

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Eustis Middle School	District Name: Lake
Principal: David Cunningham	Superintendent: Dr. Susan Moxley
SAC Chair: Kim Bakich	Date of School Board Approval: October 17, 2012

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

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	David Cunningham	MS- Educational Leadership, Nova Southeastern University BS- Education/History/ Political Science, Alabama A&M University Certifications: Educational Leadership,	2	25	Principal of Eustis Middle School 2011 – 2012: School Grade: B Principal of Eustis Middle School 2010 – 2011: School Grade: B Principal of East Ridge High School 2009-2010: School Grade: C Principal of East Ridge High School 2008-2009: School Grade: C Reading Mastery:44%, Math Mastery75%, Science Mastery 36%, AYP: 77% (N), White, Black, Hispanic, economically disadvantaged, students with disabilities did not make AYP in Math 2007-2008 Assistant Superintendent Lake County Schools 2006-2007 Assistant Superintendent Lake County Schools

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		History, Political Science Certification: School Principal (All Levels),			2005-2006 Assistant Superintendent Lake County Schools 2004-2005 Principal of Mount Dora Middle School Grade B: Reading Mastery: 37%, Math Mastery 44%, Science Mastery N/A, AYP: 87% (Y), Only White subgroup made AYP in both Reading and Math, Hispanic subgroup made AYP in Reading but did not make AYP in Math, Black subgroup did not make AYP in Reading and Math, economically disadvantaged subgroup make AYP in Math . Total writing proficiency was met, 95% tested in all subgroups.
Assistant Principal	Kevin Thompson	B..S. Education and M..Ed. .in Education Administration	0	5	Assistant Principal Eustis High School 2011-21012: School Grade: B Assistant Principal of Eustis High School: 2010-2011: Increased graduation rate from 85% in 2009 to 87% in 2010. White subgroup graduation rate increased from 87% in 2009 to 89% in 2010. Economically disadvantage graduation rate decreased from 82% in 2009 to 81% in 2010. Decreased Graduation Rate from 84% in 2009 for the Black subgroup to 77% in 2010. Based on School Grades Data meeting high standards in reading 46%; math 71%; writing 68%; science 42%. AYP: white, black, & economically disadvantaged students did not make AYP in reading. Black and economically disadvantaged students did not make AYP in math. Writing proficiency was met. 2009-2010: School Grade B. Meeting high standards in reading 46%; math 77%; writing 83%; science 43%. AYP: white, black, & economically disadvantaged students did not make AYP in reading. Black and economically disadvantaged students did not make AYP in math. Writing proficiency was met. 2008-2009: Grade D: meeting high standards in reading 49%; math 76%; writing 76%; science 46%. AYP: 79%, white, black, and economically disadvantaged students did not make AYP in reading. Black and economically disadvantaged students did not make AYP in math. Writing proficiency was not met; however, graduation criterion was met. 2007-2008: Grade C: meeting high standards in reading 46%; math 78%; writing 86%; science 41%. AYP: 85%, white, black and economically disadvantaged students did not make AYP in reading. Black students

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					did not make AYP in math. Writing proficiency was met; however, graduation criterion was not met.
Assistant Principal	Joseph M. Mabry	M.Ed. – Educational Leadership B.A. – Psychology Certifications: School Principal, Special Education, Psychology	1	9	2011-2012 B School, Eustis Middle School 2010-2011: A School, Treadway Elementary 2009-2010: A School, Lost Lake Elem., AYP – 95% 2008-2009: A School, AYP – Lost Lake Elem. 2007-2008: A School, AYP – Lost Lake Elem. 2006-2007: A School, AYP – Lost Lake Elem 2005-2004: A School, AYP – Lost Lake Elem 2004-2003: A School, AYP – Lost Lake Elem
	Daphne Wagner	BA- from the University of Central Florida MS-Education from Barry University Certification: School Principal (All Levels), Elementary Education (1-6), ESOL Endorsement	5	8	Assistant Principal Eustis Middle School 2011 –2012 Grade: B Assistant Principal Eustis Middle School 2010-2011 Grade: B Assistant Principal Eustis Middle School 2009-2010 Grade A Assistant Principal Eustis Middle School 2008-2009 Grade: A Assistant Principal Eustis Middle School 2007-2008 Grade: A Assistant Principal Gray Middle School 2006-2007 Grade: B Assistant Principal Gray Middle School 2005-2006 Grade: A Assistant Principal Gray Middle School 2004-2005 Grade: C

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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	Bobbi Crook	B.S. Secondary Reading Certification: Reading, Spanish, ESOL	25	6	School Grades: 2011-12---B 2010-11---B 2009-10---A 2008-09---A 2007-08---A 2006-07---A Learning Gains:% Reading: 2011-12---61 2010-11---60 2009-10---68 2008-09---64 2007-08---68 2006-07---61 Math: 2011-12---62 2010-11---60 2009-10---63 2008-09---64 2007-08---71 2006-07---73 Lowest 25% Learning Gains –% Reading: 2011-12---65 2010-11---64 2009-10---75 2008-09---69 2007-08---72 2006-07---68 Lowest 25% Learning Gains—% Math: 2011-12---58 2010-11---62 2009-10---63 2008-09---64 2007-08---69 2006-07---66

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					Met AYP: 2011-2012—No 2010-11---No 2009-10---No 2008-09---No 2007-08---No 2006-07---No AYP Subgroups- Reading Proficiency: 2011-12---White, Asian 2010-11---White 2009-10---White 2008-09---White 2007-08—White, Hispanic 2006-07---White AYP Subgroups- Math Proficiency: 2010-11---None 2010-11--- None 2009-10---None 2008-09---White 2007-08---White, Hispanic, Economically Disadvantaged 2006-07---White, Black, Hispanic, Economically Disadvantaged, ESE
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Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Partnering New Teachers with Veteran Teachers	Assistant Principal -TQR	On going
2. Monthly Meeting with Administration	Assistant Principal -TQR	On going
3. Monthly Meeting with Reading Coach to assist with data and strategies	Assistant Principal -TQR	On going
4. Use of Instructional Coach to Model Lessons	Assistant Principal -TQR	On going

