.							

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>5A. In six years, school will reduce their achievement gap by 50%.</b>  <u>Mathematics Goal #5A:</u>  <i>Decrease the achievement gap in Math among high achieving students and Level 1 and 2 students by 4% each year.</i>	<b>Baseline data 2010-2011</b>		<b>39% are Level 1 or 2</b>	<b>35% are Level 1 or 2</b>	<b>31% are Level 1 or 2</b>	<b>27% are Level 1 or 2</b>	<b>23% are Level 1 or 2</b>	<b>19% are a Level 1 or 2</b>
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>  <u>Mathematics Goal #5B:</u>  <i>See Elementary Section Grouped Together</i>	<u>2012 Current Level of Performance:*</u> White: Black: Hispanic: Asian: American Indian:	<u>2013 Expected Level of Performance:*</u> White: Black: Hispanic: Asian: American Indian:	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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

*End of Middle School Mathematics Goals*



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

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Algebra 1.</b>			1.1. Academic Rigor and Complexity in thinking	1.1. Use Cornell notes with Costa's levels of questioning  Use research-based math manipulatives  Collaboration of strategies and common assessments in PLC SMART goals aligned with SIP goals	1.1. Math Teachers Math Coach Administration	1.1. Content Area Meetings Benchmark Assessments	1.1. FCAT 2.0 CIM Assessments
<u>Algebra 1 Goal #1:</u>	<u>2012 Current Level of Performance:*</u>						
<i>Increase the number of students scoring Level 3 or higher on the EOC Exam by at least 2%</i>	<i>97% of Students Scored a Level 3 or Above</i>	<i>99% of Students will score a Level 3 or Above</i>					
			1.2. Participation and Readiness of Students	1.2. Work with guidance counselors to identify students who can handle the academic rigor  Recruit AVID students to be in Algebra and provide academic support through AVID tutorials	1.2. Math Teachers Math Coach Administration Guidance Counselors	1.2. Data Tracking Sheets Math Department Meetings	1.2. FCAT 2.0 CIM Assessments
			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
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</b>			2.1. Academic Rigor and Complexity in thinking	2.1. Use Cornell notes with Costa's levels of questioning  Use research-based math manipulatives  Collaboration of strategies and common assessments in PLC SMART goals aligned with SIP goals	2.1. Math Teachers Math Coach Administration	2.1. Content Area Meetings Benchmark Assessments	2.1. FCAT 2.0 CIM Assessments
<u>Algebra Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Increase the number of students Scoring Level 4 or 5 on the EOC Exam by 5%</i>	<i>66% of Students Scored a Level 4 or 5.</i>	<i>71% of Students will score a Level 4 or 5.</i>					



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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>  <b>Algebra 1 Goal #3A:</b>  <b>Maintain 99% of students scoring 3 or above.</b>	<b>Baseline data 2010-2011</b>							
	Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.</b>  <b>Algebra 1 Goal #3B:</b>  No data available	2012 Current Level of Performance:*  Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:*  Enter numerical data for expected level of performance in this box. White: Black: Hispanic: Asian: American Indian:	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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

*End of Algebra 1 EOC Goals*

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

**Mathematics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b>						
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
FCTM Conference	6-8/Math	FCTM	All middle school math teachers	October 18-20	Share strategies learned from conference and collaborate in PLCs	PLC Facilitator
Middle School Math PLC	6-8/Math	Joyce Pesantez/Christine DeRienzo	All middle school math teachers	First 3 Wednesdays of each month all school year	Analyze data from common assessments	Math & Science Coach/PLC Lead/Administrators
AIMS Inquiry Math Activities	K-8	AIMS Rep	All Westside K8 math teachers	November 2012	Implement in classroom and share in PLCs	Math & Science Coach/PLC Lead/Administrators

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

**Mathematics Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Math SMART Tools	Instructional media	Title I	\$1200
STAR Math	Online tool for RTI progress monitoring	Budget	\$3600
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
AIMS Math Inquiry Activities	Workshop that uses hands-on, inquiry-based experiences to address mathematical concepts.	Title I	\$2000
FCTM Conference	Conference with sessions including common core lessons and resources, engaging lessons using hands-on activities, and implementing technology in the classroom.	Title I	\$1650
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Mathematics Goals*

