

Florida Department of Education



Westwood Middle School

School Improvement Plan (SIP) Form SIP-1

2012-2013

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2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Westwood Middle School	District Name: Polk
Principal: Benita Pierce	Superintendent: Dr. Sherrie Nickell
SAC Chair: Jennifer Jones	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.

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	Benita Pierce	Bachelors degree in education grades 1-6, masters of educational leadership, math cert. 5-9	7	6	2006 – B, no 2007 – B, no 2008 – B, no 2009 – B, no 2010 – B, no 2011 – C, no 2012 – D, no

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Assistant Principal	Terri Christian	MBA – Business Med – Educational supervision	1	9	2008 C, no 2009 B, no 2010 C, no 2011 C, no 2012 – D, no
Assistant Principal	Russ Campbell	Bachelors of Science - Social Studies 6-12; Masters of Science - Educational Leadership.	4	4	2006 – B, no 2007 – B, no 2008 – B, no 2009 – B, no 2010 – B, no 2011 – C, no 2012 – D, no

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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Crystal Robinson	BA English Middle grade English Reading Endorsement ESOL Endorsement	3	3	2012 – D, no AYP 2011 – C, no AYP 2010 – B, no AYP 2009 - A , no AYP 2008 – A, no AYP
Math	Alissiea Wilder	BA Math Middle grade Math	14	2	2012 – D, no AYP 2011 – C, no AYP 2010 – B, no AYP
Science					

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. Polk County School's Electronic Recruiting	District, Benita Pierce	Ongoing
2. Coaching/Mentoring	Carrie Howland, Chris Sitek, Crystal Robinson, Alissiea Wilder, Science Coach TBA	Ongoing
3. Polk County/National Job Fairs	Benita Pierce	As allowed
4.		

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Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
6 teachers 0 PARAS	We provide them with the information of the deficiency, and the district office provides opportunities for the courses to be taken.

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
63	0	33%	41%	24%	22%	90%	19%	.02%	37%

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
Crystal Robinson	Terry Evers	PEC Program	Focus training, Shadowing and coaching
Crystal Robinson	Misty Moody	PEC Program	Focus training and coaching
Crystal Robinson	Frances Valerio	New to our school	Coaching, lesson planning, shadowing, goal setting

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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 funds school-wide services to Westwood Middle School. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.

Title I, Part C- Migrant students enrolled in Westwood Middle School will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. Funds available to Westwood Middle School are used to purchase professional resources for learning communities, book studies, and professional development.

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X- Homeless. The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Supplemental Academic Instruction (SAI). SAI unit(s) provided to Westwood Middle School enhance student achievement by counseling with students and parents about attendance, grades, and academic performance and goals.

Violence Prevention Programs. Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc. Westwood Middle School offers professional development and student awareness of anti-bullying programs and participates in the Polk County Sheriff's Office SAVE program.

Nutrition Programs. This school is a location for a summer feeding program for the community.

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Housing Programs – N/A
Head Start - N/A
Adult Education – N/A
Career and Technical Education. Students in 7 th grade will be offered career education through Social Studies curriculum. Those students not here in 7 th grade will be offered Career Education in 8 th grade. Students also have ample opportunity to participate in a wide-range of extracurricular activities that are designed to develop leadership skills and offer training in service learning. These organizations include Chorus, Band, Orchestra, Future Farmers of America, Student Council, National Junior Honor Society, Builders' Club, Future Business Leaders of America, E-Team, Math Counts, GeoBowl, Fellowship of Christian Athletes, Sunshine State Young Readers Book Club, Chess Club, Science Club, and a variety of other school-sponsored activities. Westwood Middle School now has a pre-career academy with 3 vocational teachers: Business computers, Engineering technology and agricultural technology.
Job Training – N/A
Other

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School-Based MTSS/RtI Team

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Identify the school-based MTSS leadership team.

ALL MEMBERS WILL MAINTAIN THE CONFIDENTIALITY OF THE INFORMATION SHARED IN MTSS LEADERSHIP TEAM MEETINGS.

Principal: The Principal provides a common vision for the use of data-based decision –making, models the Problem Solving Process; supervises the development of a strong infrastructure for implementation of MTSS; ensures that the school-based team is implementing MTSS; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support MTSS implementation; develops a culture of expectation with the school staff for the implementation of MTSS school-wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based MTSS plans and activities.

Assistant Principal: Assists Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of MTSS, implementation of intervention support and documentation, professional learning, and communication with parents concerning MTSS plans and activities.

Selected General Education Teachers: Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/ intervention; collaborates with other staff to implement Tier 2/3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials/ instruction in tiered interventions; collaborates with general education teachers.

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

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

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 evaluation; assists in facilitation data-based decision making activities.

MTSS Behavior Representatives (PBS): Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities.

Guidance Counselors: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students’ academic, emotional, behavioral, and social success.

Technology Specialist: Develops or brokers technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphic display.

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<p>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?</p> <p>The MTSS Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model. The MTSS Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:</p> <ul style="list-style-type: none">○ Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.○ Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.○ Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.○ Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.○ Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.
<p>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?</p> <p>The MTSS Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.</p>
MTSS Implementation
<p>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.</p>
<p>Describe the plan to train staff on MTSS.</p> <p>Data is discussed and analyzed at least monthly at the MTSS Leadership Team Meetings and staff focus trainings. Professional learning will be provided during the teachers' common planning time and sessions will occur throughout the year. The PS/RtI Overview will be provided in mid-August. The District has five other mini-modules that will be provided throughout the year. The MTSS Leadership Team will evaluate additional staff Professional Learning needs during the monthly MTSS Leadership Team meetings.</p>
<p>Describe the plan to support MTSS. District psychologist trained all staff in MTSS, and teachers will submit required documentation of the steps taken. PBS, positive behavior support will implement and train teachers, using PBS strategies and Learning Earnings as rewards.</p>

Literacy Leadership Team (LLT)

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School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Robinson, Pierce, Blocker, Howland, Winkler, Turner, Wilder, Rivera, Lund
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The team meets monthly to discuss and design professional development needs. The team relays district information to staff.
What will be the major initiatives of the LLT this year? More rigorous and pervasive literacy instruction across the content to include reading, writing, listening and speaking.

