

# FLORIDA DEPARTMENT OF EDUCATION



## DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

## 2012-2013 SCHOOL IMPROVEMENT PLAN

### PART I: CURRENT SCHOOL STATUS

#### School Information

School Name: Oak Park Middle School	District Name: Lake
Principal: Mr. Dale Delpit	Superintendent: Dr. Susan Moxley
SAC Chair: Abigail Crosby	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	Dale Delpit	Bachelor of Arts Master of Science in Educational Leadership Specialist	0	23	2012-13 / OPMS Principal – no results yet. 2011-12 / Curriculum Director, LCSB 1998-2011 / GES, Principal – Progressive grades from SY 98-99 thru 2010-11, C,C,C,B,A,A,B,A,A,A,A,B. GES met AYP for two years in a row in 2008-09 and 2009-10 removing them from School in Need of Improvement Status.																					
Assistant Principal	Tammy D. Langley	Bachelor of Arts St. Leo University Master of Science in Educational Leadership Nova Southeastern University Certifications: Educational Leadership Elementary ED 1-6 ESOL Endorsed	0	4	<p>2011-2012 Assistant Principal of Mount Dora Middle School: Curriculum/Department Areas: Reading, Language Arts, and ESE School Grade: B 47% Scoring Satisfactory in math 51 Target AMO in Math – Target not met 55 Target AMO in Reading – Target met 76% gain points for low 25% in reading 80% writing satisfactory</p> <table border="1"> <thead> <tr> <th>AMO Subgroups</th> <th>Met AMO Target Math</th> <th>Met AMO Target Reading</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>No</td> <td>Yes</td> </tr> <tr> <td>Black</td> <td>No</td> <td>Yes</td> </tr> <tr> <td>Hispanic</td> <td>No</td> <td>Yes</td> </tr> <tr> <td>Asian</td> <td>No</td> <td>No</td> </tr> <tr> <td>Economically Disadvantaged</td> <td>No</td> <td>Yes</td> </tr> <tr> <td>ELL, SWD</td> <td>No</td> <td>Yes</td> </tr> </tbody> </table> <p>2010-2011 Assistant Principal of Mount Dora Middle School: School Grade: B 63% met high standards in reading 60% met high standards in math 85% met high standards in writing 42% met high standards in science 60% made learning gains in reading 63% made learning gains in math</p>	AMO Subgroups	Met AMO Target Math	Met AMO Target Reading	White	No	Yes	Black	No	Yes	Hispanic	No	Yes	Asian	No	No	Economically Disadvantaged	No	Yes	ELL, SWD	No	Yes
AMO Subgroups	Met AMO Target Math	Met AMO Target Reading																								
White	No	Yes																								
Black	No	Yes																								
Hispanic	No	Yes																								
Asian	No	No																								
Economically Disadvantaged	No	Yes																								
ELL, SWD	No	Yes																								

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				<p>65% of lowest quartile made learning gains in reading          66% of lowest quartile made learning gains in math          School AYP: No 74% of Criteria met</p> <table border="1"> <thead> <tr> <th>AYP Subgroups</th> <th>AYP Met Math</th> <th>AYP Met in Reading</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>No</td> <td>No</td> </tr> <tr> <td>Black</td> <td>No</td> <td>No</td> </tr> <tr> <td>Hispanic</td> <td>No</td> <td>No</td> </tr> <tr> <td>Economically Disadvantaged</td> <td>No</td> <td>No</td> </tr> <tr> <td>Asian, American Indian, ELL, SWD</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table> <p>2009-2010 Assistant Principal of Mount Dora Middle School: B          2008-2009 Assistant Principal of Mount Dora Middle School: A</p>	AYP Subgroups	AYP Met Math	AYP Met in Reading	White	No	No	Black	No	No	Hispanic	No	No	Economically Disadvantaged	No	No	Asian, American Indian, ELL, SWD	N/A	N/A
AYP Subgroups	AYP Met Math	AYP Met in Reading																				
White	No	No																				
Black	No	No																				
Hispanic	No	No																				
Economically Disadvantaged	No	No																				
Asian, American Indian, ELL, SWD	N/A	N/A																				

**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	Sandra Powers	Educational Leadership, Elementary Education (K-6) English (6-12) ESOL Endorsed Reading Endorsed	0	2 Years @ Treadway Elementary 2008-2010	1 <sup>st</sup> Year at Oak Park Middle School
Math	Andy Rednour	Educational Leadership- M.A./ MATHEMATICS 6-12 MG SOCIAL SCIENCE 5-9	4	0	1 <sup>st</sup> Year as an Instructional Coach

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**Highly Effective Teachers**

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Professional Learning Communities with Professional Learning Time built into the master schedule for collaboration among teachers.	Administration, Instructional Coaches, and Department Heads	Ongoing 2012-2013 School Year
2. Provide meeting time weekly for cross curriculum teams to meet collaboratively.	Administration, Instructional Coaches, and Department Heads	Ongoing 2012-2013 School Year
3. Provide Instructional support through in house staff development.	Administration	Ongoing 2012-2013 School Year
4. Provide Positive Reinforcement of Highly Effective Teaching through PBS incentives and school wide recognition.	Administration and Instructional Staff	Ongoing 2012-2013 School Year
5. Provide time for teachers to observe best practices strategies in classrooms on and off campus.	Administration	Ongoing 2012-2013 School Year
6. Provide Instructional Coaching for new teachers and teachers who are in need of improvement.	Administration, Instructional Coaches, Department Heads, and District Instructional Coach	Ongoing 2012-2013 School Year
7. Seek new teachers through the district's Search Soft System and Human Resources recommendations, Interview, and obtain professional references to find candidates with the best potential to increase student achievement.	Administration	Ongoing 2012-2013 School Year

***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
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0 Instructional and Paraprofessional staff teaching out-of-field	<ul style="list-style-type: none"> <li>• Professional Learning Communities – built in time to implement.</li> <li>• Instructional Coaches observation, modeling and coaching.</li> <li>• District and School Professional Development</li> <li>• Moodle Training</li> <li>• Administration observation and coaching</li> </ul>
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***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
42	12% (5)	38% (16)	38% (16)	12% (5)	40% (17)	36% (15)	24% (10)	02% (1)	33% (14)

***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
Lilly Jenkins	Patricia Mack	Language Arts Department Chair with 9 years of teaching experience, Masters Degree, ESOL and Reading Endorsed highly qualified teacher.	Weekly department PLC meetings. Personal meetings at least once a month. Observations and Lesson Studies.
Ellyn Ball	Theresa Graham	Social Sciences Department Chair with 4 years of experience, Masters Degree, ESOL Endorsed highly qualified teacher.	Weekly department PLC meetings. Personal meetings at least once a month. Observations and Lesson Studies.
William Rednour	Chelsea Lipham	Content area Math Coach with 8 years of experience, Masters Degree highly qualified teacher.	Weekly department PLC meetings. Personal meetings at least once a month. Observations and Lesson Studies. Modeling effective strategies.

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Stephanie Phillips	Elijah Houser	Math Department Chair with 8 years of teaching experience. Highly qualified teacher.	Weekly department PLC meetings. Personal meetings at least once a month. Observations and Lesson Studies.
Kimberly Dailey	Christina Fulton	Science Department Chair with 15 years of teaching experience. Highly qualified teacher.	Weekly department PLC meetings. Personal meetings at least once a month. Observations and Lesson Studies.
Sandra Powers	Joseph Bergman	Literacy Coach, Reading Endorsed, ESOL Endorsed, 27 years of teaching experience, highly qualified teacher.	Weekly department PLC meetings. Personal meetings at least once a month. Observations and Lesson Studies. Modeling of effective strategies.
Lorraine Scherman	Ansonio Mitchell	Exceptional Student Education Department Chair, 29 years of teaching experience, highly qualified teacher.	Weekly department PLC meetings. Personal meetings at least once a month. Observations and Lesson Studies.