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
Eustis Middle does not have any teachers teaching out of field.	Professional Learning Communities: Thinking Maps Benchmark Taskcards Common Core Standards

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	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
64	6(10%)	2(3%)	24(38%)	14(22%)	23(37%)	53(83%)	12(19%)	1(1.5%)	25(39%)

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
Karen Flores	Kaitlin Evans	Department Chair/Highly Effective Teacher	Department Meetings/Meetings concerning curriculum and assessment

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

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

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

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School-Based MTSS/RtI Team
<p>Identify the school-based MTSS leadership team. Principal (David Cunningham) Assistant Principal (Joseph Mabry) Guidance Counselors (Debra Chapman, Michelle Equevilley, Erin Porter) Literacy Coach (Bobbie Crook) ESE Specialist (Rhoda Williams) School Psychologist (Sue Robinson) School Social Worker (Sherry Thornton)</p>
<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? Principal and Assistant Principal (David Cunningham and Joseph Mabry) provide data-driven vision and ensure the MTSS is implemented. The administration provides for staff development and support for the process and communicate with all stakeholders. Administration members are responsible for monitoring fidelity of intervention. Literacy Coach (Bobbie Crook) develops, leads, and evaluates school core content and provides data-based strategies and interventions. Identifies student needs with the use of FAIR data. She will provide guidance on the K-12 reading plan, implement progress monitoring, data collection, and data analysis; participate in design and delivery of professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, 2, and 3 interventions. Guidance Counselors (Debra Chapman, Michelle Equevilley, and Erin Porter) provide input on services for individual students that range from assessment to intervention. Counselors will link child-serving and community agencies to the school and families to support academic, emotional, behavioral, and social success. ESE Specialist (Rhoda Williams) will participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching. School Psychologist (Sue Robinson) and Social Worker (Sherry Thornton) will participate in the collection, interpretation, and analysis of data; facilitate development of interventions, provide support for interventions; provide professional development and technical assistant for problem-solving activities including data collection, analysis, intervention planning and program evaluation, facilitate data-based decision making activities. The Team will focus meetings around individual student needs. The team will meet monthly for the following: identification of at risk students, discussion and implementation of behavioral and instructional interventions, problem-solving, sharing effective practices, strategies, and interventions, and finally to review screening/progress monitoring/diagnostic data by grade level, classroom level and individual students. The team will work on a collaboratively with the Literacy Team, Leadership Team, and classroom teachers.</p>
<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? The RtI Team and the School Advisory Council will assist in developing the SIP. All stakeholders will be provided data on Tier 1, 2, and 3. The stakeholders will assist in the development or expectations for instruction and implementation of the RtI process.</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. Baseline Data: Florida Assessment for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), District eduSoft Test (math and science only 8th grade) Mid Year: FAIR and EduSoft End of Year: FAIR, FCAT, EduSoft</p>
<p>Describe the plan to train staff on MTSS.</p>

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Professional development will be provided during Faculty meetings using District Personnel. Counselor will do informal training to faculty on an as needed, individual basis.

Describe the plan to support MTSS.
Incorporate PBS within the MTSS, counselor consultation with staff, and request SAC funding when needed.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

David Cunningham, Bobbie Crook, Sara Rodgers, Whitney Crawford

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

The Literacy Leadership Team will focus meetings around student needs.

The team will meet quarterly to do the following:

Identify students at risk (Level 1,2,low 3's,subgroups)

Discuss and implement instructional interventions (changes in instruction)

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

The Literacy Leadership team will encourage school-wide participation in the Accelerated Reading Program, and the use of our class set on novels.

Public School Choice

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

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

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

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

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

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

FOR-PD, CAR-PD professional development completed by members of the instructional staff, lesson plans, Professional Learning Community focus on lesson study and differentiated instruction. Continuation of the AVID program and Cornell note taking. Introduction of Thinking Map and Benchmark Task Cards.

**High Schools Only*

Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.

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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
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. The scheduling of all FCAT level 1 and 2 students to be FAIR tested.	1A.1. The FAIR assessment will be administered 3 times each school year to monitor student progress and inform classroom instruction so student weaknesses can be addressed. The Edusoft Reading Baseline and Midyear assessment will be used to further inform teachers of student weaknesses. The schedule will be made with the teachers and students best interests in mind.	1A.1. Principal, Assistant principals, Literacy coach, classroom teachers	1A.1. Review FAIR reports to ensure assessments are being properly administered. Monitor classroom to make sure FAIR data is being used for instruction. Review Edusoft Reading assessment data to assure data is being properly used to inform instruction.	1A.1. FAIR assessment, FAIR reports, classroom walkthroughs, lesson plans, Edusoft Reading Assessment, FCAT 2.0 Teacher made assessments
Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	The scheduling of all students to be Edusoft Reading tested in only two computer labs.				
Increase the percentage of students scoring level 3 by moving a percentage of level 1 and level 2 students up to level 3. Begin blending the NGSSS standards and the Common Core Standards.	Grade 6-32% Grade 7-32% Grade 8-31% earned level 3 or higher on the 2012 FCAT. Grade 6-62% Grade 7-62% Grade 8-57% earned level 3 or higher on the 2012 FCAT. 61% of all students earned level 3 or higher on the 2012 FCAT	64% of all students will earn level 3 or higher on the 2013 FCAT.					
			1A.2. Not all level 3, 4, 5 FCAT students have a reading class in 7 th and 8 th grades. Not all teachers are trained in the Springboard Program. Not all teachers are trained in the AVID Reading Strategies Program.	1A.2. Promote and use reading strategies in content area classes. Ensure that differentiated instruction is taking place in all classrooms. Implement the use of Thinking Maps and Task Cards. All teachers should be trained in the Springboard and AVID Programs not just 8 th grade. Begin using complex text in all content areas.	1A.2. Principal, Assistant principals, Literacy coach, Department Chair and classroom teachers	1A.2. Monitor reading achievement levels through FAIR, Edusoft and STAR reports. Data chats addressing student strengths and weaknesses will take place every 9 weeks. Monitor the content area classes for reading strategies.	1A.2. Classroom walkthroughs, lesson plans, FAIR, Edusoft, and STAR reports FCAT 2.0 Teacher made assessments