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?

All subject areas with the exception of mathematics provide sustained silent reading opportunities on a weekly basis. On a weekly basis across the school we will complete an extended reading assignment with questions and strategies. All teachers are trained on effective reading strategies to employ in their classroom. In addition all teachers will receive district provided training on the Comprehension Instructional Sequence Module. Walkthroughs and lesson plan review are conducted to ensure compliance.

****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		

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</p>	<p>1A.1. All teachers do not take ownership of literacy instruction in their content</p>	<p>1A.1. *Instructional literacy strategies will be taught across all content areas. *PLCs will be used to ensure all teachers know and share literacy strategies for their content area.</p>	<p>1A.1. Department chairs Instructional coaches Administration</p>	<p>1A.1. Walk throughs and lesson plans</p>	<p>1A.1. Progress and benchmark monitoring data</p>		
<p><u>Reading Goal #1A:</u> <i>51% of all 6-8 grade students will score at the level of proficiency on the 2012-2013 FCAT test.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>39%</p>	<p>51%</p>					

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		1A.2. Most teaching, tasks, & assignments are not at the proficient level.	1A.2. *Make sure grade level text is used for text complexity/density *Employ CISM using grade level text *Utilize common planning for dept. review and comparison of course assignments and test development to avoid drift in grade level expectations * Use DBQ (Document-based questioning) *Include Common Core standards in instruction	1A.2. Department Chairs Instructional coaches Administration	1A.2. Walk throughs, lesson plans, and monitoring of common planning time	1A.2. Progress and benchmark monitoring data	
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		1A.3. Most students have limited background knowledge to allow teachers to provide instruction at the grade or course level resulting in decreased student motivation/engagement and low teacher expectations for student success.	1A.3. *LEARN 360 *Teachers build background knowledge prior to instruction *Implementation of CISM *Student opportunity for journaling *Teacher rapport building with students using Love & Logic	1A.3. Department Chairs Instructional coaches Administration	1A.3. Focus groups and monitoring of discipline data	1A.3. Focus group and discipline and attendance data	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1. Student has difficulty processing skills needed	1B.1. Para will work one on one with student.	1B.1. Teacher Instructional coaches Administration	1B.1. Focus groups, monitoring lesson plans Walk throughs	1B.1. Alternate Assessment		

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Reading Goal #1B: 25% of all 6 - 8 grade students will score at the achieve level.	2012 Current Level of Performance e:*	2013 Expected Level of Performance e:*					
	25%	25%					
		1B.2. Most teaching, tasks, & assignments are not at the proficient level	1B.2. Make sure performance level text is used	1B.2. Instructional coaches Administration	1B.2. Walk throughs lesson plans	1B.2. Alternate Assessment	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	2A.1. Some students are not challenged & authentical ly engaged in activities that require students to reason & problem solve.	2A.1. Lesson design to include cooperative learning, inquiry-based learning, and hands-on activities	2A.1. Department Chairs Instructional Coaches Administration	2A.1. Lesson plans and classroom walk throughs	2A.1. Benchmark and progress monitoring data as well as discipline data and classroom exhibits		
<u>Reading Goal #2A:</u> <i>20% of all 6-8 grade students will score at the achievement level of 4 or above on the 2012-2013 FCAT test.</i>	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u> .*	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u> .*					
	13%	20					

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		2A.2. Some teachers struggle to design HOT assessments and assignments	2A.2. *Utilize common planning time to evaluate test and assignment design *Rubric PD	2A.2. Department Chairs Instructional coaches Administration	2A.2. Review of common assessments, lesson plans, and classroom walk throughs	2A.2. Benchmark and progress monitoring data	
		2A.3. Some teachers do not use data to set academic goals for students.	2A.3. • Create School-wide high expectations and learning environment • District Data Day - ongoing PLCs with data • Conduct Data chats with student/teacher and student/administrator	2A.3. Department Chairs Instructional coaches Administration	2A.3. Student focus group Lesson plan inclusion Monitoring of PLCs	2A.3. Focus group survey, Benchmark and progress monitoring data	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1. Some students are not at the proficient level	2B.1. Lesson design to include cooperative learning, inquiry-based learning, and hands-on activities	1B.2. Instructional coaches Administration	1B.2. Walk throughs lesson plans	1B.2. Alternate Assessment		

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Reading Goal #2B: 75% of all 6 - 8 grade students will score at the commended level.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	75%	75%					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in reading.	3A.1. Barriers addressed in core reading barriers	3A.1. Strategies addressed in core reading strategies	3A.1.	3A.1.	3A.1.		

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<p>Reading Goal #3A: 58% of all 6 - 8 grade students will make learning gains in reading.</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					
	<p>58%</p>	<p>75%</p>					
		<p>3A.2.</p>	<p>3A.2.</p>	<p>3A.2.</p>	<p>3A.2.</p>	<p>3A.2.</p>	
		<p>3A.3.</p>	<p>3A.3.</p>	<p>3A.3.</p>	<p>3A.3.</p>	<p>3A.3.</p>	
<p>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</p>	<p>3B.1. Barriers address in core reading barriers</p>	<p>3B.1. Strategies addressed in core reading strategies.</p>	<p>3B.1.</p>	<p>3B.1.</p>	<p>3B.1.</p>		
<p>Reading Goal #3B: 75% of all 6 - 8 grade students will make learning gains in reading.</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					
	<p>50%</p>	<p>75%</p>					
		<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	