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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 Family School Liaison will assist families by providing assistance, involvement, and development of our family resource room. The Family School Liaison through Title I will coordinate and provide parents with the Parents Right to Know 2012-2013 information packet and District/Oak Park School Compact that promotes family, student, teacher, and administration interaction.
Title I, Part C- Migrant
Title I, Part D
Title II Request assistance from Academic Services Program Specialist as needed based on Oak Park data.
Title III
Title X- Homeless  Homeless Liaison will speak to faculty to include strategies and important tips to meet the needs of homeless students.
Supplemental Academic Instruction (SAI) OPMS received \$35,084.00 in Supplemental Academic Instruction to be used for tutoring, Star Reading, Reading Plus, Accelerated Reader, Writing Teams, and supplies for intervention purposes.
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education



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Career and Technical Education
Job Training
Other

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

Identify the school-based MTSS leadership team.

Administration: Dale Delpit (Principal) and Tammy Langley (Assistant Principal), Guidance: Shelia Duren and Robert Williams, Instructional Coaches: William Rednour (Math) and Sandra Powers (Literacy), ESE: Barbara Taylor (ESE School Specialist), School Psychologist: Kenny Borgass, School Social Worker: Laura Davis

Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

Functions:

The RtI leadership team will meet weekly to review and discuss progress monitoring data and student progression within the RtI tiers. The team will collaborate with classroom instructors, parents, and support staff when applicable to determine needed interventions for students in Tiers 2 and 3. The team will make recommendations for further services needed.

When a student is not progressing in Tier 1 RtI the classroom teacher will document concerns and relevant data to support the concerns and refer the student to the RtI leadership team through the guidance department.

If the student's progress is a concern after providing typical academic or behavioral support, then the team prepares for the Tier 1 Grade Level RtI Team meeting to determine if the student is in need of Tier 2 support. The team will meet to discuss concerns and research based interventions to support the student's learning. This team will provide the teacher with two research based interventions to help improve the student's deficit area.

The Tier 1 RtI Team assigns interventions using the initial problem solving team meeting form. This intervention should be done daily. If the data indicates the first intervention is not adequate to get the student caught up to grade level, the second intervention is implemented.

Once the interventions are implemented with fidelity, the team reconvenes to evaluate the student's progress. If the student's progress demonstrates success, continue to infuse strategies within the classroom to continue to support student achievement and the problem-solving process is completed.

The RtI process may continue if adequate progress is not noted (a lack of an upward trend of data points more closely aligned to aim line), and the need for additional appropriate and prescriptive interventions will take the problem solving process to the Tier 2 and Tier 3 levels respectively.

Roles:

**Administration:** Provides a common vision and mission for the use of data-based decision-making, ensures that the school-based team is implementing Response to Intervention (RtI), conducts assessments of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communications with parents regarding school-based RtI plans and activities, communicates with parents regarding school-based RtI plans and activities.

**Guidance Counselors:** Participates in student data collection, interpretation and analysis of data; facilitates and supports data collection activities, provides assistance to teachers for progress monitoring, provides assistance with appropriate interventions, attends all RtI conferences and implementation monitoring.

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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**General Education Teachers:** Provide information about core instruction, participates in student data collection, delivers Tier I instructional/interventions, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2 and 3 activities.

**Exceptional Student Education (ESE) Teachers:** Participates in school data collection, integrates core instructional activities/materials into all Tiers with an emphasis on Tier 3 and collaborates with general education teachers through such activities as co-teaching, support facilitation, and consultation.

**Instructional Coaches:** Develops, leads, and evaluates school core content standards and programs, identifies and analyzes existing literature on scientifically based curriculum and behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk,” assist in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development, and provides support for assessment and implementation monitoring. Supports the implementation of Tier 1, 2, and 3 intervention plans.

**School Psychologist:** Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation, facilitates data-based decision making activities.

**School Social Worker:** Provides data and intervention support when applicable.

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

The RtI Leadership Team will ensure specific proactive practices that help to ensure fidelity of implementation of the SIP with the School Advisory Council. These practices include linking interventions to improved outcomes (credibility), definitively describe operations, techniques and components of the RtI process, and clearly define responsibilities of specific persons, explaining the current data system for measuring operations, techniques, and components, providing a system for feedback and decision making, (formative). The RtI team will meet with the School Advisory Council (SAC) to help develop the SIP. The team will provide data on Tier 1, 2, and 3 targets, academic or behavioral areas that need to be address, systematic curriculum issues, effective instruction, specific instructional materials, results graphed against goals, data graphed against goals, student progress, and decisions regarding curriculum and instruction based on data.

### MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline Data: Florida Assessments for Instruction in Reading (FAIR), Lake County Schools Benchmark Assessment (Science, Math, Writing, and Reading) and Florida Comprehensive Assessment Test (FCAT 2.0), Discipline data through FIDO, AS400 and PBS

Midyear: FAIR, Lake County Schools Benchmark Assessment (Science, Math, Writing, and Reading), Discipline data through FIDO, AS400 and PBS

End of Year: FAIR, Lake County Schools Benchmark Assessment (Science, Math, Writing, and Reading), Discipline data through FIDO, AS400 and PBS

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Describe the plan to train staff on MTSS.

Guidance Counselors will be trained in a small group setting by district staff members. Professional development will be provided during the district's staff development days and on-going through PLC's.

Describe the plan to support MTSS.

Support for MTSS will be provided through administration taking a hands on approach. An administrator will be present at all RtI meetings and inspect the implementation of the RtI process for fidelity. Support will also be provided by district referred consultants through trainings, meeting attendance, and review of implementation procedures/processes.

### *Literacy Leadership Team (LLT)*

#### School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

The LLT consists of the Principal, Assistant Principal, Literacy Coach, Reading Teachers and one representative from each department.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The Literacy Coach will lead the LLT as directed through collaboration with administration. The LLT Team will meet at least once monthly and function as the leaders of literacy at Oak Park Middle School (OPMS). The team will assess data and develop action plans.

What will be the major initiatives of the LLT this year?

The LLT will conduct a needs assessment to determine the literary needs at OPMS. The LLT team will develop an action plan to involve parents in increasing literacy proficient, they will analyze FAIR, LCSB, and FCAT 2.0 data to determine skills needs and develop research based strategies to implement school wide. The LLT will conduct staff development presenting strategies to all instructional staff.

### *Public School Choice*

- **Supplemental Educational Services (SES) Notification**

*Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.*

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

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

***\*Grades 6-12 Only*** Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

Teachers will be trained on effective research based reading strategies in Professional Learning Communities (weekly), District Staff Development days (throughout the year), Social Studies teachers, will be NGCAR-PD trained and/or Reading endorsed. Administration will lead this movement through classroom walkthroughs, TEAM evaluations and meaningful feedback.

***\*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>			1.1. Lack of instructional "know how" regarding scaffolding reading instruction in content area classes.	1.1. Customize yearly professional learning opportunities in the aforementioned area	1.1 Administrative Team , LLT(Literacy Leadership Team), LC (Literacy Coach) and DC's (department chairs)	1.1. Classroom visitation data, teacher survey, student survey, AP 2 of the FAIR assessment	1.1. FAIR AP's FAIR toolkit
<b>Reading Goal #1A:</b> Of our total school population 36% of all students met proficiency or greater. We must increase reading proficiency across all grade levels. We did not meet our target AMO of 46 overall in any subgroup except Asians. Asians met the 57% AMO by 2%. <i>Targeted AMO for 2013 51%</i>	<b>2012 Current Level of Performance:*</b> 6 <sup>th</sup> – 22% 7 <sup>th</sup> – 23% 8 <sup>th</sup> – 23%	<b>2013 Expected Level of Performance:*</b> <i>We will increase students scoring level 3 by at least 10%</i> 6 <sup>th</sup> – 32% 7 <sup>th</sup> – 33% 8 <sup>th</sup> – 33%					
We must increase the rigorous reading across all the content areas providing scaffolded support to the students. Our professional learning focus must be to assist teachers on current best reading practices and how to implement such practices in the classroom.			1A.2. Lack of student motivation	1A.2. Provide cooperative learning groups, AVID collaboration strategies and positive incentives for students	1A.2. Administrative Team and Classroom Teacher	1A.2. Classroom walkthrough's, student entries for incentives	1A.2. FAIR LBA's
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
<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.