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			The AVID (Advancement Via Individual Determination) Reading Strategies Program. Use the Edusoft mini assessments to identify weaknesses and use for remediation. Springboard Program strategies.			
		1A.3. Materials needed specifically for FCAT 2.0 Reading Application Literary Analysis Informational Text and Research Process	1A.3. Provide supplemental materials for teaching and practice in the following areas: Reading Application Literary Analysis Informational Text and Research.	1A.3. Principal, Asst. Principals, Literacy Coach, Dept. Chairs Classroom teachers	1A.3. Monitor achievement level through FCAT 2.0 practice. Monitor Data Chats	1A.3. FCAT 2.0 practice tests Classroom Walkthroughs FAIR and Edusoft Assess. Lesson plans, teacher made assessments
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1.	1B.1.	1B.1.	1B.1.
Reading Goal #1B: <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>				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. Not all teachers are trained in the Springboard program.	2A.1. 6 th and 7 th grade Language Arts should attend Springboard training.	2A.1. Principal, Asst. Principals, Literacy Coach, Dept. Chairman, classroom teachers	2A.1. Show mastery of benchmarks Springboard strategies through charting data. Hold data chats on a one-on-one basis. Show mastery of benchmarks AVID Reading strategies through charting data. Hold data chats on a one-on-one basis.	2A.1. Edusoft Mini-assessments FCAT 2.0, FAIR, STAR, Edusoft Assessments Classroom walkthroughs AVID Reading strategies Lesson plans Teacher made assessments
Reading Goal #2A: Increase the percentage of Students scoring level 4 and 5 by integrating higher order questions/critical thinking and developing challenging reading requirements in both fiction and nonfiction genre. Begin blending the NGSSS standards and the Common Core standards.	2012 Current Level of Performance:* <i>6th grade- 17% 7th grade- 19% 8th grade-16% earned level 4 on the 2012 FCAT</i> <i>6th grade-13% 7th grade- 11% 8th grade- 10% earned level 5 on the 2012 FCAT</i>	2013 Expected Level of Performance:* <i>Students scoring level 4 and 5 in each grade level(6-8) will increase by 10%</i>	Not all teachers are trained in the AVID Reading Strategies Program	Teachers who have been trained in Springboard Program strategies should implement the program. Teachers not trained in the AVID Reading Strategies Program attend trainings.			
			2A.2. Materials needed for: Reading Application Literary Analysis Informational Text and Research. Process	2A.2. Provide supplemental materials for teaching and practice in the following areas: Reading Application Literary Analysis Informational Text and Research	2A.2. Principal, Asst. Principals, Literacy Coach, Dept. Chairman, classroom teachers	2A.2. Monitor achievement level through FCAT 2.0 practice. Monitor Data Chats	2A.2. FCAT 2.0 practice tests Classroom Walkthroughs FAIR and Edusoft Assess. Lesson plans Teacher made assessments
			2A.3. FCAT level 4 and 5 students do not have a specific reading class.	2A.3. Incorporate reading strategies in all content area classes. Thinking Maps and Task Cards. Allocations for reading teachers in 7 th and 8 th grades if possible. Cornell Notes, DBQ, math word problems Use complex text in all content areas.	2A.3. Principal, Asst. Principals, Literacy Coach, Dept. Chairman, classroom teachers	2A.3. Monitor achievement level through FCAT 2.0 practice Mini-assessments	2A.3. FCAT 2.0 practice tests Classroom Walkthroughs FAIR and Edusoft Assess Lesson plans Teacher made assessments
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Reading Goal #2B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					

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

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. Not all level 3, 4, 5 FCAT students have a reading class in 7 th and 8 th grades.	3A.1. Promote and use reading strategies in content area classes. Ensure that differentiated instruction is taking place in all classrooms. Implement the use of Thinking Maps and Task Cards. Teachers should be trained in the Springboard and AVID Programs. Use Cornell Note Taking Comprehension strategies for Math word problems. Use complex text in all content areas.	3A.1. Principal, Asst. Principals, Literacy Coach, Dept. Chairman, classroom teachers	3A.1. Monitor reading achievement levels through FAIR , Edusoft and STAR reports. Data chats addressing student strengths and weaknesses will take place every 9 weeks. Monitor the content area classes for reading strategies.	3A.1. Edusoft Mini-assessments FCAT 2.0, FAIR, STAR, Edusoft Assessments Classroom walkthroughs Lesson plans Teacher made assessments
Reading Goal #3A: Begin blending the NGSSS standards and the Common Core standards.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>61% of all students made learning gains</i>	<i>64% of all students will make learning gains.</i>	3A.2. Many content area teachers do not use reading strategies in their classrooms.	3A.2. Continue to encourage teachers to be Reading endorsed and NGCAR-PD trained. Ensure that differentiated instruction is taking place in all content area classrooms. Interactive learning in classrooms. Springboard and AVID Reading Programs Use Thinking Maps and Task Cards	3A.2. Principal, Asst. Principals, Literacy Coach, Dept. Chairman, classroom teachers	3A.2. Monitor reading achievement levels through FAIR , Edusoft and STAR reports. Data chats addressing student strengths and weaknesses will take place every 9 weeks. Monitor the content area classes for reading strategies.	3A.2. Edusoft Mini-assessments FCAT 2.0, FAIR, STAR, Edusoft Assessments Classroom walkthroughs Lesson plans Teacher made assessments
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Reading Goal #3B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading. Reading Goal #4: Percentage of students in the lowest quartile making learning gains will increase. Begin blending the NGSSS standards and the Common Core standards.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	4A.1. Not all teachers use differentiated instruction due to the lack of available staff in inclusion classes.	4A.1. Provide more time with inclusion teachers in all classrooms. Provide differentiated using evidence based instruction/interventions within content area classes. Offer differentiated instruction techniques and strategies during workshops or Professional Learning Communities. Springboard and AVID Programs Use Thinking Maps and Task Card Complex text will be used in all content areas.	4A.1. Principal, Asst. Principals, Literacy Coach, Dept. Chairman, classroom teachers	4A.1. Students assessed using FAIR and Edusoft assessments. Teacher observations Mini-assessments.	4A.1. Edusoft Mini-assessments FCAT 2.0, FAIR, STAR, Edusoft Assessments Classroom walkthroughs Lesson plans Teacher made assessments
	71% of the lowest quartile made learning gains on the 2012 FCAT.	The number of students in the lowest quartile not making learning gains will decrease by 10% via safe harbor.	4A.2. Students do not have background knowledge, sufficient vocabulary skills and skills/ability to perform at grade level.	4A.2. Use instructional programs such as Accelerated Reader to promote interest. Cornell Note taking to promote comprehension Use academic vocabulary in the FAIR toolkit. Word of the Week to promote vocabulary proficiency. Promote prefix/suffix weekly usage	4A.2. Principal, Asst. Principals, Literacy Coach, Dept. Chairman, classroom teachers	4A.2. Students assessed using FAIR and Edusoft assessments. Teacher observations Mini-assessments.	4A.2. Edusoft Mini-assessments FCAT 2.0, FAIR, STAR, Edusoft Assessments Classroom walkthroughs Lesson plans Teacher made assessments
			4A.3. Teachers not trained in RTI Tier 2/3 instruction and supplemental materials not available.	4A.3. RTI Tier 1/Tier 2 supplemental and targeted instruction for students not responding to core instruction.	4A.3. Teachers, Guidance counselors, RTI team, Literacy Coach.	4A.3. Students assessed using FAIR and Edusoft assessments. Teacher observations Mini-assessments.	4A.3. Edusoft Mini-assessments FCAT 2.0, FAIR, STAR, Edusoft Assessments