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		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		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. Addressed with core reading barriers and strategies	4A.1.	4A.1.	4A.1.	4A.1.		
<u>Reading Goal #4A:</u> 75% of the students in the lowest 25% will make learning gains in reading	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	59%	75%					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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<p>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.</p>	<p>4B.1. Addressed with core reading barriers and strategies</p>	<p>4B.1.</p>	<p>4B.1.</p>	<p>4B.1.</p>	<p>4B.1.</p>		
<p><u>Reading Goal #4B:</u> 100% of the students in the lowest 25% will make learning gains in reading.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>75%</p>	<p>100%</p>					
		<p>4B.2.</p>	<p>4B.2.</p>	<p>4B.2.</p>	<p>4B.2.</p>	<p>4B.2.</p>	
		<p>4B.3.</p>	<p>4B.3.</p>	<p>4B.3.</p>	<p>4B.3.</p>	<p>4B.3.</p>	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011	46%	51%	56%	61%	66%	71%
<u>Reading Goal #5A:</u> 71% of students in grades 6 - 8 will achieve proficiency on the 2017 state assessment for reading							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5B.1.Barriers addressed White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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<p><u>Reading Goal #5B:</u> <i>All subgroups will achieve the following levels of proficiency on the 2017 state assessment test in reading:</i> White: 62% Black: 39% Hispanic: 46% American Indian: 47%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i> White:46 Black:31 Hispanic:34 Asian:n/a American Indian:41</p>	<p><i>Enter numerical data for expected level of performance in this box.</i> White:62 Black:39 Hispanic:46 Asian:n/a American Indian:47</p>					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. Barriers addressed with core	5C.1.	5C.1.	5C.1.	5C.1.		
Reading Goal #5C: 33% of ELL students will achieve proficiency on the 2012-13 FCAT reading test	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	19%	33%					
		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		

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5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. barriers addressed with care	5D.1.	5D.1.	5D.1.	5D.1.		
<u>Reading Goal #5D:</u> 30% of students with disabilities will achieve proficiency on the 2012-2013 FCAT reading test	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	13	30%					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Barriers address with core	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Reading Goal #5E:</u> 48% of economically disadvantaged students will achieve proficiency on the 2012-13 FCAT reading test.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	35%	48%					
		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						
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<p>(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.</p>						
<p>PD Content/Topic and/or PLC Focus</p>	<p>Grade Level/ Subject</p>	<p>PD Facilitator and/or PLC Leader</p>	<p>PD Participants (e.g., PLC, subject, grade level, or school-wide)</p>	<p>Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)</p>	<p>Strategy for Follow-up/Monitoring</p>	<p>Person or Position Responsible for Monitoring</p>
<p>Teaching with Love and Logic</p>	<p>All</p>	<p>FDLRS Howland</p>	<p>School-wide</p>	<p>Pre-service days with quarterly review</p>	<p>Classroom Walk through</p>	<p>Leadership team</p>
<p>Common Core</p>	<p>All math, reading, and language arts teachers</p>	<p>Christian, Wilder, Pierce, Howland</p>	<p>Math, reading and language arts teachers</p>	<p>Initial presentation on data day then Quarterly at dept. meetings</p>	<p>Lesson plans and walk throughs</p>	<p>Coaching team</p>
<p>Rigor and Relevance</p>	<p>All</p>	<p>Robinson</p>	<p>Subject PLCs</p>	<p>Monthly during focus meetings</p>	<p>Lesson plans</p>	<p>Coaching team</p>

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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
Make sure grade level text is used for text complexity/density	Higher level books for classroom libraries and sets of books	Title I	\$6000
Subtotal: \$6000			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Accelerated Reader		Title 1 & District funds	6000
Subtotal:\$6000			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teacher rapport building with students using Love & Logic	Teaching with Love and Logic books for all teachers	Title I	\$1000
PLCs will be used to ensure all teachers know and share literacy strategies for their content area.	Lessons Learned from The Trenches and Creating Readers for Life by Danny Brassell books for all teachers	Title I	\$1000 District funds
AIF PLC	Focus weekly meeting	Title 1	District funds 50,000.00
Subtotal: \$2000			
Other			
Strategy	Description of Resources	Funding Source	Amount
Paraprofessional	Targeted intervention	Title 1	13000.00
Paraprofessional	Targeted intervention	Title 1	13000.00
Subtotal:			

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Total: \$90,000.00			
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End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1. The ability to understand and speak English	1.1. ESOL reading class, with content area immersion.	1.1.ESOL Teacher and regular education teachers	1.1.With progress and grades	1.1. CELLA Testing	
CELLA Goal #1: 3% increase in proficient level	2012 Current Percent of Students Proficient in Listening/Speaking:					
	6 th - 26% 7 th - 41% 8 th - 58%.					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	2.1. The inability to read the rest	2.1.ESOL reading class, PARA, ESOL strategies used by content area teacher	2.1.ESOL Teacher ESOL PARA Content area teacher	2.1.With progress monitoring test and grades	2.1.Discover, FCAT and CELLA testing	

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<p><u>CELLA Goal #2:</u> 3% increase in proficient level, on CELLA testing</p>	<p><u>2012 Current Percent of Students Proficient in Reading:</u></p>					
	<p>6th - 1% 7th - 6% 8th - 31%</p>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	2.1. The inability to know the English language and how it is written	2.1.ESOL reading class, and content area immerison	2.1.ESOL teacher, ESOL PARA Content area teacher	2.1.Progress monitoring, Essay writing, Springboard assessments	2.1. CELLA Testing, FCAT writes	
CELLA Goal #3: 3% increase in proficient level on CELLA Testing	2012 Current Percent of Students Proficient in Writing :					
	50%.					
		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
After school tutoring	Mr. Cortes	District	
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of CELLA Goals

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Middle School Mathematics Goals

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

Middle School Mathematics	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		

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</p>	<p>1A.1. Most teaching, tasks, & assignments are not at the proficient/advanced level, and lack rigor and contextual practice</p>	<p>1A.1. 2A.2. *Utilize common planning for dept. review and comparison of course assignments and test development to avoid drift in grade level expectations *Use Spring board curriculum Use error analysis *Include Common Core standards in instruction</p>	<p>1A.1. Department chairs Instructional coaches Administration</p>	<p>1A.1. Lesson plans, classroom walk throughs, and mentoring sessions</p>	<p>1A.1. Benchmark and progress monitoring data</p>		
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<u>Mathematics Goal</u> <u>#1A:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
<i>48% of all 6-8 grade students will score at the level of proficiency on the 2012-2013 FCAT test.</i>							
	38	48					