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Reading Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<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.	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. Limited number of AVID participants	2A.1. School-wide AVID strategies expanded to include binders to improve student organizational skills.	2A.1. AVID elective teachers, Academic teachers, Elective teachers	2A.1. CIM assessment data, Individual student benchmark progress charts	2A.1. CIM assessments, FCAT Reading 2.0 2013 results
<b>Reading Goal #2A:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<b>To increase course rigor for our highest achieving students. Advancing 10% of students scoring level 3 to levels 4 and 5</b>	6 <sup>th</sup> – 07% 7 <sup>th</sup> –16% 8 <sup>th</sup> – 16%	<i>Will increase by at least 10%</i>					
		6 <sup>th</sup> – 17% 7 <sup>th</sup> – 26% 8 <sup>th</sup> – 26%					
<b>AMO Target for the total population is 51%.</b>			2A.2. Class size mandates	2A.2. Level 4/5 students will be scheduled into an Advance Class for Language Arts Social Studies, and Science	2A.2. Principal, Data Entry Clerk	2A.2. CIM assessment data, Individual student benchmark progress charts	2A.2. CIM assessments, FCAT Reading 2.0 2013 results
			2A.3. Students need Tiered Learning Lessons and Focused Studies using Complex Text	2A.3. Cornell Notes AVID Strategies Cooperative Grouping Complex Text Resources used daily	2A.3. Content Area Teachers Media Specialist	2A.3. Completed plan for Implementing Strategies at PLT Focus Meetings	2A.3. FAIR , FCAT 2.0, and Edusoft Data
<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.
<b>Reading Goal #2B:</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>					
			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>			3.1.	3.1.	3.1.	3.1.	3.1.
<b>Reading Goal #3A:</b>  Increase the focus and intensity of reading demands in all content and elective areas in order to increase reading gain points by at least 10 points.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Creating faculty ownership regarding the need to increase Student learning gains in this area	Create a LLT that feels empowered and knowledgeable regarding best reading practices in instructional routines. The LLT will create an Action Plan to implement the aforementioned across departments	Administrative Team, LLT, and LC	Classroom visitations, teacher reflections, and student surveys.	FAIR AP 2 and 3 FAIR toolkit, teacher formal and informal assessment
	<u>Reading Gain Points Earned:</u>	<u>Reading Gain Points Target:</u>					
	59 points	69 points					
			3A.1. Reading Strategies not implemented in Content Area Classes	3A.1. Offer Professional Development Morning and Afternoon Tutoring Programs Thinking Maps AVID	3A.1. Literacy Coach Department Chairpersons Content Area Teachers	3A.1. Lesson Plans Common Board Configuration	3A.1. FAIR,FCAT 2.0, STAR , SRI, Reading Plus
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</b>			3B.1.				
<b>Reading Goal #3B:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					
			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. Parental Support, Supplies, Transportation Limitations	4A.1. SES Tutoring through Title 1, Before Tutoring on campus in Critical Thinking/Learning Labs Title I teacher assistants in the CTS classroom.	4A.1. Academic Tutors, Instructional Coaches, Administration	4A.1. Attendance, Progress Monitoring Data	4A.1. FCAT Reading 2.0 2013
<b>Reading Goal #4A:</b>  <i>We will increase the percent of students in the lowest quartile making learning gains by at least 10%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<u>Reading Gains for lowest 25%</u>	<u>Reading Gains Target for lowest 25%</u>					
	72%	82%					
			4A.2. Students' low expectation of their own learning abilities.	4A.2. Student motivation through mentors, celebration of progress through in class incentives, data chats, motivational assemblies	4A.2. Administration, Mentors, Instructional and Non Instructional Staff	4A.2. Improvement shown through progress monitoring tools, increase in reading	4A.2. Read 180, Reading Plus, LBA's, FCAT 2.0, Media Circulation
			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>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<u>Enter numerical data for current level of performance in this box.</u>	<u>Enter numerical data for expected level of performance in this box.</u>					
			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>Reading Goal #5A:</b> We will close the achievement gap by 10% each school year.  In 2010-2011 Oak Park Middle School was rated a C school. 53 % of students were at or above level 3 in Reading 57% of students were at or above level 3 in Math 75% of students scored proficient or higher in Writing 33% of students scored proficient or higher in Science 57% of students made learning gains in Reading 67% of students made learning gains in Math The lowest quartile made 63% learning gains in Reading and 67% Learning gains in Math.  There was a decrease in the level of proficiency in all sub groups with the exception of the Asian subgroup. We must increase effective strategies in all curriculum areas teaching to the learning styles of all learners. We must incorporate remediation within and outside of the general classroom setting. We will build collaborative relationships with parents and community stakeholders in order to create a continued learning experience. We will take a deeper look at data to determine where specific gaps are and the causes of those gaps. While advancing we will reach back and assist students with their learning gaps.	<b>Baseline data 2010-2011</b>		<b>Target AMO's</b> All: 46% Asian: 57% Black/African American: 31% Hispanic: 41% White: 60% ELL: 20% SWD: 28% ED: 40%	<b>Target AMO's</b> All 51% Asian: 61% Black/African American: 38% Hispanic: 47% White: 63% ELL: 28% SWD: 34% ED: 46%	<b>Target AMO's</b> All 56% Asian: 65% Black/African American: 44% Hispanic: 52% White: 67% ELL: 35% SWD: 41% ED: 51%	<b>Target AMO's</b> All 61% Asian: 69% Black/African American: 50% Hispanic: 57% White: 71% ELL: 42% SWD: 47% ED: 57%	<b>Target AMO's</b> All 66% Asian: 73% Black/African American: 56% Hispanic: 63% White: 74% ELL: 49% SWD: 54% ED: 62%	<b>Target AMO's</b> All 71% Asian: 77% Black/African American: 63% Hispanic: 68% White: 78% ELL: 57% SWD: 61% ED: 68%
	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> All subgroups at Oak Park Middle School are in need of improvement. In the area of reading only one	2012 Current Level of Performance: * White: 49%	2013 Expected Level of Performance: * Decreased our level of non-proficient students by 10%	5B.1. White: Black: Hispanic: Asian: American Indian:  Anticipated Barrier for all sub groups limited time and personnel for mentoring	5B.1.  Mentoring advisors/advisees implemented through AVID to provide academic and behavioral support to individual students	5B.1.  Teachers Administration Instructional Coaches Teacher's Assistance Volunteers	5B.1.  Progress Monitoring Data to include attendance	5B.1.  Cella 2013 FCAT 2.0 Reading 2013 FAIR 2013 Data	

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

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<p><i>sub group met the targeted AMO of 46% (ASIAN).</i></p>	<p>Black: 78% Hispanic: 73% Asian: 41% American Indian: N/A</p>	<p>White: 45% Black: 71% Hispanic: 66% Asian: 37% American Indian: N/A</p>					
<p><i>We must increase our complexity of text, develop a deeper understanding of effective reading strategies, implement research based strategies, and embed literacy in all content areas.</i></p>		<p>5B.2. Time to individually identify struggling students needing additional academic or behavioral support</p>	<p>5B.2. Regular RtI (Response to Intervention)Team meetings to identify and implement the action intervention program</p>	<p>5B.2. Administration Guidance Assigned Teacher</p>	<p>5B.2. RtI data and charts Intervention progress monitoring Student academic achievement</p>	<p>5B.2. LBA FAIR FCAT 2.0</p>	
<p>We must develop a literary culture that is conducive to student achievement.</p>		<p>5B.3. Limited ELL Paraprofessionals for support and facilitation</p>	<p>5B.3. Support in small groups with ELL Paraprofessional in Reading with Rosetta Stone Program</p>	<p>5B.3. Administration ELL Teacher Assistant Guidance Assigned Teacher</p>	<p>5B.3. Progress Monitoring Data</p>	<p>5B.3. LBA FAIR FCAT 2.0</p>	