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						Classroom walkthroughs Lesson plans Teacher made assessments
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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%. Reading Goal #5A: Reading Goal #5A: Through the implementation of the common core standards being tied to the NGSSS we will meet the targeted AMO as assessed through the FCAT 2.0 and PARC assessments.	Baseline data 2010-2011	61% of students scored satisfactory in reading on the 2012 FCAT.	64% of students will score satisfactory in reading on the 2013 FCAT.	68% of students will score satisfactory in reading on the 2014 assessment	71% of students will score satisfactory in reading on the 2015 assessment	75% of students will score satisfactory in reading on the 2016 assessment	79% of students will score satisfactory in the 2017 assessment											
	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. Reading Goal #5B: Reduce the number of non-proficient students by 10% in each subgroup via safe harbor. Begin blending the NGSSS standards and the Common Core standards.	<table border="1"> <tr> <th>2012 Current Level of Performance:*</th> <th>2013 Expected Level of Performance:*</th> </tr> <tr> <td>White:69%</td> <td>White:71%</td> </tr> <tr> <td>Black:39%</td> <td>Black:48%</td> </tr> <tr> <td>Hispanic:57%</td> <td>Hispanic:58%</td> </tr> <tr> <td>Asian:91</td> <td>Asian:73</td> </tr> <tr> <td>American Indian: NA</td> <td>American Indian: NA</td> </tr> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	White:69%	White:71%	Black:39%	Black:48%	Hispanic:57%	Hispanic:58%	Asian:91	Asian:73	American Indian: NA	American Indian: NA	5B.1. White: Black: Hispanic: Asian: American Indian: Funding for appropriate materials which interest and motivate all student subgroups. Not enough computers to encourage use of computer based activities	5B.1. Using materials which are relevant Compile a list of interesting and motivating materials. Encourage use of game based activities and computer based activities. Seek monies from PTO and school discretionary funds to purchase interesting and relevant materials. Springboard Program Cornell Notes DBQ Thinking Maps and Task Cards Use complex text in all content areas.	5B.1. Principal, Asst. Principals, Literacy Coach, Dept. Chairman, classroom teachers	5B.1. Students assessed using FAIR and Edusoft assessments. Teacher observations Mini-assessments.	4A.3. Edusoft Mini-assessments FCAT 2.0, FAIR, STAR, Edusoft Assessments Classroom walkthroughs Lesson plans Teacher made assessments
2012 Current Level of Performance:*	2013 Expected Level of Performance:*																	
White:69%	White:71%																	
Black:39%	Black:48%																	
Hispanic:57%	Hispanic:58%																	
Asian:91	Asian:73																	
American Indian: NA	American Indian: NA																	

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				Use complex text in all content areas.			
			5B.2. Lack of parental involvement and community support.	5B.2. Teachers will make positive phone calls and emails to parents. Provide opportunities to parents and stakeholders to become involved. Work with administration to improve parental involvement	5B.2. Teachers Administration Stakeholders	Classroom involvement of parents such as volunteers, encouraging participation in PTO and SAC.	5B.2. Edusoft Mini-assessments FCAT 2.0, FAIR, STAR, Edusoft Assessments Classroom walkthroughs Lesson plans Teacher made assessments
			5B.3. Many content area teachers do not use reading strategies in their classrooms.	5B.3. Continue to encourage teachers to be Reading endorsed and NGCAR-PD trained. Ensure that differentiated instruction is taking place in all content area classrooms. Interactive learning in classrooms. Springboard and AVID Reading Programs Use Thinking Maps and Task Cards	5B.3. Principal, Asst. Principals, Literacy Coach, Dept. Chairman, classroom teachers	5B.3. Monitor reading achievement levels through FAIR, Edusoft and STAR reports. Data chats addressing student strengths and weaknesses will take place every 9 weeks. Monitor the content area classes for reading strategies.	5B.3. Edusoft Mini-assessments FCAT 2.0, FAIR, STAR, Edusoft Assessments Classroom walkthroughs Lesson plans Teacher made assessments