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		1A.2. Most students have limited background knowledge to allow teachers to provide instruction at the grade or course level resulting in decreased student motivation/engagement and low teacher expectations for student success.	1A.2. *LEARN 360 *Teachers build background knowledge prior to instruction *Direct vocabulary instruction using Marzano's 6-step process *Student opportunity for journaling *Teacher rapport building with students using Love & Logic	1A.2. Instructional coaches administration	1A.2. Lesson plans and classroom walkthroughs	1A.2. Benchmark, progress monitoring, attendance and discipline data	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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<p>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</p>	<p>1B.1. Students have limited background knowledge to allow teachers to provide instruction at the grade or course level resulting in low proficiency</p>	<p>1B.1. Utilize paraprofessional to work one on one with student on deficiencies</p>	<p>1B.1. Classroom teacher Instructional coaches Administration</p>	<p>1B.1. Lesson plans Plan book from paraprofessional</p>	<p>1B.1. Progress monitoring</p>		
<p><u>Mathematics Goal #1B:</u> <i>25% will score a 4, 5 or 6 on the mathematics</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>0%</i></p>	<p><i>25%</i></p>					
		<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	
		<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</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 group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1. Some students are not challenged & authentically engaged in activities that require students to reason & problem solve.	2A.1 Lesson design to include cooperative learning, inquiry-based learning, and hands-on activities	2A.1. Department chairs, Instructional coach, and Administration	2A.1. Classroom walk throughs, student focus groups, and lesson plans	2A.1. Benchmark and progress monitoring data as well as discipline data and classroom exhibits.		
<u>Mathematics Goal #2A:</u> 25% of the students will score at or above the achievement level of 4 or 5	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	11%	25%					

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		2A.2. Some teachers do not use data to set academic goals for students.	2A.2. • Create School-wide high expectations and learning environment • District Data Day - ongoing PLCs with data • Conduct Data chats with student/teacher and student/administrator	2A.2. Department chairs Instructional coach Administration	2A.2. Student focus group Lesson plan inclusion Monitoring of PLCs	2A.2. Student surveys, benchmark and progress monitoring data	
		2A.3. Some teachers struggle to design HOT assessments and assignments	2A.3. *Utilize common planning time to evaluate test and assignment design *Rubric PD	2A.3. Department chair Instructional coach administration	2A.3. Review of common assessments, lesson plans and common assessments	2A.3. Benchmark and progress monitoring data	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1. Some students lack the ability to authentically engage in rigorous activities.	2B.1. Lesson design to include cooperative learning and hands on activities	2B.1. AIF Administration	2B.1. Classroom walk throughs, student focus groups, and lesson plans	2B.1. Progress monitoring		
<u>Mathematics Goal #2B:</u> 75%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	75%	75%					

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1. Addressed in core mathematics barriers and strategies	3A.1.	3A.1.	3A.1.	3A.1.		
<u>Mathematics Goal #3A:</u> 65% of the students will make learning gains in mathematics.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	57%	65%					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	

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<p>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</p>	<p>3B.1. . Addressed in core mathematics barriers and strategies</p>	<p>3B.1.</p>	<p>3B.1.</p>	<p>3B.1.</p>	<p>3B.1.</p>		
<p><u>Mathematics Goal #3B:</u> 25% of the students will make learning gains..</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>75%</p>	<p>25%</p>					
		<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	
		<p>3B.3.</p>	<p>3B.3.</p>	<p>3B.3.</p>	<p>3B.3.</p>	<p>3B.3.</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 group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1. Addressed in core mathematics barriers and strategies	4A.1.	4A.1.	4A.1.	4A.1.		
Mathematics Goal #4A: 75% of the lowest 25% will make learning gains in mathematics.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	62%	75%					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		

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<u>Mathematics Goal #4B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<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>					
		4B.2.	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	
5A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011	43	48	54	59	64	69
<u>Mathematics Goal #5A:</u> 69% of all students will achieve proficiency on the 2017 state assessment test for mathematics							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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<u>Mathematics Goal</u> #5B: All subgroups will achieve the following levels of proficiency on the 2017 state assessment test in mathematics White:	<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> White:39 Black:23 Hispanic:35 Asian:n/a American Indian:45	<i>Enter numerical data for expected level of performance in this box.</i> White:46 Black:39 Hispanic:46 Asian:n/a American Indian:47				
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Mathematics Goal #5C:</u> 33% of ELL students will achieve proficiency on the 2012-13 FCAT mathematics test	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	24	33%					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.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		
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
<u>Mathematics Goal #5D:</u> 30% of students with disabilities will achieve proficiency on the 2012-13 FCAT math test	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
	13	30%					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Mathematics Goal #5E:</u> 48 % of economically disadvantaged students will achieve proficiency on the 2012-13 FCAT math test	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	32	48%					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Middle School Mathematics Goals

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

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

Algebra 1 EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Algebra 1.	1.1. Some students are not challenged & authentically engaged in activities that require students to reason & problem solve, and are lacking rigor and contextual practice.	1.1 Lesson design to include cooperative learning, inquiry-based learning, and hands-on activities	1.1. Department chair, Instructional coach, and Administration	1.1. Classroom walk throughs, student focus groups, and lesson plans	1.1. Benchmark and progress monitoring data as well as discipline data and classroom exhibits.		