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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. Wide Range of Abilities	5C.1. Teachers will differentiate Instruction based on assessment data and monitoring student progress. Students will work in Rosetta Stone with a ELL paraprofessional on a daily basis Paraphrasing UNRAAVEL Individual Data Chats WICOR Summarizing Small Group Instruction	5C.1. Teachers Administration Paraprofessional Instructional Coaches	5C.1. Tiered Lessons Grouping Rosetta Stone Progress Monitoring Data	5C.1 FAIR CELLA FCAT 2.0 Reading 2013.
<b>Reading Goal #5C:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
Specific focus to increase student performance within our ELL subgroup.	Target AMO was 20%	<i>We will decrease non-proficiency by 10% to 86%</i>					
	95% of our ELL students were not proficient in Reading.						
			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 reading.</b>			5D.1. Student Motivation	5D.1. Data Chats Small Group Instruction Books on tape	5D.1. Classroom Teacher Support Facilitator ESE Teachers	5D.1. Observation, verbal and written assessments, progress monitoring	5D.1. FAIR FCAT 2.0 Mini Assessments (Edusoft) LBA
<b>Reading Goal #5D:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
Specific focus to increase student performance within the SWD subgroup.	Target AMO was 28%	<i>We will decrease non-proficiency by 10% to 73%</i>					
	81% of our SWD students were not proficient.						
			5D.2. Curriculum level vs. testing, Ability level vs. grade expectation	5D.2. Reading Plus Read 180 UNRAAVEL Cornell notes/summary Thinking Maps	5D.2. Classroom Teacher Support Facilitator ESE Teachers	5D.2. Observation, verbal and written assessments, progress monitoring	5D.2. FAIR FCAT 2.0 Mini Assessments (Edusoft) LBA
			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. Reading Deficiencies Low Reading Scores Gaps in the Reading Process	5E.1. Intensive Reading Instruction Before and After School Tutoring Double Block Reading for FCAT 2.0 Level 1's AVID Strategies and support	5E.1. Teachers Administration Instructional Coaches	5E.1. Progress Monitoring Data	5E.1. FCAT 2.0 Reading 2013
<b>Reading Goal #5E:</b>  Specific focus to increase student performance within our ED subgroup.  To assist teachers in the identification of individuals in this subgroup within their particular class  Secondly, assist teachers in meeting the instructional challenges of these students.	<b>2012 Current Level of Performance:*</b>  Target AMO was 40%  68% of Economically Disadvantaged students were not proficient.	<b>2013 Expected Level of Performance:*</b>  <i>We will decrease non-proficiency by 10% to 62%</i>	5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

### Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Text Complexity	6 <sup>th</sup> – 8 <sup>th</sup>	Administration/District Staff	All Instructional and Paraprofessionals	August – June once monthly during PLC's	Classroom Walkthroughs, PLC Reflections,	Administration and Department Chairs
Read 180	6 <sup>th</sup> – 8 <sup>th</sup>	Literacy Coach	Reading Teachers	August	Classroom Walkthroughs, Progress Monitoring through student data	Literacy Coach and Administration
AVID Pathways	6 <sup>th</sup> – 8 <sup>th</sup>	AVID	All non trained teachers	January 2013	Walkthroughs and TEAM	Administration

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

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Tutoring	Extra Duty Non-Instructional Tutoring	SAI	\$13,600.00
			<b>\$13,600.00 Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Star Reading	Technology Program Software	SAI	\$1,554.00
Reading Plus	Technology Program Software	SAI	\$17, 210.00
Accelerated Reader	Technology Program	SAI	\$2,652.00
			<b>\$ 21,416.00 Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>\$35,016.00 Subtotal:</b>
			<b>\$35,016.00 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>		1.1. Lack of professional staff that speak multiple languages.	1.1. Seek out bi-lingual applicants for vacant positions.	1.1. Administration	1.1. Hiring of staff Progress Monitoring	1.1. AS 400 CELLA
<b>CELLA Goal #1:</b> <i>We will increase the listening/speaking proficiency level of our CELLA assessed students by at least 10%.</i>	2012 Current Percent of Students Proficient in Listening/Speaking:					
	6 <sup>th</sup> – 0%(4) 7 <sup>th</sup> – 0%(7) 8 <sup>th</sup> – 25%(4)					
		1.2. Students are not exposed to the English Language outside of school.	1.2. Audio/Visual Instructional Aides  Exposure through total emersion of the English Language.  Rosetta Stone  Peer Tutoring	1.2. ELL Assistant Classroom Teacher Guidance Administration	1.3. Progress Monitoring Observation	1.2. CELLA Classroom Walkthroughs
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring proficient in reading.</b>		2.1. Inability to read on grade level.	2.1. Interactive Word Walls  Peer Tutoring,  Remedial Reading Classes (Read 180 and/or Reading Plus)  Critical Thinking Class	2.1. Classroom Teacher Guidance Administration	2.1. Progress Monitoring, Observation	2.1. CELLA, Classroom Walkthroughs LBA's FCAT 2.0
<b>CELLA Goal #2:</b> <i>We will increase the reading proficiency level of our CELLA assessed students by at least 10%</i>	2012 Current Percent of Students Proficient in Reading:					
	6 <sup>th</sup> – 0%(4) 7 <sup>th</sup> – 0%(7) 8 <sup>th</sup> – 0%(4)					
		2.2.	2.2.	2.2.	2.2.	2.2.



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		2.3.	2.3.	2.3.	2.3.	2.3.
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>3. Students scoring proficient in writing.</b>	2.1. Lack of vocabulary, organization, and grammar skills.	2.1. Students will be enrolled in a Language Arts class in addition to the double block of Reading  Interactive Word Walls  Rosetta Stone	2.1. Language Arts and Reading Teachers  Administration  Guidance	2.1. Progress Monitoring Observations	2.1. CELLA, Classroom Walkthroughs LBA's FCAT 2.0	
<b>CELLA Goal #3:</b>  <i>We will increase the writing proficiency level of our CELLA assessed students by at least 10%</i>	2012 Current Percent of Students Proficient in Writing :					
	6 <sup>th</sup> - 0%(4) 7 <sup>th</sup> - 0%(7) 8 <sup>th</sup> - 0%(4)					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			<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 CELLA Goals*

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**Elementary School Mathematics Goals**

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
<b>Mathematics Goal #1A:</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>					
			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 Levels 4, 5, and 6 in mathematics.</b>			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<b>Mathematics 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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**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.	1A.1.	1A.1.	1A.1.	1A.1.
<b>Mathematics Goal #1A:</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>					
			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 Levels 4, 5, and 6 in mathematics.</b>			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<b>Mathematics 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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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.	2A.1.	2A.1.	2A.1.	2A.1.
<b>Mathematics Goal #2A:</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>	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
<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.
<b>Mathematics Goal #2B:</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>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
			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.	3A.1.	3A.1.	3A.1.	3A.1.
<b>Mathematics Goal #3A:</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>					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			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.
<b>Mathematics Goal #3B:</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>					
			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>			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
<b>Mathematics Goal #4A:</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>					
			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 mathematics.</b>			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
<b>Mathematics Goal #4B:</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>					
			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> <i>Enter narrative for the goal in this box.</i>	<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>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b> <b>Mathematics Goal #5B:</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> White: Black: Hispanic: Asian: American Indian:	<b>2013 Expected Level of Performance:*</b> <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	