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

**Elementary and Middle School Science Goals**

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.</b>			1A.1. Alignment of Curriculum Content Timelines and Resources in Science	1A.1. Teachers will participate in Science PLC's to develop effective instructional strategies and scientific and scientific labs that will enhance learning.  PLC Smart Goals aligned to SIP goals  Ongoing training in Pearson Interactive Science and Science Fusion  Provide Science Camps that will allow students to review and deepen their learning of Science Concepts from earlier grade levels  Horizontal articulation to align science expectations from kindergarten to ninth grade  Identify t areas of deficiency and provide intensive instruction in those areas and enrichment as needed.  AIMS inquiry activities aligned with NGSSS	1A.1. Administrations Science Teachers Math and Science Coach Learning Resource Specialist (LRS)	1A.1. Ongoing Progress Monitoring using the Data Tracking System Continuous Improvement Model (CIM) Classroom Walkthroughs	1A.1. PLC Common Assessments District-wide Assessments Formative Benchmark Assessments State Assessments (FCAT 2.0)
<b>Science Goal #1A:</b>  Increase the number of students scoring Level 3 on the 5 <sup>th</sup> Grade Science FCAT by 6%  Increase the number of students scoring a Level 3 or higher on the 8 <sup>th</sup> grade Science FCAT by 6%	<b>2012 Current Level of Performance:*</b> 28% (40) of 5 <sup>th</sup> Grade Students scored a Level 3  29% (52) of 8 <sup>th</sup> Grade Students scored a Level 3	<b>2013 Expected Level of Performance:*</b> 34% (47) of 5 <sup>th</sup> grade students will score a Level 3 35% (63) of 8 <sup>th</sup> grade students scored a Level 3					
			1A.2. Parental Involvement	1A.2 Hold Family Science Nights to expose K8 parents and guardians to Science Concepts  FCAT Science Night for 5 <sup>th</sup> and 8 <sup>th</sup> Grade Parents	1A.2. Administration Teachers Math and Science Coach Title I Coordinator	1A.2. Parent and Student Participation and Progress Monitoring	1A.2. Parent Participation and Parent Feedback Survey

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		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<b>Science Goal #1B:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>				
<i>No Students Tested</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b>			2A.1. Alignment of Curriculum Content Timelines and Resources in Science	2A.1. Teachers will participate in Science PLC's to develop effective instructional strategies and scientific labs that will enhance learning.  PLC Smart Goals aligned to the SIP goals  Ongoing training in Pearson Interactive Science and Science Fusion  Provide science camps that will allow students to review and deepen their learning of science concepts from earlier grade levels.  Identify the areas of deficiency and provide intensive instruction in those areas and enrichment as needed.  AIMS inquiry activities aligned NGSS	2A.1. Administration Science Teachers Math and Science Coach Learning Resource Specialist	2A.1. Ongoing Progress Monitoring using the Data Tracker System Continuous Improvement Model (CIM) Classroom Walkthrough	2A.1. Classroom assessments  School Common Assessment (DRA)  District-wide Assessments (Formative/Benchmark Assessments)  State Assessments (FCAT 2.0)
<u>Science Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Increase the number of students scoring a Level 4 or 5 by 3% in 5<sup>th</sup> Grade.</i>	7% (10) of 5 <sup>th</sup> Grade students scored a Level 4 or 5 in Science	10% (14) if 5 <sup>th</sup> Grade Students will score a Level 4 or 5 in Science					
<i>Increase the number of students scoring a Level 4 or 5 by 3% in 8<sup>th</sup> Grade</i>	5% (9) of 8 <sup>th</sup> Grade Students scored a Level 4 or 5	8% (14) if 8 <sup>th</sup> Grade students will score a Level 4 or 5	2A.2. Parental Involvement	2A.2. Family Science Nights FCAT Explorer	2A.2. Administration Science Teachers Math and Science Coach	2A.2. Parent and Student Participation and Progress Monitoring	2A.2. Parent Participation and Parent Survey Feedback
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Science Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>No Students Tested</i>							