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Algebra 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>100% of the students eligible to take the Algebra ECO will score a minimum of level 3 on the 2012-2013 Algebra EOC test.</i>							
	98%	100%					

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		1.2. Most students have limited background knowledge to allow teachers to provide instruction at the grade or course level resulting in decreased student motivation/engagement and low teacher expectations for student success.	1.2. *LEARN 360 *Teachers build background knowledge prior to instruction *Direct vocabulary instruction using Marzano's 6-step process *Student opportunity for journaling *Teacher rapport building with students using Love & Logic	1.2. Instructional coaches administration	1.2. Lesson plans and classroom walkthroughs	1.2. Benchmark, progress monitoring, attendance and discipline data	
		1.3. Some teachers struggle to design HOT assessments and assignments	1.3. *Utilize common planning time to evaluate test and assignment design *Rubric PD	1.3. Department chair Instructional coach administration	1.3. Review of common assessments, lesson plans and common assessments	1.3. Benchmark and progress monitoring data	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.	1.1. Some students are not challenged & authentically engaged in activities that require students to reason & problem solve, and are lacking rigor and contextual practice.	1.1 Lesson design to include cooperative learning, inquiry-based learning, and hands-on activities	1.1. Department chair, Instructional coach, and Administration	1.1. Classroom walk throughs, student focus groups, and lesson plans	1.1. Benchmark and progress monitoring data as well as discipline data and classroom exhibits.		
<u>Algebra Goal #2:</u> 90% of the students will score at or above achievement level 4 or 5.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	70%	90%					

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		<p>1.2. Most students have limited background knowledge to allow teachers to provide instruction at the grade or course level resulting in decreased student motivation/engagement and low teacher expectations for student success.</p> <p>1.3. Some teachers struggle to design HOT assessments and assignments</p>	<p>1.2. *LEARN 360 *Teachers build background knowledge prior to instruction *Direct vocabulary instruction using Marzano’s 6-step process *Student opportunity for journaling *Teacher rapport building with students using Love & Logic</p>	<p>1.2. Instructional coaches administration</p>	<p>1.2. Lesson plans and classroom walkthroughs</p>	<p>1.2. Benchmark, progress monitoring, attendance and discipline data</p>	
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		1.3. *Utilize common planning time to evaluate test and assignment design *Rubric PD	1.3. Department chair Instructional coach administration	1.3. Review of common assessments, lesson plans and common assessments	1.3. Benchmark and progress monitoring data	2.3.	
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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Algebra 1 Goal #3A:</u> <i>Enter narrative for the goal in this box.</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		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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

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

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3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
<u>Algebra 1 Goal #3D:</u> <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>					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
<u>Algebra 1 Goal #3E:</u> <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>					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Algebra 1 EOC Goals

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

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

Geometry EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Geometry.	1.1. Some students are not challenged & authentically engaged in activities that require students to reason & problem solve.	1.1 Lesson design to include cooperative learning, inquiry-based learning, and hands-on activities	1.1. Department chair, Instructional coach, and Administration	1.1. Classroom walk throughs, student focus groups, and lesson plans	1.1. Benchmark and progress monitoring data as well as discipline data and classroom exhibits.		

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Geometry Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>100% of students taking the EOC for Geometry will achieve a minimum of level 3 on the 2012-2013 Geometry EOC exam.</i>							
	<i>n/a</i>	<i>100%</i>					

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		<p>1.2. 1.2. Most students have limited background knowledge to allow teachers to provide instruction at the grade or course level resulting in decreased student motivation/engagement and low teacher expectations for student success.</p>	<p>1.2. *LEARN 360 *Teachers build background knowledge prior to instruction *Direct vocabulary instruction using Marzano's 6-step process *Student opportunity for journaling *Teacher rapport building with students using Love & Logic</p>	<p>1.2. Department chair Instructional coach administration</p>	<p>1.2. Lesson plans and classroom walkthroughs</p>	<p>1.2. Benchmark, progress monitoring, attendance and discipline data</p>	
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		1.3. Some teachers struggle to design HOT assessments and assignments	1.3. *Utilize common planning time to evaluate test and assignment design *Rubric PD	1.3. Department chair Instructional coach administration	1.3. Review of common assessments, lesson plans and common assessments	1.3. Benchmark and progress monitoring data	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	2.1.	2.1.	2.1.	2.1.	2.1.		
Geometry Goal #2: <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>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2011-2012						
<u>Geometry Goal #3A:</u> <i>Enter narrative for the goal in this box.</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		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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Geometry Goal #3B:	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> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
Geometry Goal #3D:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<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>					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
<u>Geometry Goal #3E:</u> <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>					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional						
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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
Teaching with Love and Logic	All	FDLRS Howland	School-wide	Pre-service days with quarterly review	Classroom Walk through	Leadership team
Common Core	All math, reading, and language arts teachers	Christan, Wilder, Pierce, Howland	Math, reading and language arts teachers	Initial presentation on data day then Quarterly at dept. meetings	Lesson plans and walk throughs	Coaching team
Rigor and Relevance	All	Wilder	Subject PLCs	Monthly during focus meetings	Lesson plans	Coaching team
Marzano's 6-step process for vocabulary instruction	Math	Wilder	Math department	Weekly focus meetings	Lesson plans	Leadership team
Differentiated Instruction	Math	Wilder	Math Department	Weekly focus meetings	Lesson plans and walk throughs	Leadership team

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Marzano’s 6-step process for vocabulary instruction	Books for new teachers	Title I	\$500
Teacher rapport building with students using Love & Logic	Teaching with Love and Logic books for all teachers	Title I	\$1000
Subtotal: \$1500			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Increasing student engagement	Manipulatives	Title I	\$3000
Subtotal: \$3000			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
AIF	Profession Learning Center	Title I	45,000.00
Subtotal:45,000.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Mathematics instruction	Math teaching position	Title I	\$40,000
Subtotal: \$40,000			
Total: \$89,500			

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.</p>	<p>1A.1. All teachers do not take ownership of literacy instruction in their content</p>	<p>1A.1. *Instructional literacy strategies will be taught across all content areas. *PLCs will be used to ensure all teachers know and share literacy strategies for their content area. *Implementation of CISM *Make sure grade level text is used for text complexity/density</p>	<p>1A.1. Department chairs Instructional coaches Administration</p>	<p>1A.1. Walk throughs and lesson plans</p>	<p>1A.1. Progress and benchmark monitoring data</p>		
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<p><u>Science Goal #1A:</u> 30% of the students will score a level 3 or above in science</p>							
	18%	30%					
		1A.2. Most teaching, tasks, & assignments are not at the appropriate grade level.	1A.2. *Utilize common planning for dept. review and comparison of course assignments and test development to avoid drift in grade level expectations *Include Common Core standards in instruction	1A.2. Department chairs Instructional coaches Administration	1A.2. Walk throughs and lesson plans	1A.2. Progress and benchmark monitoring data	