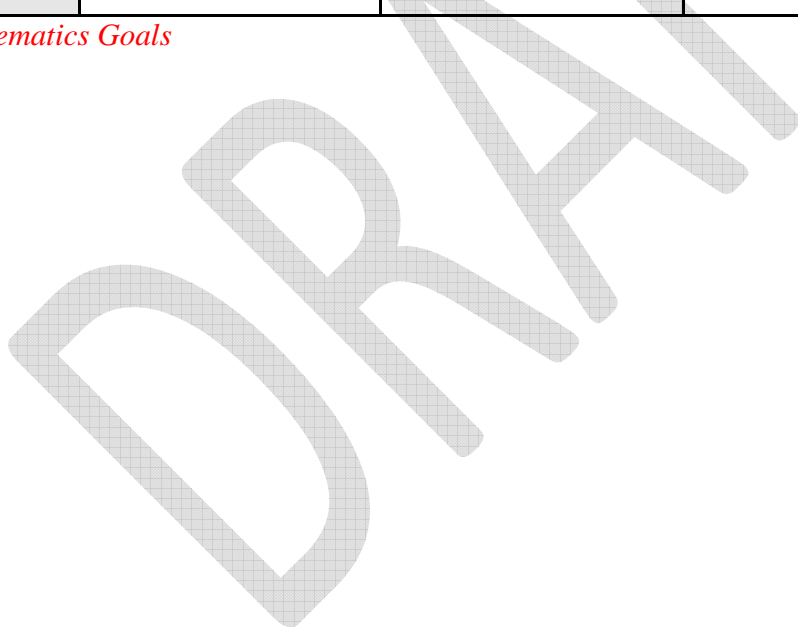
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<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>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>	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>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>	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>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>					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

*End of Elementary School Mathematics Goals*



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**Middle School Mathematics Goals**

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>			1A.1 Rigor of FCAT 2.0 bench marks in daily instruction.	1A.1. Develop Instructional Focus Calendar for Florida Continuous Improvement Model (FCIM) Bell Ringers that gives extra time to areas where our data shows weaknesses or where the percentage of coverage has increased on FCAT 2.0. FCIM's will also be structured to stagger after a lesson is taught.  Develop Focus Lessons that go more in depth and concentrate more time on higher percentage FCAT strands.  Thinking Maps	1A.1. Administration  Math Coach   Math Coach	1A.1. Show mastery of benchmarks through teacher/student data chats from weekly mini-assessments.  Show mastery of benchmarks on benchmark tests on mid and end of year.	1A.1. FCIM Mini-assessments LBA Progress Monitoring Midyear & End of Year  Math Fact Fluency FCAT Explorer
<u>Mathematics Goal</u> #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase by 10% the number of students scoring Level 3.	44% (126) 6 <sup>th</sup> – 18% (34) 7 <sup>th</sup> – 23% (44) 8 <sup>th</sup> – 27% (48)	AMO for 2013 is 55%  Increase of 10% 6 <sup>th</sup> – 28% 7 <sup>th</sup> – 33% 8 <sup>th</sup> – 37%					
			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 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>					
Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			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 and 5 in mathematics.</b>			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
<u>Mathematics Goal</u> #2A:	<u>2012 Current Level of Performance:*</u> 44% [126] 6 <sup>th</sup> – 11% (21) 7 <sup>th</sup> – 20% (38) 8 <sup>th</sup> – 23% (40)	<u>2013 Expected Level of Performance:*</u> AMO for 2013 is 55% At least a 10% increase: 6 <sup>th</sup> – 21% 7 <sup>th</sup> – 30% 8 <sup>th</sup> – 33%	Incorporating more inquiry based teaching to go into depth with the new FCAT 2.0 benchmarks.	Use of Kagan strategies incorporated into class lessons.	Administration Math Department Chair Math Coach	Student Cornell Notes Student writing activities explaining inquiry based activities and higher order thinking. Math Department meets weekly during Professional Learning time (PLT's).	Lesson Plans Advanced Math Lesson Plans Student Cornell Notes LBA Progress Monitoring Midyear & End of Year Mini Assessment Data FCAT Explorer
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
<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> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			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.	3A.1.	3A.1.	3A.1.	3A.1.
<u>Mathematics Goal</u> #3A:  Increase by 10% the number of students making learning gains in math.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Strategies for student use in small group and individual instruction.	Use of Kagan strategies being incorporated in cooperative learning groups.  Use computer assisted instruction on a biweekly basis.  Use tiered assignments to meet the needs of all students.  Thinking Maps	Administration  Math Coach	Show mastery of benchmarks through charting student data in teacher/student data chats.  Classroom Walkthroughs  Monitor Lesson Plans	Lesson Plans  Classroom Walk Through  LBA Progress Monitoring Midyear & End of Year  PENDA Learning  Math Fact Fluency  Accelerated Math  FCAT Explorer
	<i>Math Points for Gains - 62%</i>	<i>Math Points Target - 72%</i>					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			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:  <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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>			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
<b>Mathematics Goal #4A:</b> Increase by 10 points the number of students in the Lowest 25% making learning gains in math.	2012 Current Level of Performance:* <i>Math Gains for Low 25% - 64</i>	2013 Expected Level of Performance:* <i>Math Target Gains for Low 25% - 74</i>	Having consistent Reading strategies within the math classrooms containing the students with the lowest Reading levels.	Use of Learning Logs in math classes with Level 1 students. Use of interactive word walls in math classes with Level 1 students. Use of interactive notebooks in math classes with Level 1 students. Use RTI process when students move into Tier 2 and Tier 3 to provide additional instructional time on underperforming areas as well as differentiated instruction. Before and after school tutoring. Thinking Maps	Math teachers Math coach RTI team	Teacher observations Teacher to student Data Chats RTI data collection	Lesson plans Classroom Walk Through LBA Progress Monitoring Midyear & End of Year FCAT Math Teacher made formative assessments RTI data charts
				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 mathematics.</b>			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
<b>Mathematics Goal #4B:</b> Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
				4B.2.	4B.2.	4B.2.	4B.2.
			4B.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>	<b>Baseline data 2010-2011</b>  46%	<b>Target AMO's</b> All: 51% Asian: 75% Black/African American: 36% Hispanic: 57% White: 61% ELL: 26% SWD: 24% ED: 48%	<b>Target AMO's</b> All 55% Asian: 78% Black/African American: 42% Hispanic: 61% White: 64% ELL: 33% SWD: 31% ED: 53%	<b>Target AMO's</b> All 60% Asian: 80% Black/African American: 48% Hispanic: 65% White: 68% ELL: 39% SWD: 38% ED: 57%	<b>Target AMO's</b> All 64% Asian: 82% Black/African American: 53% Hispanic: 69% White: 71% ELL: 46% SWD: 45% ED: 62%	<b>Target AMO's</b> All 69% Asian: 84% Black/African American: 59% Hispanic: 73% White: 75% ELL: 53% SWD: 52% ED: 67%	<b>Target AMO's</b> All 73% Asian: 87% Black/African American: 65% Hispanic: 77% White: 79% ELL: 60% SWD: 59% ED: 72%											
<p><b>Mathematics Goal #5A:</b> In 2010-2011 Oak Park Middle School was rated a C school. 53 % of students were at or above level 3 in Reading <b>57% of students were at or above level 3 in Math</b> 75% of students scored proficient or higher in Writing 33% of students scored proficient or higher in Science 57% of students made learning gains in Reading 67% of students made learning gains in Math The lowest quartile made 63% learning gains in Reading and 67% Learning gains in Math.</p> <p>There was a decrease in the level of proficiency in. We must increase effective strategies in all curriculum areas teaching to the learning styles of all learners. We must incorporate remediation within and outside of the general classroom setting. We will build collaborative relationships with parents and community stakeholders in order to create a continued learning experience. We will take a deeper look at data to determine where specific gaps are and the causes of those gaps. While advancing we will reach back and assist students with their learning gaps increasing proficiency by at least 10% each year.</p>																		
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>		5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1. Cornell notes  Increase the use of differentiation and small group instruction  Thinking Maps  Use of Philosophical Chairs  After school programs such as	5B.1. Math Coach  Math Teachers  Administration	5B.1. Professional Development Data Chats  Teacher to student Data Chats  Monitor Lesson Plans  Teacher Observation  Classroom Walkthrough	5B.1. Attendance Records for Robotics Club  Lesson Plans  Teacher Observation  LBA Progress Monitoring Midyear & End of Year												
<b>Mathematics Goal #5B:</b>	<table border="1"> <thead> <tr> <th>2012 Current Level of Performance:*</th> <th>2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>White: 45%</td> <td>White: 41%</td> </tr> <tr> <td>Black: 72%</td> <td>Black: 65%</td> </tr> <tr> <td>Hispanic: 53%</td> <td>Hispanic: 48%</td> </tr> <tr> <td>Asian: 18%</td> <td>Asian: 17%</td> </tr> <tr> <td>American</td> <td>American</td> </tr> </tbody> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	White: 45%	White: 41%	Black: 72%	Black: 65%	Hispanic: 53%	Hispanic: 48%	Asian: 18%	Asian: 17%	American	American	<p>Time in classroom to individualize meeting student needs in weakest area.</p>				
2012 Current Level of Performance:*	2013 Expected Level of Performance:*																	
White: 45%	White: 41%																	
Black: 72%	Black: 65%																	
Hispanic: 53%	Hispanic: 48%																	
Asian: 18%	Asian: 17%																	
American	American																	
Decrease the number of students within all subgroups that are not																		