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

*End of Elementary and Middle School Science Goals*

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

**Science Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
Lesson Study	6 <sup>th</sup> -8 <sup>th</sup> Grade	Lesson Study Facilitator and Principal Gladys Moretta-District Facilitator	MS Science Teachers	October 2012-June 2013	Lesson Study Data Binder	Lesson Study Facilitator, Principal and District Facilitator

**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
Lesson Study	Lesson Study Kits and Materials	Budget and Title I Budget	
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Plato	Science Inquiry-based materials	Title I and District Funding	
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
AIMS Science Inquiry Activities	Workshop that uses hands-on, inquiry-based experiences to address science concepts.		\$2000
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
Science World Subscription	Bi-weekly middle school level reading magazine containing science current events, labs, and writing		\$800

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	materials.		
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Science Goals*

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**Writing Goals**

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>			1A.1. New evaluation system may still be unfamiliar to students and faculty.	1A.1. Professional development related to scoring.	1A.1. Literacy Coach 4 <sup>th</sup> and 8 <sup>th</sup> Grade Teachers Administration	1A.1. Comparison between site scoring data and district scoring data.	1A.1. Osceola Writes
<b>Writing Goal #1A:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<i>For 4<sup>th</sup> grade our goal is to see a gain 5% from 58% at 3.5 and above to 63% 3.5 and above.</i>	4 <sup>th</sup> 58%	4 <sup>th</sup> 63%					
<i>For 8<sup>th</sup> grade our goal is to see a gain of 5% from 73% to 78%</i>	8 <sup>th</sup> 73%	8 <sup>th</sup> 78%					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
<b>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<b>Writing Goal #1B:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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**Writing Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
Core Connections	K-8	Core Connections, Reading Coach	K-8 Teachers, Coaches and Administrators	September 2012-January 2013	Osceola Writes	Reading Coach

**Writing Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Writing Development	Core Connections Training	Budget, Title I Budget and District Funding	1500.00
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
PD on scoring	Substitutes for professional development time for scoring information sessions	Title 1	\$2000.00
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

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*End of Writing Goals*

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

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

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

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Civics.</b>			1.1. The adoption of a new curriculum requires a refinement to our instructions and implementation with fidelity. - Lack of routine - attendance - no classroom prevents stability - no classroom also equals loss of teaching time.	1.1. Art and Science of Teaching Marzano Research  Create an Instructional Focus Calendar	1.1. Administration Dean Learning Resource Specialist Literacy Coach Classroom Instructors	1.1. Lesson plans documents instructional strategies used.  Classroom focus walkthroughs identifying effective instructional strategies based on the book, “Becoming A Reflective Teachers.”	1.1. . Classroom assessments  School (Common Assessment, DRA)  District-wide Assessments (Formative/ Benchmark Assessments)  Reading State Assessments (FAIR, FCAT 2.0)
Civics Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter narrative for the goal in this box.						
Enter numerical data for current level of performance in this box.			1.2. . Students lack of understanding of key content concepts and based vocabulary words  1.3. Teachers using differentiate instruction consistently.	1.2. . Students lack of understanding of key content concepts and based vocabulary words	1.2. Administration Dean Learning Resource Specialist Literacy Coach Classroom instructors	1.2. Lesson plans to document intervention and differentiate instruction. Classroom focus walkthroughs Data collection to determine instruction.	1.2. Classroom assessments  School (Common Assessment, DRA)  District-wide Assessments (Formative/ Benchmark Assessments)  Reading State Assessments (FAIR, FCAT 2.0)
Enter numerical data for expected level of performance in this box.							
Enter narrative for the goal in this box.							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool



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<b>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</b>			2.1. Students' lack of exposure to higher order questioning	2.1. Instructors will become trained on Costa's Level of Thinking, Cornell Notes and Apply Thinking Maps	2.1. Administration Dean Learning Resource Specialist Literacy Coach Title I Resource Specialist Classroom instructors	2.1. Review Lesson plans during focus walkthroughs reflecting higher order questioning based on Costa's Level of Thinking	2.1. Classroom assessments School (Common Assessment) District-wide Assessments (Formative/ Benchmark Assessments) Reading State Assessments (FCAT 2.0)
<b>Civics Goal #2:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2. Teachers lack of understanding of the depth of the new standard and new curriculum	2.2. Identify teachers needing to attend curriculum training and offer the opportunity for them to attend.	2.2. Administration Dean Learning Resource Specialist History instructors	2.2. Lesson plans to document intervention and differentiate instruction. Classroom focus walkthroughs Data collection to determine instruction. Professional Learning Communities PLC- SMART Goals	2.2. Classroom assessments School (Common Assessment) District-wide Assessments (Formative/ Benchmark Assessments) Reading State Assessments (FCAT 2.0)
			2.3.	2.3.	2.3.	2.3.	2.3.