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		1A.3. Most students have limited background knowledge and misconceptions to allow teachers to provide instruction at the grade or course level resulting in decreased student motivation/engagement and low teacher expectations for student success.	1A.3. *Teachers build background knowledge prior to instruction and address misconceptions. *Implementation of ABC (Activity Before Content Model) *Student opportunity for journaling and discourse *Teacher rapport building with students using Love & Logic	1A.3. Department Chair Instructional coaches Administration	1A.3. Focus groups and monitoring of discipline and attendance data	1A.3. Focus group and discipline data	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		

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<u>Science Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
NA							
	<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		
<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</p>	<p>2A.1. Some students are not challenged & authentically engaged in activities that require students to reason & problem solve.</p>	<p>2A.1 Lesson design to include cooperative learning, inquiry-based learning, and hands-on activities. Teachers will be using SEPUP in Steam classes.</p>	<p>2A.1. Department chairs, Instructional coach, and Administration</p>	<p>2A.1. Classroom walk throughs, student focus groups, and lesson plans</p>	<p>2A.1. Benchmark and progress monitoring data as well as discipline and attendance data and classroom exhibits.</p>		
<p><u>Science Goal #2A:</u> 10% of our 8th grade students will score at or above achievement level 4 or 5 in science.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013Expected Level of Performance:*</u></p>					

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	2%	10%					
		2A.3. Some teachers struggle to design HOT assessments and assignments or have limited knowledge of how to assess inquiry based learning.	2A.3. *Utilize common planning time to evaluate test and assignment design *Rubric PD *Provide professional development and support for assessing inquiry based learning.	2A.3. Department chair Instructional coach administration	2A.3. Review of lesson plans and common assessments	2A.3. Benchmark and progress monitoring data. Discovery 2 data	
		2A.3. Students are unaware of how the inquiry based activity is related to the LEQ.	2A.3. Provide professional development and support related to debriefing following inquiry based activities.	2A.3. Department chair Instructional coach Administration	2A.3. Lesson plans and classroom walk throughs	2A.3. Student focus group data, benchmark and progress monitoring data	

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<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</p>	<p>2B.1. Student ability and background knowledge are lacking.</p>	<p>2B.1. Lesson design to include cooperative learning, inquiry-based learning, and hands-on activities</p>	<p>2A.1. Department chairs, Instructional coach, and Administration</p>	<p>2A.1. Classroom walk throughs, student focus groups, and lesson plans</p>	<p>2B.1. Progress monitoring</p>		
<p>Science Goal #2B: 75%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>100%</p>	<p>75%.</p>					
		<p>2B.2.</p>	<p>2B.2.</p>	<p>2B.2.</p>	<p>2B.2.</p>	<p>2B.2.</p>	
		<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	

End of Elementary and Middle School Science Goals

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

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

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

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Biology 1 Goal #2:	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>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Biology 1 EOC Goals

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teaching with Love and Logic	All	FDLRS Howland	School-wide	Pre-service days with quarterly review	Classroom Walk through	Leadership team
Common Core	All math, reading, and language arts teachers	Christian, Wilder, Pierce, Howland	Math, reading, science and language arts teachers	Initial presentation on data day then Quarterly at dept. meetings	Lesson plans and walk throughs	Coaching team

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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Rigor and Relevance	All	Science coach	Subject PLCs	Monthly during focus meetings	Lesson plans	Coaching team
SEPUP Professional Dev.	All	Science coach	Subject PLCs	Teachers will attend	Classroom walk through	Coaching team

Science 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
Make sure grade level texts are used for density and complexity	Higher level books for classroom libraries that deal with science content	Title I	\$2000
Subtotal: \$2000			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Increase student engagement	Manipulatives and lab supplies	Title I	\$8000
Subtotal: \$8000			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Ensure teachers know literacy strategies for science content and how to instruct using inquiry based methods	Science Coach	Title I	\$40,000
Subtotal: \$40,000			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$48,000			

End of Science Goals

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

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Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. Some teachers struggle to design HOT assessments and assignments	1A.1. *Utilize common planning time to evaluate test and assignment design *Rubric PD	1A.1 Department Chairs Instructional coaches Administration	1A.1 Review of common assessments, lesson plans, and classroom walk throughs	1A.1 Benchmark and progress monitoring data		

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Writing Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
90% of the students will score at level 3 or higher on the FCAT writing test.							
	70%	90%					
		1A.2. Most teaching, tasks, & assignments are not at the proficient level.	1A.2. *Make sure grade level text is used for text complexity/density *Employ CISM using grade level text *Utilize common planning for dept. review and comparison of course assignments and test development to avoid drift in grade level expectations * Use DBQ (Document-based questioning) *Include Common Core standards in instruction	1A.2. Department chairs Instructional coaches Administration	1A.2. Walk throughs, lesson plans, and monitoring of common planning time	1A.2. Progress and benchmark monitoring data	

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		1A.3. Most students have limited background knowledge to allow teachers to provide instruction at the grade or course level resulting in decreased student motivation/engagement and low teacher expectations for student success.	1A.3. *LEARN 360 *Teachers build background knowledge prior to instruction *Implementation of CISM *Student opportunity for journaling *Teacher rapport building with students using Love & Logic *PD on effective use of scaffolding	1A.3. Department chairs Instructional coaches Administration	1A.3. Focus groups and monitoring of discipline data	1A.3. Focus group and discipline and attendance data	
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1B.1. Some students have limited writing skills.	1B.1. Give students' opportunities for writing. Work one on one with students.	1B.1. PARA Teacher Instructional coaches Administration	1B.1. Focus groups	1B.1. Teacher assessment		