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. Students lack of prior knowledge and academic vocabulary.	5C.1. Use instructional programs such as Language! And Accelerated Reader to promote reading. Use academic vocabulary in the FAIR toolkit. Word of the Week Prefix and suffix of the week. Thinking Maps and Task Cards Use complex text in all content areas.	5C.1. Teachers, Literacy Coach, classroom teachers, administration	5C.1 Monitor students' progress on Language!, Accelerated Reader, Edusoft and FAIR data. Teacher observations, data chats.	5C.1. Classroom walkthroughs Lesson Plans Teacher made assessments Edusoft Mini-assessments FCAT 2.0, FAIR, STAR, Edusoft Assessments
Reading Goal #5C: Reduce the percentage of ELL students not making learning by 10% via safe harbor.	2012 Current Level of Performance:* <i>20% of ELL students scored satisfactory progress.</i>	2013 Expected Level of Performance:* <i>36% of ELL students will score satisfactory progress.</i>	Skills and ability levels are not proficient to meet grade level expectations.				
			5C.2. Funding for appropriate materials which interest and motivate students.	5C.2. Literacy Team will research and compile a list of interesting and motivating materials. Seek funds from PTO and school discretionary funds.	5C.2. Teachers, literacy coach, media specialist, administration, stakeholders.	5C.2. Data chats Classroom walkthroughs Literacy Team Classroom teachers Collaboration and Observation	5C.2. Edusoft Mini-assessments FCAT 2.0, FAIR, STAR, Edusoft Assessments Classroom walkthroughs
			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 reading.			5D.1. Students lack of prior knowledge and academic vocabulary.	5D.1. Use instructional programs such as Language! And Accelerated Reader to promote reading. Use academic vocabulary in the FAIR toolkit. Word of the Week Prefix and suffix of the week. Thinking Maps and Task Cards Use complex text in all content areas.	5D.1. Teachers, Literacy Coach, ESE specialist, classroom teachers, administration Inclusion teachers.	5D.1. Monitor students' progress on Language!, Accelerated Reader, Edusoft and FAIR data. Teacher observations	5D.1. Classroom walkthroughs Lesson Plans Teacher made assessments Edusoft Mini-assessments FCAT 2.0, FAIR, STAR, Edusoft Assessments
Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Skills and ability levels are not proficient to meet grade level expectations.				
Reduce the number of non-proficient students by 10% Via safe harbor. Begin blending the NGSSS standards and the Common Core standards.	<i>20% of Students will disabilities scored satisfactory progress.</i>	<i>35% of SWD students will score satisfactory progress.</i>					
			5D.2. Lack of parental involvement and community support.	5D.2. Teachers will make positive phone calls and emails to parents. Provide opportunities to parents and stakeholders to become involved. Work with administration to improve parental involvement	5D.2. Teachers Administration Stakeholders	5D.2. Classroom involvement of parents such as volunteers, encouraging participation in PTO and SAC.	5D.2. Edusoft Mini-assessments FCAT 2.0, FAIR, STAR, Edusoft Assessments Classroom walkthroughs
			5D.3. Funding for appropriate materials which interest and motivate students with disabilities.	5D.3. Literacy Team and ESE Teams will research and compile a list of interesting and motivating materials. Seek funds from PTO and school discretionary funds. Encourage use of game based and computer based activities.	5D.3. Teachers, Literacy Coach, ESE specialist, classroom teachers, administration, stakeholders, Inclusions teachers	5D.3. Data chats Classroom walkthroughs Literacy Team Classroom teachers Collaboration and Observation	5D.3. Edusoft Mini-assessments FCAT 2.0, FAIR, STAR, Edusoft Assessments Classroom walkthroughs Lesson Plans Teacher made assessments

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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. Students lack of prior knowledge and academic vocabulary.	5E.1. Use instructional programs such as Language! And Accelerated Reader to promote reading. Use academic vocabulary in the FAIR toolkit. Word of the Week Prefix and suffix of the week. Thinking Maps and Task cards Use complex text in all content areas.	5E.1. Teachers, Literacy Coach, classroom teachers, administration.	5E.1. Monitor students' progress on Language! Accelerated Reader, Edusoft and FAIR data. Teacher observations	5E.1. Edusoft Mini-assessments FCAT 2.0, FAIR, STAR, Edusoft Assessments Classroom walkthroughs
Reading Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Skills and ability levels are not proficient to meet grade level expectations.				
Reduce the number of non-proficient readers by 10% via safe harbor. Begin blending the NGSSS standards and the Common Core standards.	<i>51% of Economically Disadvantaged students scored satisfactory progress.</i>	<i>55% of the Economically Disadvantaged students will score satisfactory progress.</i>					
			5E.2. Lack of parental involvement and community support.	5E.2. Teachers will make positive phone calls and emails to parents. Provide opportunities to parents and stakeholders to become involved. Work with administration to improve parental involvement	5E.2. Teachers Administration Stakeholders	5E.2. Classroom involvement of parents such as volunteers, encouraging participation in PTO and SAC.	5E.2. Edusoft Mini-assessments FCAT 2.0, FAIR, STAR, Edusoft Assessments Classroom walkthroughs
			5E.3. Funding for appropriate materials which interest and motivate students.	5E.3. Literacy Team and Media Specialist will research and compile a list of interesting and motivating materials. Seek funds from PTO and school discretionary funds.	5E.3. Teachers, Literacy Coach, , classroom teachers, administration, stakeholders,	5E.3. Data chats Classroom walkthroughs Literacy Team Classroom teachers Collaboration and Observation	5E.3. Edusoft Mini-assessments FCAT 2.0, FAIR, STAR, Edusoft Assessments Classroom walkthroughs

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Practicum for Reading Endorsement	Reading/Language Arts	Bobbie Crook- Literacy Coach	Teachers who are eligible for the Reading Endorsement Practicum	Sept.2012-Dec. 2012	Participants will complete all course work and turn in portfolio	Bobbie Crook- Literacy Coach
Reading/Language Arts PLC	Reading/Language Arts teachers	Bobbie Crook May Ellen Griffith	Reading and Language Arts teachers	Sept.2012-May 2013	Teachers will participate in all PLC strategies created and implemented	Reading and Language Arts department chairs.