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



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making satisfactory progress in math by 10%	Indian: N/A	Indian: N/A		Robotics Club and Tutoring			FCAT Explorer
<i>E</i>			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 mathematics.</b>			5E.1. Time in classroom to individualize meeting student needs in weakest area.	5E.1. Use of Kagan strategies to promote cooperative learning groups.  Use computer assisted instruction on a biweekly basis.  Use tiered assignments to meet the needs of all students.  Vocabulary Sketching  Thinking Maps  Cornell notes  Philosophical Chairs	5E.1. Administration  Math Coach	5E.1. Show mastery of benchmarks through charting student data in teacher/student data chats.	5E.1. Lesson Plans  Classroom Walk Through  LBA Progress Monitoring Midyear & End of Year  FCAT Math  PENDA Learning  Accelerated Math  FCAT Explorer
<b>Mathematics Goal #5C:</b> Although students met the AMO target for 2012 we must decrease the number of ELL students not making satisfactory progress in mathematics by 10%	2012 Current Level of Performance: * <b>AMO Target: 26%</b>  <b>62% students not proficient</b>	2013 Expected Level of Performance: * <b>Decrease by 10% to 52%</b>	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. Student frustration level when unable to comprehend math word problems.	5D.1. UNRAAVEL Cornell notes/summary Drills/timed assessments (Math Fact Fluency) Tutoring Before and After School Critical Thinking Class Incorporate explicit math vocabulary small group sessions	5D.1. Classroom Teachers Math Coach Administration	5D.1. Progress Monitoring	5D.1. Classroom Walkthroughs LBA's FCAT 2.0
<b>Mathematics Goal #5D:</b> Decrease the number of SWD students not making satisfactory progress in mathematics by 10%	2012 Current Level of Performance: * Target AMO was 24%  77% of our SWD students were not proficient.	2013 Expected Level of Performance: * <b>We will decrease non-proficiency by 10% to 67%</b>	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>			5E.1. Time in classroom to individualize meeting student needs in weakest area.	5E.1. Use of Kagan strategies to promote cooperative learning groups.  Use computer assisted instruction on a biweekly basis.  Use tiered assignments to meet the needs of all students.  Vocabulary Sketching  Thinking Maps  Cornell notes  Philosophical Chairs	5E.1. Administration  Math Coach	5E.1. Show mastery of benchmarks through charting student data in teacher/student data chats.	5E.1. Lesson Plans Classroom Walk Through LBA Progress Monitoring Midyear & End of Year FCAT Math PENDA Learning Accelerated Math FCAT Explorer
<b>Mathematics Goal</b> <b>#5E:</b> Decrease the number of Economically Disadvantaged students not making satisfactory progress in mathematics by 10%	<b>2012 Current Level of Performance:*</b> Target AMO was 48% 62% of our ED students were not proficient.	<b>2013 Expected Level of Performance:*</b> We will decrease non-proficiency by 10% to 52%	5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

*End of Middle School Mathematics Goals*

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**Florida Alternate Assessment High School Mathematics Goals**

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

High School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Mathematics Goal #1: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			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. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

**2012-2013 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>3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>			3.1.	3.1.	3.1.	3.1.	3.1.
<b>Mathematics Goal #3:</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>					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.</b>			4.1.	4.1.	4.1.	4.1.	4.1.
<b>Mathematics Goal #4:</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>					
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.	4.3.

*End of Florida Alternate Assessment High School Mathematics Goals*

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

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

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Algebra 1.</b>			1.1. Rigor of End of Course Exam	1.1. Incorporate more word problems with higher complexity into lessons	1.1. Algebra Teacher	1.1. Common plan time among math teachers to discuss different strategies	1.1. Mid-year LBA 1.2. End of course Exam
Algebra 1 Goal #1: <i>We will increase the number of students scoring a level 3 by at least 1%.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	95%	96%					
			1.2. Limited Resources for Economically challenged students	1.2. Use of differentiated instruction in the classroom	1.2. Instructional Coach	1.2. Data Chats with students Edusoft data monitoring	1.2. Mid-Year LBA End of Course Exam
			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. Exposure to similar rigorous questions of the End of course Exam (EOC).	2.1. Use of FCAT Explorer to model rigorous questions of EOC	2.1. Algebra Teacher Instructional Coach	2.1. Progress monitoring of FCAT explorer data	2.1. FCAT explorer Reports Lake Benchmark Assessment (LBA)
Algebra Goal #2: <i>We will increase the number of students achieving level 4 and 5 by 5%.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	49%	54%					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

**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>3A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>		<b>95%</b>	<b>96%</b>	<b>97%</b>	<b>98%</b>	<b>99%</b>	<b>100%</b>														
<b>Algebra 1 Goal #3A:</b>  <i>Each year Oak Park students will increase their achievement level by at least 1%.</i>																						
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>  <i>Enter narrative for the goal in this box.</i>			3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.															
	<table border="1"> <tr> <td>2012 Current Level of Performance:*</td> <td>2013 Expected Level of Performance:*</td> </tr> <tr> <td><i>Enter numerical data for current level of performance in this box.</i></td> <td><i>Enter numerical data for expected level of performance in this box.</i></td> </tr> <tr> <td>White:</td> <td>White:</td> </tr> <tr> <td>Black:</td> <td>Black:</td> </tr> <tr> <td>Hispanic:</td> <td>Hispanic:</td> </tr> <tr> <td>Asian:</td> <td>Asian:</td> </tr> <tr> <td>American Indian:</td> <td>American Indian:</td> </tr> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>	White:	White:	Black:	Black:	Hispanic:	Hispanic:	Asian:	Asian:	American Indian:	American Indian:		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
2012 Current Level of Performance:*	2013 Expected Level of Performance:*																					
<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>																					
White:	White:																					
Black:	Black:																					
Hispanic:	Hispanic:																					
Asian:	Asian:																					
American Indian:	American Indian:																					
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.															