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<p><u>Writing Goal #1B:</u> 80% of the students will score a 4 or higher on writing on the alternate assessment</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>100%</p>	<p>100%</p>					
		<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	
		<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teaching with Love and Logic	All	FDLRS Howland	School-wide	Pre-service days with quarterly review	Classroom Walk through	Leadership team
Common Core	All math, reading, and language arts teachers	Christian, Wilder, Pierce, Howland	Math, reading and language arts teachers	Initial presentation on data day then Quarterly at dept. meetings	Lesson plans and walk throughs	Coaching team
Rigor and Relevance	All	Howland	Subject PLCs	Monthly during focus meetings	Lesson plans	Coaching team

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Make sure grade level text is used for density and complexity	Higher level books for classroom libraries and sets	Title I	\$2000
Subtotal: \$3000			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teacher rapport building with students using Love & Logic	Teaching with Love and Logic books for all teachers	Title I	\$1000
PLCs will be used to ensure all teachers know and share literacy strategies for their content area.	Lessons Learned from The Trenches and Creating Readers for Life by Danny Brassell books for all teachers	Title I	\$1000
Subtotal: \$2000			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$5000			

End of Writing Goals

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

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

Civics EOC Goals	Problem-Solving Process to Increase Student Achievement						

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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		
1. Students scoring at Achievement Level 3 in Civics.	1.1. Lack of teacher background knowledge	1.1. Build student capacity	1.1.	1.1.	1.1.		
<u>Civics Goal #1:</u> During the 4 th quarter, 6 th grade teachers will preview for 7 th grade, the vocabulary for Civics	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		1.2. Unknown test parameters	1.2. Follow curriculum maps. Hands on Activity	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	2.1 Digital applications No common assessments for civics	2.1. Teacher development of assessments	2.1.	2.1.	2.1.		
<u>Civics Goal #2:</u> During the 4 th quarter, 6 th grade teachers will preview for 7 th grade, the vocabulary for Civics	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		2.2.	2.2.	2.2.	2.2.	2.2.	

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		2.3.	2.3.	2.3.	2.3.	2.3.	
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Civics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
On line MS Civics.	7	Florida Citizen.org	7 th grade civics teachers			

Civics Budget (Insert rows as needed)

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

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

End of Civics Goals

Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>1. Attendance</p>	<p>1.1. The number of student absences, refine school policy on attendance</p>	<p>1.1. Utilize a guidance counselor to monitor student attendance and notify parents. Establish Positive Support Behavior school wide. The use of check in and checkout, Tier 2 Develop school attendance policy in keeping with District policies Encourage friendly school environment (use Positive Behavior Support strategies) PBS strategies to reinforce good behavior</p>	<p>1.1. APA and Deans PBS Team</p>	<p>1.1. Attendance records</p>	<p>1.1. Attendance records will be evaluated</p>		
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		Tardy - connect education message sent out for warning, with explanation of tardy policy					
Attendance Goal #1: <i>The number of students with more than 10 absences will decrease by 10% during the 2012-2013 school year.</i>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	94.5	95%					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	34.92	25%					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	66.92%	40%					

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		1.2. Little or no parent involvement	1.2. Family activities sponsored by school School Social Work referral Utilize school social worker /resources Utilize HEARTH program when needed; include students in additional tutoring	1.2. Guidance	1.2. Attendance records will be evaluated	1.2. Attendance records will be evaluated	
		1.3. Issues related to poverty	1.3. Parents are notified daily through ConnetEd if their student is absent. Teachers will call home to speak to a parent when students have missed 3 days. Guidance counselors will mail home 5 absences letters. When a student has missed 10 days or more, parents are required to attend attendance meeting with counselor. Referrals are made for truancy cases to Youth and Family Alternatives. Reward improvement in attendance with entry into bike drawing.	1.3. Guidance counselors and attendance manager	1.3. Attendance records	1.3. Attendance records will be evaluated to see if attendance	

Attendance Professional Development

Professional Development (PD) aligned with						
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Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS/Rtl training	All grades All subjects	PBS team	School-wide	Monthly faculty meetings	Monitoring of attendance records and phone logs	Assistant Principal
What Poverty Does to the Brain	All grades All subjects	Title I Facilitator	School-wide	Weekly focus meetings	Follow up discussion questions	AIF

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
Monitoring	Guidance	Title 1	\$50,000
Variable reinforcement	Cookie passes, incentives	Student incentives	\$3000
Subtotal: \$53,000			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			

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Strategy	Description of Resources	Funding Source	Amount
Positive Behavior Support	Handouts	School operations	\$500.00
Subtotal: \$500			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$53,500			

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1. Lack of communication between home and school and teachers and discipline office	1. Use of an intranet system for tracking parent contacts and minor discipline infractions 2. Pre inservice for teachers on discipline policy	1. Leadership Team, Deans, Admin	1. Discipline data , analysis of Genesis, Intranet system	1.1. Number of referrals Genesis reports, Parent contact		

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<p>Suspension Goal #1: <i>The number of students suspended for the 2012-2013 school year will decrease by 10%</i></p>	<p><u>2012 Total Number of In-School Suspensions</u></p>	<p><u>2013 Expected Number of In-School Suspensions</u></p>					
	<p>N/A</p>	<p>1000</p>					
	<p><u>2012 Total Number of Students Suspended In-School</u></p>	<p><u>2013 Expected Number of Students Suspended In-School</u></p>					
	<p>N/A</p>	<p>200</p>					
	<p><u>2012 Total Number of Out-of-School Suspensions</u></p>	<p><u>2013 Expected Number of Out-of-School Suspensions</u></p>					
	<p>Enter numerical data for current number of students suspended out- of- school</p>	<p>Enter numerical data for expected number of students suspended out- of- school</p>					