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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
			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 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.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Percent of Students Proficient in Listening/Speaking: <i>Enter numerical data for current level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Percent of Students Proficient in Reading: <i>Enter numerical data for current 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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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #3: <i>Enter narrative for the goal in this box.</i>	2012 Current Percent of Students Proficient in Writing :					
	<i>Enter numerical data for current 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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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
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Mathematics Goal #1A:	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>					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

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

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

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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%. Mathematics Goal #5A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2010-2011							
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. Mathematics Goal #5B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			IA.1. Increased rigor of FCAT benchmarks Lack of Basic Skills Low level Mastery of Benchmarks	IA.1. Implement Focus Calendar lessons that give extra time to areas where our data show weaknesses	IA.1. Assistant Principal of Math Curriculum Math Department Chair	IA1 Review of Edusoft Achieves Mini-Assessments Review of Edusoft Lake Benchmark Assessments given 2 times a year Review of FCAT 2.0 data	IA.1. Lake Benchmark Assessments FCAT 2.0 Math Informal formative assessments Focus Calendar Mini-Assessments
Mathematics Goal	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
#1A:	6th-28%	6th 38%					
Increase the percentage of students scoring Level 3 by moving a percentage of Level 2 students up to Level 3.	7th-25%	7th 35%					
	8th-27%	8th 37%					
			I.2. Lack of student awareness of strengths and weaknesses	I.2. Student/ Teacher Data Chats	I.2. Assistant Principal Math Department chair District Program specialist	I.2. Teachers will use FCAT STAR and Edusoft Testing Data to determine student strengths and weaknesses	I.2. Lesson Plan documentation TEAM –teacher assessments Data Notebooks
			IA.3.	IA.3.	IA.3.	IA.3.	IA.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.							
Mathematics Goal	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
#1B:							
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2.1.	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2A: Increase the percentage of students scoring Level 4 in math.	2012 Current Level of Performance: * 6 th 28% 94 7 th 27% 85 8 th 21% 69	2013 Expected Level of Performance: * 6 th 38% 7 th 27% 8 th 31%	Socio-Economic Background of students	Integrating higher order thinking questions, inquiry based teaching, and math process standards into advanced math courses	Assistant Principal Math Department Chair	Review of Lake Benchmark Edusoft Progress monitoring data Review of FCAT 2.0 data	Edusoft Lake Benchmark Testing TEAM teacher assessments FCAT 2.0 Lesson Pan Documentation
			2.2. Integrating Springboard Curriculum resources into classroom instruction	2.2. Assistant Principal Math Department chair District Program specialist	2.2. Review of Lake Benchmark Edusoft Progress monitoring data Review of FCAT2.0 data	2.2. Lesson Plan documentation FCAT 2.0 Edusoft Baseline and Midyear Assessments TEAM teacher assessment	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: Enter narrative for the goal in this box.	2012 Current Level of Performance: * Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance: * Enter numerical data for expected level of performance in this box.					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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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
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3A: Increase the percentage of students making learning gains in Math by 10%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Different student Learning modalities	Whole Group/ Center Activities which integrates Manipulative resources and or computer assisted instruction	Assistant Principal Math Department Chair	Informal Formative Assessments Review of Edusoft Benchmark Assessments progress monitoring data results	Edusoft Benchmark Testing 2 times a year Lesson Plan Documentation TEAM-teacher assessment
	62%	72%					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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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
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4.1. Limited Basic Mathematical knowledge and skill base	4.1. Teachers will utilize the Student Success Center for students who qualify Implement FOCUS Calendar lessons that give extra time to areas where our data shows	4.1. Assistant Principal ESE specialist Guidance counselors RTI Team Leaders	4.1. ESE resource teacher Followup on completed assignments while in the Student Success Center Review of academic success through grades on Esembler Review of Lake Benchmark Assessments Data Review of FCAT 2.0 Data results	4.1. Esembler Grade program Edusoft Lake Benchmark Testing 2 times a year FCAT 2.0
Mathematics Goal #4: The percentage of students in the Lowest 25% making gains in Math will increase by 10%	2012 Current Level of Performance:* 58%	2013 Expected Level of Performance:* 68%					
			4.2. Teachers will participate in the school wide Positive Behavior Support Initiative	4.2. Assistant Principal Positive Behavior Support Team	4.2. Review number of referrals	4.2. Discipline Data	4A.2.
			4.3. Teachers will utilize the Response to Intervention Process in order to remediate	4.3. Assistant Principals Guidance Counselors RTI leadership Team	4.3. Review of academic success through grades on Esembler	4.3. Esembler Grade program Edusoft Lake Benchmark Testing 2 times a year FCAT 2.0	4A.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%. Mathematics Goal #5A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2010-2011							
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. Mathematics Goal #5B: Reduce the number of non-proficient students by 10% in each subgroup to meet AYP via Safe Harbor	2012 Current Level of Performance:* White:61 Black:29 Hispanic:53 Asian:82 American Indian:n/a	2013 Expected Level of Performance:* White:67 Black:35 Hispanic:55 Asian:84 American Indian:n/a	5B.1. White: different learning modalities Black: different learning modalities Hispanic: different learning modalities Asian: N/A American Indian: N/A	5A.1. Teachers will implement differentiated instruction strategies by creating center activities which may include hands on activities or a computer based instruction such as PENDA or Orchard	5A.1. Assistant Principal Math Department Chair	5A.1. Review of teacher created assessment data Review of Edusoft Lake Benchmark Assessment Data Review of Students academic success through grade progress reports	5A.1. Teacher created formative and summative assessments Edusoft Lake Benchmark Assessment given 2 times a year Esembler grade program TEAM-teacher assessment	
			5A.2. Lack of student motivation	5A.2. Teachers will participate in the Positive Behavior Support Initiative Teachers will utilize the Student Success Center	5A.2. Assistant Principal Positive Behavior Support Team ESE Specialist	5A.2. Informal Teacher Observation Review of Positive Behavior Support Data Review of student academic success through Esembler Follow up with Student Success Center Teachers	5A.2. Discipline Data Esembler Grade program	
	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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5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<u>Mathematics Goal</u> #5C:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Multiple Learning Abilities	Teachers will provide various learning style opportunities through flexible grouping; center activities which can include the use of manipulative resources or computer based instruction; mental models; and vocabulary sketching	Assistant Principal ESE specialist Math Department Chair	Review of Edusoft Benchmark Assessment Data Review of FCAT 2.0 Data Review of Student academic success through grades on Esembler	5C.1. Edusoft Benchmark Assessment given 2 times a year FCAT 2.0 Esembler grade program Lesson Plan Documentation
Reduce the number of non-proficient students by 10% in the SWD subgroup to meet AYP via Safe Harbor							
			5C.2. Students not taking responsibility for own learning	5C.2. Inclusion teacher resource	5C.2. Assistant Principal ESE specialist Math Department Chair Achievement Liaison	5C.2. Review of student academic success through Esembler grade program	5C.2. Informal Teacher observation Esembler grade program
			5C.3. Limited Basic Mathematical knowledge and skill base	5C.3. Teachers will utilize the Student Success Center for students who qualify Implement FOCUS Calendar lessons that give extra time to areas where our data shows	5C.3. Assistant Principal ESE specialist Guidance counselors RTI Team Leaders	5C.3. ESE resource teacher Followup on completed assignments while in the Student Success Center Review of academic success through grades on Esembler Review of Lake Benchmark Assessments Data Review of FCAT 2.0 Data results	5C.3. Esembler Grade program Edusoft Lake Benchmark Testing 2 times a year FCAT 2.0
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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</u> #5D:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Limited Technological Resources available to students	Computer based activity instruction provided through whole group and small center groups which will include the PENDA online resource and Orchard Gold software	Assistant Principal Math Department Chair	Review of Lake Benchmark Assessments given 2 times a year Review of FCAT 2.0 data results Review of class computer logs	5D.1. Class computer logs Lesson Plan Documentation FCAT 2.0 Edusoft Lake Benchmark Assessment
Reduce the number of non-proficient students by 10% in the SWD subgroup to meet AYP via Safe Harbor	<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>					