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

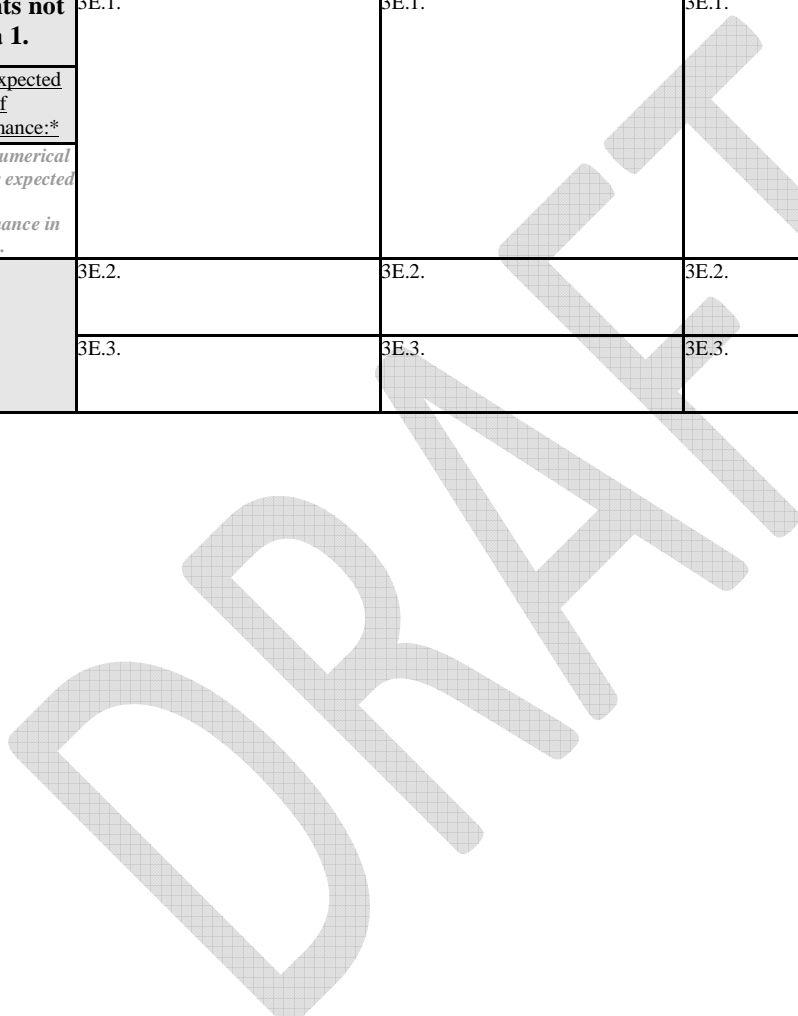
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation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



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

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



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

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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Geometry.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Geometry Goal #1: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal #2: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

**2012-2013 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			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>Geometry Goal #3A:</b>  <i>Enter narrative for the goal in this box.</i>	<b>Baseline data 2011-2012</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 Geometry.</b>  <b>Geometry Goal #3B:</b>  <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*  <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:*  <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3C. English Language Learners (ELL) not making satisfactory progress in Geometry.</b>			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
<b>Geometry 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 Geometry.</b>			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
<b>Geometry 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.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3E. Economically Disadvantaged students not making satisfactory progress in Geometry.</b>			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
<b>Geometry 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 Geometry EOC Goals*

## 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
Common Core Benchmarks	6 <sup>th</sup> - 8 <sup>th</sup>	Administration/Department Chairs/Coaches	All Instructional Staff	August once monthly	PLC reflections	Administration
TEAM (Marzano)	6 <sup>th</sup> - 8 <sup>th</sup>	Administration	All Instructional Staff	September – October 2012	TEAM Evaluations	Administration
Kagan Strategies	6 <sup>th</sup> - 8 <sup>th</sup>	Kagan Incorporated	All Instructional Staff	July 2012	Classroom Walkthroughs	Administration

**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
N/A			
			<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 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.	1A.1.	1A.1.	1A.1.	1A.1.
<b>Science Goal #1A:</b>  <i>Increase by 10% the number of students achieving proficiency (Level 3) in Science</i>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>	Lack of consistent Reading strategies within the science classrooms containing the students with the lowest Reading levels	PENDA Foldables Vocabulary Sketching Use of computer assisted instruction AVID Strategies including Cornell notes Interactive Science Notebooks Thinking Maps Kagan Strategies	Science Teachers Science Coach Administration	Teacher to student Data Chats Teacher observations T.E.A.M.	LBA Progress Monitoring Midyear FCAT Science Penda Learning FCAT Explorer Teacher made formative assessments Benchmark mini assessments
	29% (51)	32%	Lack of prior knowledge/science vocabulary				
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			Incorporation of 6 <sup>th</sup> & 7 <sup>th</sup> grade materials into 8 <sup>th</sup> grade	Implement a computer based 8 <sup>th</sup> grade review program using Moodle.	Science Coach 8 <sup>th</sup> Grade Science Teachers Administration	Online Teacher Made Quizzes	LBA Progress Monitoring Midyear FCAT Science
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
			Lack of organizational and study skills	Interactive Science Notebooks School-wide Binders Opportunities for qualified students to participate in a critical thinking/study skills classes.	Science Teachers Science Coach Administration	Binder checks Interactive Science Notebook checks and parent communications	LBA Progress Monitoring Midyear FCAT Science Teacher made formative assessments

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

<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.
Science Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.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>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b>			2A.1	2A.1	2A.1.	2A.1.	2A.1.
<b>Science Goal #2A:</b>  <i>Increase by 10% the number of students achieving above proficiency in Science.</i>	<b>2012 Current Level of Performance:*</b> 06% (11)	<b>2013Expected Level of Performance:*</b> 10%	Incorporating more inquiry based teaching to go into depth with the benchmarks.  Use of more higher level thinking questions in science class  Cognitive complexity	More inquiry based labs and formal lab reports.  Unpack the benchmarks using FCAT item specifications.  Increase cognitive complexity through the use of course guides.  Thinking Maps  AVID Strategies including Philosophical Chairs and Cornell Notes  Kagan Strategies	Science teachers  Science Coach  Administration	Student writing activities explaining inquiry based activities and higher order thinking.  Cornell Notes  Classroom Walkthroughs  T.E.A.M.	Lesson Plans  Lab Reports  Student Cornell Notes  LBA Progress Monitoring Midyear  FCAT Science
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			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.
<b>Science Goal #2B:</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>2013Expected Level of Performance:*</b> <i>Enter numerical data for expected level of performance in this box.</i>					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.

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		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.
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*End of Elementary and Middle School Science Goals*

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

**Florida Alternate Assessment High School Science Goals**

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

<b>High School Science Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</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 group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Science Goal #1:</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>	1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>Science Goal #2:</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>	2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

*End of Florida Alternate Assessment High School Science Goals*

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

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

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

<b>Biology 1 EOC Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</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 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 Biology 1.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Biology 1 Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
Biology 1 Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

*End of Biology 1 EOC Goals*

**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
SPARK Learning Systems	6-8 Science Classes	Department Head	Science Teachers	Early Release Days beginning in October	Lesson Plans and Observations	Department Head and Science Coach
PENDA	6-8 Science & Math Classes	PENDA Trainer	Math & Science Teachers	End of September	Lesson Plans	Science Coach
AVID Strategies	All	Department Head	School-wide	Early release days and ongoing bimonthly	Lesson Plans	Science Department
Kagan Strategies	6-8 Science Classes	Department Head	School-wide	Early release days and ongoing bimonthly	Lesson Plans	Science Department

**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
N/A			
			<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

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			<b>Subtotal:</b>
			<b>Total:</b>

*End of Science Goals*

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

**Writing Goals**

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>			1A.1. Student usage of incorrect grammar and mechanics	1A.1. Write Score	1A.1. LA Teachers Literacy Coach Administration	1A.1. Progress Monitoring Observations	1A.1. Write Score FCAT 2.0 Writing Portfolios
Writing Goal #1A: <i>To increase the percent of students meeting writing satisfactory Level 4 or higher by 10%</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		Peer editing			
	59% of students are writing satisfactory or higher	Target 69%		Florida Writes Rubric usage for self-scoring Summarizing Tutoring			
			1A.2. Students lack of sentence variation, higher level vocabulary, and attention to details	1A.2. Peer editing Sentence sorting Idea-Details strategy Florida Writes Rubric Data Chats	1A.2. LA Teachers Literacy Coach Administration	1A.2. Progress Monitoring Observations	1A.2. Write Score FCAT 2.0 Writing Portfolios
			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.
Writing Goal #1B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.