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	<u>2012 Total Number of Students Suspended Out- of- School</u>	<u>2013 Expected Number of Students Suspended Out- of-School</u>					
	<i>Enter numerical data for current number of students suspended out- of- school</i>	<i>Enter numerical data for expected number of students suspended out- of- school</i>					
		1.2. No instruction during periods of out of school suspension	1.2. Utilize in school suspension and supply an instructional para for instruction	1.2.Discipline office	1.2. Discipline data	1.2.Number of OSS referrals	
		2. Different students are motivated by different things and teacher buy-in	1.3. All teachers will use Positive Behavior Support , Tier One PB, Love and Logic	1.3. Discipline office	1.3. Number/ type of referrals, Genesis,	1.3. Discipline data	

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Support/ MTSS training	All grades All subjects	Gail Sedberry and Assistant Principal	School-wide	Annual training	Discipline reports	Mr. Campbell, APA
Progressive discipline procedures	All	Deans	New teachers	Pre-service training	Discipline records	Discipline office
Use of Intranet	All	Gardner	All	Focus meeting	Review of spreadsheets	Leadership team

Suspension Budget (Insert rows as needed)

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

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Positive Behavior Support	Handouts/binders for participants	School operations	\$500
Subtotal: \$500			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$500			

End of Suspension Goals

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Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	I.1.	I.1.	I.1.	I.1.	I.1.		

See Parent Involvement Plan submitted online to state.

<u>Parent Involvement Goal #1:</u>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
<p><i>Enter narrative for the goal in this box.</i></p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>							

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	<i>Enter numerical data for current level of parent involvement in this box.</i>	<i>Enter numerical data for expected level of parent involvement in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

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

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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Debra Macon - Paraprofessional	Parent Involvement	Title 1	15,000.00
Subtotal: 15,000.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Carrie Howland	Ensure Title 1 compliance	Title 1	40,000.00
Subtotal:40,000.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: 55,000.00			

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
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><u>STEM Goal #1:</u></p> <p><i>100% of STEM students will maintain a minimum of a level 3 on the 2012-2013 FCAT test.</i></p>	<p>1.1. Some students are not challenged & authentically engaged in activities that require students to reason & problem solve.</p>	<p>1.1 Lesson design to include cooperative learning, inquiry-based learning, and hands-on activities</p>	<p>1.1. Department chairs, Instructional coach, and Administration</p>	<p>1.1. Classroom walk throughs, student focus groups, and lesson plans</p>	<p>1.1. Benchmark and progress monitoring data as well as discipline and attendance data and classroom exhibits.</p>
	<p>1.2. Students are unaware of how the inquiry based activity is related to the LEQ.</p>	<p>1.2. Provide professional development and support related to debriefing following inquiry based activities.</p>	<p>1.2. Department chair Instructional coach Administration</p>	<p>1.2. Lesson plans and classroom walk throughs</p>	<p>1.2. Student focus group data, benchmark and progress monitoring data</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						

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Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Springboard training	ELA and Math	District	New teachers	Annually	Lesson plans and classroom walk throughs	Leadership Team
Teaching with Love and Logic	All	FDLRS Howland	School-wide	Pre-service days with quarterly review	Classroom Walk through	Leadership team
Common Core	All math, reading, and language arts teachers	Christan, Wilder, Pierce, Howland	Math, reading and language arts teachers	Initial presentation on data day then Quarterly at dept. meetings	Lesson plans and walk throughs	Coaching team
Rigor and Relevance	All	Science coach	Subject PLCs	Monthly during focus meetings	Lesson plans	Coaching team

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STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><u>CTE Goal #1:</u></p> <p><i>100% of students enrolled in the pre-career academy WEST will have the requisite skills needed to enter the career academy of their choice.</i></p> <p><i>100% of the student in MIT will have the requisite skills needed to enter the career academy of their choice.</i></p>	1. Students lack college and career readiness skills	1. Utilize common planning time to consult with business partners and career academies to prepare rigorous and relevant learning plans. All content area teachers will incorporate college and career skills into their lesson activities at least weekly.	1.1. Leadership team, pre-career academy teachers	1.1. grades, attendance and behavior records of pre-career academy students will be evaluated to determine effectiveness of this strategy	1.1. grades, attendance and behavior records of pre-career academy students will be evaluated to determine effectiveness of this strategy
	1.2. Some students are not challenged & authentically engaged in activities that require students to reason & problem solve.	1.2 Lesson design to include cooperative learning, inquiry-based learning, and hands-on activities	1.2 Department chairs, Instructional coach, and Administration	1.2. Classroom walk throughs, student focus groups, and lesson plans	1.2. Benchmark and progress monitoring data as well as discipline and attendance data and classroom exhibits.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional					
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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
A++			Mrs. Moody, offered by Polk State college.			
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			
Robotics	Teacher	Workforce	36,000.00			
Subtotal:36,000.00						
Technology						
Strategy	Description of Resources	Funding Source	Amount			
Desk	Laptops, desk	Workforce Grant	4080.65			
Laptops			18500.00			

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Subtotal:23580.00						
Professional Development						
Strategy	Description of Resources	Funding Source	Amount			
Subtotal:						
Other						
Strategy	Description of Resources	Funding Source	Amount			
Subtotal:						
Total: 59,580.00						

CTE Budget (Insert rows as needed)

End of CTE Goal(s)

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Additional Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal	1.1. Student retention leads to decreased motivation	1.1. Motivating students by excelling them when completing the program.	1.1 E2020 Teacher Guidance Administration.	1.1. Completion of credit recovery	1.1 Completion of the course work.		
<u>Additional Goal #1:</u> <i>90% of the students taking e2020 will complete the program</i>	<u>2012 Current Level .*</u> 85%	<u>2013 Expected Level .*</u> 90%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Additional Goals Professional Development

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
E2020	Teacher	Title 1	44,000.00
Subtotal:44,000.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:44,000.00			

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: 90,000.00
CELLA Budget	Total:
Mathematics Budget	Total: 89,500.00
Science Budget	Total: 48,000
Writing Budget	Total: 5,000
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total: 53,500
Suspension Budget	Total: 500
Dropout Prevention Budget (E2020 teacher)	Total:
Parent Involvement Budget	Total: 55,000.00
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total:44,000.00

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Grand Total: \$385,500.00

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.

Describe the projected use of SAC funds.	Amount
N/A	

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