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		5D.2. Lack of real life experiences involving mathematics	5D.2. Provide mental models and visual prompts to enhance understanding	5D.2. Assistant Principal Math Department Chair	5D.2. Review of Lake Benchmark Assessment data FCAT 2.0 Data results Review student academic success through grades on Esembler	5D.2. Edusoft Lake Benchmark Assessments given 2 times a year FCAT 2.0 Teacher Created Assessments
		5D.3. Students varied weaknesses in FCAT content clusters	5D.3. Implement bell ringer lessons from FOCUS Calendar materials in order to remediate students in areas of weakness determined by review of FCAT and Edusoft Lake Benchmark Assessment data. Student Success Center	5D.3. Assistant Principal Math Department Chair ESE Specialist	5D.3. Review of Lake Benchmark Assessment data Review of FCAT 2.0 Data results Review student academic success through grades on Esembler Follow up with Student Success Center Teacher	5D.3. Edusoft Lake Benchmark Assessments given 2 times a year FCAT 2.0 TEAM-Teacher assessment

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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.	5D.1.	5D.1.	5D.1.	5D.1.
			Limited Technological Resources available to students	Computer based activity instruction provided through whole group and small center groups which will include the PENDA online resource and Orchard Gold software	Assistant Principal Math Department Chair	Review of Lake Benchmark Assessments given 2 times a year Review of FCAT 2.0 data results Review of class computer logs	5D.1. Class computer logs Lesson Plan Documentation FCAT 2.0 Edusoft Lake Benchmark Assessment
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
#5E: Reduce the number of non-proficient students by 4% in each subgroup to meet AYP	43%	47%					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

High School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1.1.	1.1.	1.1.	1.1.	1.1.
Mathematics Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2.1.	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <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 the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.

End of Florida Alternate Assessment High School Mathematics Goals

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

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

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1.			2.1. Socio-Economic Background of students	2.1. Integrating higher order thinking questions, inquiry based teaching, and math process standards into advanced math courses	2.1. Assistant Principal Math Department Chair	2.1. Review of Lake Benchmark Edusoft Progress monitoring data Review of FCAT 2.0 data	1.1.
Algebra 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Increase the percentage (4%) of students scoring Level 3 or above on Alg 1 EOC	47%	51%					
			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 Algebra 1.			2.2. Lack of challenge Inadequate Textbook Resources for Advanced Classes	2.2. Integrating Springboard Curriculum resources into classroom instruction	2.2. Assistant Principal Math Department chair District Program specialist	2.2. Review of Lake Benchmark Edusoft Progress monitoring data Review of FCAT2.0 data	2.1.
Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Increase the percentage (4%) of students scoring Level 4 or above on Alg 1 EOC	38%	43%					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011							
	Algebra 1 Goal #3A: <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. Algebra 1 Goal #3B: Reduce the number of non-proficient students by 5% in each subgroup to meet AYP and EOC proficiency	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	3B White: different learning modalities Black: different learning modalities Hispanic: different learning modalities Asian: N/A American Indian: N/A	3B Teachers will implement differentiated instruction strategies by creating center activities which may include hands on activities or a computer based instruction such as PENDA or Orchard	3BA.1. Assistant Principal Math Department Chair	3B Review of teacher created assessment data Review of Edusoft Lake Benchmark Assessment Data Review of Students academic success through grade progress reports	3B.1.	
	White: 85 Black:60 Hispanic:88 Asian: American Indian:	White:90 Black:65 Hispanic:93 Asian: American Indian:			3B Assistant Principal Math Department Chair	3B.2. Informal Teacher observation Review of Student academic success through Esembler	3B.2.	
	3B Students lack of confidence			3B Implementation of Cooperative Groups/ Flexible Grouping Student Success will be used as a resource and intervention.	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.
Algebra 1 Goal #3C: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <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
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Algebra 1 Goal #3D: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <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.	Assistant Principal	Review of Lake Benchmark Assessments given 2 times a year Review of FCAT 2.0 data results Review of class computer logs	Class computer logs
<u>Algebra 1 Goal #3E:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Limited Technological Resources available to students	Computer based activity instruction provided through whole group and small center groups which will include the PENDA online resource and Orchard Gold software	Math Department Chair		Lesson Plan Documentation FCAT 2.0 Edusoft Lake Benchmark Assessment
Increase the percentage of passing students with Economically disadvantages Alg 1 EOC	81%	85%					
			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.	1.1.	1.1.	1.1.	1.1.
Geometry Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal #2: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			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%. Geometry Goal #3A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2011-2012						
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. Geometry Goal #3B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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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>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <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
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Geometry Goal #3D: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <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.
Geometry Goal #3E: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <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 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
Thinking Maps	6,7,8 Math	Tammy Demps	School-wide	1 day inservice	Math Department Meetings	Principal; department chairman
Benchmark Task Cards	6,7,8 Math	Department Chairman	6,7,8 Math	Planning period meetings	Math Department Meetings	Department Chairman