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

**Civics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
Marzano-PLC	US History	Social Studies Coach; Learning Resource Specialist; and Literacy Coach	US History Classroom instructors	Complete workshops by December 05, 2012.	PLC Meeting	Administration, Learning Resource Specialist, Social Studies Coach and Literacy Coach
Cornell Notes-PLC	US History	Social Studies Coach; Learning Resource Specialist; and Literacy Coach	US History Classroom instructors	November 08, 2012	PLC Meeting	Administration, Learning Resource Specialist, Social Studies Coach and Literacy Coach
Costa's Level of Thinking-PLC	US History	Social Studies Coach; Learning Resource Specialist; and Literacy Coach	US History Classroom instructors	October 11, 2012	PLC Meeting	Administration, Learning Resource Specialist, Social Studies Coach and Literacy Coach
District Curriculum Middle School Social Studies	US History	District PD	US History Classroom instructors	October 19, 2012	PLC Meeting	Administration and Social Studies Coach

**Civics Budget (Insert rows as needed)**

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

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Curriculum Development	Teachers and Law Training	Non-needed	0
			<b>Subtotal:</b>
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Civics Goals*

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

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

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in U.S. History.</b>			1.1. The adoption of a new curriculum requires a refinement to our instructions and implementation with fidelity.	1.1. Become Marzano trained Create an Instructional Focus Calendar	1.1. Administration Dean Learning Resource Specialist Literacy Coach Classroom Instructors	1.1. Lesson plans documents instructional strategies used. Classroom focus walkthroughs identifying effective instructional strategies based on the book, “Becoming A Reflective Teachers.”	1.1 Classroom assessments School (Common Assessment, DRA) District-wide Assessments (Formative/ Benchmark Assessments) Reading State Assessments (FAIR, FCAT 2.0)
U.S. History Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
			1.2. Students lack of understanding of key content concepts and based vocabulary words	1.2. Infuse reading strategies in the content based on Common Core and Reading Strands.	1.2. Administration Dean Learning Resource Specialist Literacy Coach Classroom instructors	1.2. Lesson plans to document intervention and differentiate instruction. Classroom focus walkthroughs Data collection to determine instruction.	1.2. Classroom assessments School (Common Assessment, DRA) District-wide Assessments (Formative/ Benchmark Assessments) Reading State Assessments (FAIR, FCAT 2.0)
			1.3. Teachers using differentiate instruction consistently.	1.3. Utilize Kagan Strategies Provide immediate intervention for students showing need of remediation for a specific skill or strategy taught.	1.3. Administration Dean Learning Resource Specialist Literacy Coach Classroom instructors	1.3. Lesson plans to document intervention and differentiate instruction. Classroom focus walkthroughs. Professional Learning Communities PLC- SMART Goals	1.3. Classroom assessment School (Common Assessment, DRA) District-wide Assessments (Formative/ Benchmark Assessments) Reading State Assessments (FAIR, FCAT 2.0)
			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
<b>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</b>			2.1. Students’ lack of exposure to higher order questioning	2.1. Instructors will become trained on Costa’s Level of Thinking, Cornell Notes and Apply Thinking Maps	2.1. Administration Dean Learning Resource Specialist Literacy Coach Title I Resource Specialist Classroom instructors	2.1. Review Lesson plans during focus walkthroughs reflecting higher order questioning based on Costa’s Level of Thinking.	2.1. Classroom assessment School (Common Assessment) District-wide Assessments (Formative/ Benchmark Assessments)
U.S. History Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					Reading State Assessments (FCAT 2.0)
			2.2. Teachers lack of understanding of the depth of the new standard and new curriculum	2.2. Identify teachers needing to attend curriculum training and offer the opportunity for them to attend.	2.2. Administration Dean Learning Resource Specialist History instructors	2.2. Lesson plans to document intervention and differentiate instruction. Classroom focus walkthroughs Data collection to determine instruction. Professional Learning Communities PLC- SMART Goals	2.2. Classroom assessments School (Common Assessment) District-wide Assessments (Formative/ Benchmark Assessments) Reading State Assessments (FCAT 2.0)
			2.3.	2.3.	2.3.	2.3.	2.3.