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

		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**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
FCAT 2.0 Writing Requirements/Rubrics	6 <sup>th</sup> – 8 <sup>th</sup>	Administration	All Instructional Staff	Monthly during PLC's	Classroom Walkthroughs and Student Writing Samples	Administration
Common Core	6 <sup>th</sup> – 8 <sup>th</sup>	Administration	All Instructional Staff	Monthly during PLC's	PLC reflections	Administration

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

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

*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.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

**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

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

*End of Civics Goals*

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

**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.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
U.S. History Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

**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

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

*End of U.S. History Goals*

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

**Attendance Goal(s)**

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

<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.	1.1.	1.1.	1.1.	1.1.
			Parental support – students being allowed to miss school.	Use of PBS strategies – Knight Dollars to reward students with good attendance  Incorporate attendance awards during honors ceremonies  Parent education through PTO  Social Worker tracking and reinforcement  Perfect attendance recognition through semester socials  Family School Liaison Tracking and Mentoring	Administration  School Social Worker  Guidance  Family School Liaison	Student attendance data  Student participation in incentive programs	AS400 FIDO E-Sempler
<b>Attendance Goal #1:</b>  <i>To increase the average daily attendance by at least 5%</i>  <i>To decrease the total number of students with excessive absences by at least 10%</i>  <i>To decrease the total number of students with excessive absences by at least 10%</i>	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	94.23% Average Daily	99%					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	204 students	184 students					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	218 Students	197 Students					
			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. Student’s willingness to change behaviors	1.1. Positive Behavior Support Strategies  Instructional Discipline through LEAPS lessons  Discipline Ladder  Peer Mediation  Conflict Resolutions  Mentors	1.1. Classroom Teacher Administration	1.1. Discipline Data	1.1. Student Referrals Detention Forms Discipline Ladders
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
	73 ISS	66 ISS					
To decrease the number of students being suspended from school by at least 10% through instructional discipline strategies.	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
To decrease the number of students receiving ISS by 10%	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	244 total number of suspensions	220 target					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
			1.2. Teacher’s classroom management	1.2. Discipline Ladder school wide  School wide expectations  Coaching support	1.2. Classroom Teachers Administration Coaches	1.2. Observation Discipline Data	1.2. As400 FIDO Student Referrals Classroom Walkthroughs TEAM Observations
			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
Rtl/PBS	6 <sup>th</sup> – 8 <sup>th</sup>	Jeanette Tiejan	All Instructional Staff	October 2012	Discipline and PBS data	Administration and Guidance

**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*

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

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

**Dropout Prevention Goal(s)**

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Dropout Prevention</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Dropout Prevention Goal #1:</b>  <i>Enter narrative for the goal in this box.</i>  <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Dropout Prevention Professional Development**

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

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

**Dropout Prevention Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<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 Dropout Prevention Goal(s)*

**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. Parent's lack of interest.	1.1. Plan parent academic nights	1.1. Administration/Parent Involvement committee Family School Liaison	1.1. Observation	1.1. Sign in sheets for attendance
<b>Parent Involvement Goal #1:</b>  <i>To increase the number of parents who participate in the SAC and PTO by at least 10%</i>  <i>To Increase parent awareness through community outreach, making school to home connections.</i>	<b>2012 Current Level of Parent Involvement:*</b>  <i>Less than 10% (5)</i>	<b>2013 Expected Level of Parent Involvement:*</b>  <i>Increase by 10% to 20% (12)</i>					
				1.2. No Parent Involvement Committee	1.2. Organize a Parent Involvement committee	1.2. Administration Family School Liaison	1.2. Committee meetings and events
			1.3. Lack of visible community involvement	1.3. Neighborhood Walks Community Leaders Informational	1.3. Administration Parent Involvement Committee Family School Liaison	1.3. Meetings Attendance	1.3. Sign in sheets

**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
Parental Involvement	6 <sup>th</sup> – 8 <sup>th</sup>	Administrator	All Stakeholders	Ongoing 2012-2013 school year	Observation and attendance logs	administration

**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
Workshop	Parent Academic Nights	Title I	\$2034.60
			<b>\$2034.60 Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
	Computer Hardware	Title I	\$688.00
			<b>\$688.00 Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Communication	T.A. Translation	Title I	\$104.10
			<b>\$104.10 Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
Parent Academic Nights	Materials	Title I	\$1,824.00
			<b>\$1,824.00 Subtotal:</b>
			<b>\$4,650.70 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> To develop an awareness and participation in STEM activities across grade levels and academic disciplines.</p>	<p>1.1. Presently we do not have STEM activities developed for cross-curricular lessons.</p>	<p>1.1. Establish an after school STEM club.  Create STEM activities to use across academic disciplines.</p>	<p>1.1. Science Department Chair Classroom Teachers Administration</p>	<p>1.1. Observation Increase participation (student faculty and staff)</p>	<p>1.1. Club membership Completed Science Activities Walkthroughs</p>
	<p>1.2. Lack of awareness of STEM</p>	<p>1.2. STEM Awareness Day - assemblies through the Science classes  Presentations</p>	<p>1.2. Science Department Chair Classroom Teachers Administration</p>	<p>1.2. Observation</p>	<p>1.2. Walkthroughs</p>
	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</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
STEM Awareness	6 <sup>th</sup> – 8 <sup>th</sup>	Science Department Chair/District STEM Coordinator	All Teachers	January 2013	Teacher reflection activity	Administration and Science Department Chair



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

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**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				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
<b>CTE Goal #1:</b> <i>Create an awareness of careers and technical education school wide.</i> <i>Activate prior knowledge to make it applicable to real-world situations that will lead to success in careers and college.</i> <i>Strengthen links between middle school and high school corresponding CTE programs.</i>	1.1. Reading skills	1.1. Comprehensive Instruction Sequence Thinking Maps	1.1. Classroom Teachers Administration	1.1. Observation Progress Monitoring	1.1. Classroom Assessments Classroom Walkthroughs
	1.2. Lack of Awareness	1.2. Career Education Day	1.2. Career and Technical Education Teachers Administration	1.2. Observation	1.2. Classroom Walkthroughs
	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
			<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 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)).

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Additional Goal</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Additional Goal #1:</b>  <i>We will decrease the amount of bullying and harassment that occurs on our campus to less than 10%.</i>	2012 Current Level :*	2013 Expected Level :*	Students view name calling etc. as acceptable behavior as it is embedded within their culture.	Develop a common language defining bullying and harassment  Develop small groups that address students who have been identified to participate in bullying behaviors.  Use LEAPS lessons to teach respect.  Develop consistent disciplinary actions that will address bullying and harassment	Administration Guidance Family School Liaison	Small Group Observations Decrease in reports of bullying/harassment Classroom Discussions	Referrals Choices forms Leaps lessons assignments Bullying plan
		Decrease to less than 10% (5)					
			1.2.	1.2.	1.2.	1.2.	1.2.
			Parental acceptance of bullying and harassing behavior.	Through the parent involvement committee develop parent nights that address the bullying/harassment issue.  Hold a town house forum to here the concerns of stakeholders.	Administration Guidance Family School Liaison	Attendance at parent nights	Sign in sheets Meeting notes
			1.3.	1.3.	1.3.	1.3.	1.3.
			Students afraid to report	Create anonymous reporting stations for students to report bullying behaviors they observe.	Administration Guidance Family School Liaison	The number of reports received	Bullying Reporting forms

**Additional Goals Professional Development**

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

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

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


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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<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 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	X 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      X No

If No, describe the measures being taken to comply with SAC requirements.
We are contacting African American parents/guardians to solicit their support and assistance on our SAC committee.

Describe the activities of the SAC for the upcoming school year.
SAC will: Assist with developing the School Improvement Plan Assist with developing the Title I Plan Review school progress monitoring data Develop strategies to improve student achievement

Describe the projected use of SAC funds.	Amount
------------------------------------------	--------

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No funds available	

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