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**U.S. History Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
Marzano-PLC	US History	Social Studies Coach; Learning Resource Specialist; and Literacy Coach	US History Classroom instructors	Complete workshops by December 05, 2012.	PLC Meeting	Administration, Learning Resource Specialist, Social Studies Coach and Literacy Coach
Cornell Notes-PLC	US History	Social Studies Coach; Learning Resource Specialist; and Literacy Coach	US History Classroom instructors	November 08, 2012	PLC Meeting	Administration, Learning Resource Specialist, Social Studies Coach and Literacy Coach
Costa's Level of Thinking-PLC	US History	Social Studies Coach; Learning Resource Specialist; and Literacy Coach	US History Classroom instructors	October 11, 2012	PLC Meeting	Administration, Learning Resource Specialist, Social Studies Coach and Literacy Coach
District Curriculum Middle School Social Studies	US History	District PD	US History Classroom instructors	October 19, 2012	PLC Meeting	Administration and Social Studies Coach

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

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

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

			<b>Subtotal:</b>
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of U.S. History Goals*

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

**Attendance Goal(s)**

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

<b>Attendance Goal(s)</b>			<b>Problem-solving Process to Increase Attendance</b>				
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
<b>1. Attendance</b>			1.1. Mobility and Stability of Student Population	1.1. Develop monthly attendance incentives for student  Target and hold meetings with students who are excessively absent, or tardy to school  Send communication to parents after repeated absences and tardies to school.	1.1. Administration Attendance Clerk Guidance Counselors	1.1.	1.1. Attendance Report
<b>Attendance Goal #1:</b>	<b>2012 Current Attendance Rate:*</b>	<b>2013 Expected Attendance Rate:*</b>					
<b>Increase attendance daily attendance rate by 1%</b>	<i>94% Average Daily Attendance</i>	<i>95% of Students will attend daily.</i>					
	<b>2012 Current Number of Students with Excessive Absences (10 or more)</b>	<b>2013 Expected Number of Students with Excessive Absences (10 or more)</b>					
	<b>2012 Current Number of Students with Excessive Tardies (10 or more)</b>	<b>2013 Expected Number of Students with Excessive Tardies (10 or more)</b>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.



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

**Attendance Professional Development**

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

**Attendance Budget** (Insert rows as needed)

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

*End of Attendance Goals*

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

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

**Suspension Goal(s)**

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Suspension</b>			1.1. Increased enrollment	1.1. Ensure the school-wide behavior expectations are taught, posted and reiterated to students	1.1. Dean of Students Classroom Teachers Administration Students	1.1. Feedback from teachers Monthly Discipline Reports	1.1. School Discipline Reports
<b>Suspension Goal #1:</b>  <i>Decrease the number of students suspended from school by 10%</i>	<b>2012 Total Number of In-School Suspensions</b>  <i>112 ISS</i>	<b>2013 Expected Number of In-School Suspensions</b>  <i>101 ISS</i>		Utilize the behavior card and include positive marks for students.  Train teachers in Conscious Discipline Strategies  School-wide Celebrations for good behavior			
	<b>2012 Total Number of Students Suspended In-School</b>  <i>89 students in Out-of-School Suspension</i>	<b>2013 Expected Number of Students Suspended In-School</b>  <i>No more than 79 students will attend ISS</i>					
	<b>2012 Total Number of Out-of-School Suspensions</b>  <i>144 OSS</i>	<b>2013 Expected Number of Out-of-School Suspensions</b>  <i>129 OSS</i>					
	<b>2012 Total Number of Students Suspended Out-of-School</b>  <i>91 students were suspended from School.</i>	<b>2013 Expected Number of Students Suspended Out-of-School</b>  <i>No more than 81 students will be suspended from school.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

**Suspension Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
Teacher Classroom Management Training	K-8	District Personnel	K-8 Teachers and Paraprofessionals	September 2012-June 2013	Monthly Suspension Reports	School Dean and Administration

**Suspension Budget (Insert rows as needed)**

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

*End of Suspension Goals*

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

**Parent Involvement Goal(s)**

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Parent Involvement</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Parent Involvement Goal #1:</b>  <i>See PIP online</i> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

**Parent Involvement Professional Development**

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

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

**Parent Involvement Budget**

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

*End of Parent Involvement Goal(s)*

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><b>STEM Goal #1:</b></p> <p><i>Enter narrative for the goal in this box.</i></p> <p>Our goal is to increase the number of students participating in STEM related programs. This is being accomplished in two ways:</p> <p>During the 2011-12 school year we piloted the first STEM-Gender-based school in the county. This all-girls class was designed to increase the academic proficiency of girls Level 2-4 in Math and Science. The program was also designed to provide interest to girls in technology and engineering type fields. The program was expanded to 5<sup>th</sup> and 6<sup>th</sup> Grade gender-based self-contained classes and 7<sup>th</sup> grade gender-based for girls that took the 5<sup>th</sup> and 6<sup>th</sup> grade class.</p> <p>Westside K8 School is one of the only middle schools to have a full Digital Module focused on STEM concepts. Students are able to complete modules in CADDS, Synergy, Construction Engineering, Biotechnical Engineering; Logistics The students complete these modules digitally and also produce the activities by hand.</p> <p>Reinstitute the Health Occupations Lab for students in 7<sup>th</sup> and 8<sup>th</sup> Grade</p>	<p>1.1. Recruitment of Students into the Program</p>	<p>1.1. Hold an informational session for students and parents to attend to increase interest and enrollment into the program.</p> <p>Invite Guest Speakers to speak with students about STEM related fields.</p> <p>“Electives Fair” in January</p>	<p>1.1. STEM Teacher Administration CTE Coordinator</p>	<p>1.1. Increased enrollment to CTE programs</p>	<p>1.1. Course Selection Sheets Master Schedule</p>
	<p>1.2. Trained Personnel to teach the program.</p>	<p>1.2. Recruit Staff that are qualified to teach STEM Programs</p> <p>Ongoing Staff Development</p>	<p>1.2. STEM Teacher Administration CTE Coordinator</p>	<p>1.2. Highly qualified staff who are trained to facilitate programs</p>	<p>1.2. Certification Reports</p>
	<p>1.3. Funding of the Program</p>	<p>1.3. Solicit funding to purchase needed supplies and equipment for STEM Activities</p>	<p>1.3. Administration STEM Teachers</p>	<p>1.3. Increase in funding for Programs</p>	<p>1.3. School Budget Line Items</p>

**STEM Professional Development**

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

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

**STEM Budget** (Insert rows as needed)

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

*End of STEM Goal(s)*



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

**Career and Technical Education (CTE) Goal(s)**

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>CTE Goal #1:</b>  Westside K8 School is one of the only middle schools to have a full Digital Module focused on STEM concepts. Students are able to complete modules in CADDs, Synergy, Construction Engineering, Biotechnical Engineering; Logistics The students complete these modules digitally and also produce the activities by hand. Our goal is to increase the number of students who are interested in participating in the program.	1.1. Recruit students who are interested in the program	1.1. Provide showcases of students through Middle School Orientation  STEM Nights for students who are not in the program to learn about the program and participate in modules  Post on the school website information and activities the students involved	1.1. Administration CTE Teachers CTE Department	1.1. Increased enrollment to CTE programs	1.1. Enrollment Trends
	1.2. Articulation of the program for high school preparedness	1.2. Develop an articulation from 6 <sup>th</sup> -8 <sup>th</sup> Grade so that students can earn credit by the 8 <sup>th</sup> Grade	1.2. Administration CTE Teachers CTE Department	1.2. Articulation between CTE programs offered and High School offerings	1.2. Curriculum Guides Master Schedule
	1.3.	1.3.	1.3.	1.3.	1.3.

**CTE Professional Development**

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

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

**CTE Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.

Evidence-based Program(s)/Materials(s)

Strategy	Description of Resources	Funding Source	Amount

**Subtotal:**

Technology

Strategy	Description of Resources	Funding Source	Amount

**Subtotal:**

Professional Development

Strategy	Description of Resources	Funding Source	Amount

**Subtotal:**

Other

Strategy	Description of Resources	Funding Source	Amount

**Subtotal:**

**Total:**

*End of CTE Goal(s)*

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

**Additional Goal(s)**

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

<b>Additional Goal(s)</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>1. Additional Goal</b>			1.1. Implementation of AVID Program as a School-wide initiative	1.1. AVID trained content area teachers will train other teachers through collaboration and modeling strategies, as part of implementing AVID school-wide.	1.1. Principal AVID Coordinator AVID Admin Liaison AVID Site Team	1.1. Teacher observations. Maintaining of site team meetings on the 2 <sup>nd</sup> Thursday of each month.	1.1. Teacher observation and response at meetings.
<b>Additional Goal #1:</b>  Recruit and retain students into the AVID-Advancement Via Individual Determination Program based on AVID Criteria	<b>2012 Current Level :*</b>	<b>2013 Expected Level :*</b>	Professional development on AVID methodologies is part of the school professional development plan. AVID site team members train others in the school improvement process and are school leaders.	Solicit by-in from all middle school teachers on implementation of the program		School-wide AVID strategies (binders, Cornell Notes, agenda use and college presence) implemented in August.	Possible sources: *Meeting Agenda and Minutes *Sign-in sheets *Lesson Plans from teachers learning AVID strategies and student samples.
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>		Develop a program in 5 <sup>th</sup> Grade to help student transition.		Ongoing professional development, during planning periods.	
				Utilize AVID PowerPoints and lessons school-wide through a shared drive.			
			Recruit and retain AVID trained teachers joining	Implement School-wide use AVID strategies, including binders, Cornell Notes, agenda and college presence in and outside classrooms.			
			AVID training for social studies and other teachers. AVID strategies become routine and school-wide. Teachers will contribute lesson plans for documentation.				
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

**Additional Goals Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
Professional Development AVID Strategies	Core Content Area	Tracy Hay	Middle School Teachers/Site Team Members	August - June	Observation/Site Team meetings	Tracy Hay/Babita Persaud
AVID Site Visits	Core Content Area		Middle School Teachers/Site Team Members	October and December	Observation/Site Team meetings	Tracy Hay/Babita Persaud
AVID Conference	AVID		Middle School Teachers/Site Team Members	July 2013	Site Plan Planning and Implementing	Tracy Hay/Babita Persaud

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Family Workshops	Informational materials and presentation	School Budget	150.00
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
AVID Site-Visits	AVID Site schools and training	Non-needed	
AVID Summer Institute	Registration	Title I Funds and School Budget	5 @ 690.00= 3.450.00
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Additional Goal(s)*

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

**Final Budget** (Insert rows as needed)

Please provide the total budget from each section.	
<b>Reading Budget</b>	<b>Total:</b>
<b>CELLA Budget</b>	<b>Total:</b>
<b>Mathematics Budget</b>	<b>Total:</b>
<b>Science Budget</b>	<b>Total:</b>
<b>Writing Budget</b>	<b>Total:</b>
<b>Civics Budget</b>	<b>Total:</b>
<b>U.S. History Budget</b>	<b>Total:</b>
<b>Attendance Budget</b>	<b>Total:</b>
<b>Suspension Budget</b>	<b>Total:</b>
<b>Dropout Prevention Budget</b>	<b>Total:</b>
<b>Parent Involvement Budget</b>	<b>Total:</b>
<b>STEM Budget</b>	<b>Total:</b>
<b>CTE Budget</b>	<b>Total:</b>
<b>Additional Goals</b>	<b>Total:</b>
	<b>Total:</b>
	<b>Total:</b>
	<b>Grand Total:</b>

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

**Differentiated Accountability**

**School-level Differentiated Accountability (DA) Compliance**

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

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

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

**School Advisory Council (SAC)**

*SAC Membership Compliance*

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

Yes       No

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

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

Describe the projected use of SAC funds.	Amount