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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
			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 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
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1. Earth and Life Science concepts not being retained from when they are taught in the 6 th and 7 th grade curriculum (as demonstrated by the subtest category on the FCAT test).	1A.1. Benchmark Task Cards covering Earth, Life and Physical science will be used at the appropriate grade level to review and reinforce tested concepts.	1A.1. Classroom teacher	1A.1. Data collected from teacher evaluations.	1A.1. Meeting to discuss strategies and implementation.
Science Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>In grade 8 ,32% of students will achieve proficiency (level 3) on the FCAT 2.0 science assessment.</i>	27% (88)	32% (104)					
			1A.2. Students are not aware of thinking skills that drive their learning.	1A.2. Use of the "thinking maps" curriculum in science classrooms.	1A.2. Classroom teacher	1A.2. Data collected from teacher evaluations.	1A.2. Meeting to discuss strategies and implementation
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Science Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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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 science.			2A.1. Earth and Life Science concepts not being retained from when they are taught in the 6 th and 7 th grade curriculum (as demonstrated by the subtest category on the FCAT test).	2A.1. Benchmark Task Cards covering Earth, Life and Physical science will be used at the appropriate grade level to review and reinforce tested concepts	2A.1. Classroom teacher	2A.1. Data collected from teacher evaluations.	2A.1. Meeting to discuss strategies and implementation
Science Goal #2A:	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
<i>In grade 8, 15% of students will achieve above proficiency (Level 4 or 5) on the FCAT 2.0 Science Assessment.</i>	13% (42)	15% (49)					
			2A.2. Students are not aware of thinking skills that drive their learning.	2A.2. Use of the "thinking maps" curriculum in science classrooms.	2A.2. Classroom teacher	2A.2. Data collected from teacher evaluations.	2A.2. Meeting to discuss strategies and implementation
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B:	<u>2012 Current Level of Performance:*</u>	<u>2013Expected 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>					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1.1.	1.1.	1.1.	1.1.	1.1.
Science Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Florida Alternate Assessment High School Science Goals

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

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

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

End of Biology 1 EOC Goals

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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
Thinking Maps	6,7,8 science	Tammy Demps	School-wide	1 day inservice	Science Department Meetings	Principal; department chairman
Benchmark Task Cards	6,7,8 science	Department Chairman	6,7,8 science	Planning period meetings	Science Department Meetings	Department Chairman

Science Budget (Insert rows as needed)

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

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End of Science Goals

Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1. Students are deficient in the utilization of basic writing convention skills needed to meet the writing standards on the FCAT 2.0.	1A.1. Teachers will hold all student writing to the highest punctuation and grammar standards utilizing such classroom programs: Caught Ya's Daily Language Review Sentence Diagramming Textbook support including the Blue Book of grammar and Punctuation Kinesthetic Activities Peer Editing	1A.1. Eighth Grade Language Arts Teachers.	1A.1. A segment of each department meeting will be dedicated to sharing student progress and successful strategies utilized to increase student proficiency in punctuation and grammar.	1A. Teacher Observation 1.FCAT Rubrics 2. My Access Scores with a focus in areas of grammar and punctuation improvement.
Writing Goal #1A: In grade 8, 85% of students will achieve Adequate Yearly Progress (level 4.0 or higher) on the 2013 FCAT 2.0 Writing Assessment.	2012 Current Level of Performance:* In Grade 8, 78% of Students earned a 3.0 or higher.	2013 Expected Level of Performance:* In grade 8, 85% of students will achieve Adequate Yearly Progress (level 3 or higher) on the 2013 FCAT 2.0 Writing Assessment.					
			1A.2. Students enter middle school gravely deficient in the composition, punctuation, and grammar skills needed to meet the rigorous standards anticipated on the 2013 FCAT 2.0. and 2014 PARCC.	1A.2. EMS will institute a three year Language Arts "Bridge Program". This program will scaffold remediation in composition, punctuation, and grammar across grade levels. 1B.1. Eight week tutoring program: Eighth graders responsible for passing 2013 FCAT Writes, who remain deficient in spite of this year's classroom interventions, may be recommended by their teachers for an eight week morning tutoring program.	1A.2. Scaffolding is being constructed by department members.	1A.2. Teacher monitoring of My Access Essays and in class essays throughout the year. Copies of select student file reviews will be presented at the department meeting to be held TBA, during the end of the year teacher planning days for a solution oriented review of successes and continued challenges. A file will be made for each sixth and seventh grade student. By the end of the school year, each folder will contain a beginning year essay, my access	1A.2. Assessment essay, F-Kitty Writes 2012 -2014, for students in sixth and seventh grade. FCAT Writes for students in eighth grade.

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					essay and an essay from “F-Kitty”. This will include teacher comments and suggestions. Over the summer the Department Chair will collect results and redistribute them to the individual student’s teacher for the following grade level. At the end of this three year process, a summary of the success of the program will be written and submitted to the Principal, along with the PARCC Scores for 2015.		
			1A.3. Writing is thought of by many instructors as compartmentalized to Language Arts only. Students are not held to high standards in their writing in the content areas.	1A.3. Professional Development Workshop with suggested strategies for writing in the content area will be held in October. Writing liaisons will continue to assist content area teachers throughout the school year.	1A.3. Mary Ellen Russo and Vicki Thomley.	1A.3. A Rubrics will be developed by Workshop Coordinators in accordance with Writing/Blue Print standards presented at the September Collaborative.	1A.3. Teachers will submit two lesson plans that incorporate writing into the content area using the strategies shared in the workshop.
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1 Students who are able to construct a focused and organized still remain deficient in elaboration.	1B.1. Teachers will hold all students writing to the highest standards in elaboration.	1B.1. All teachers across the curriculum in support of the Language Arts (Writing) Instruction.	1B.1. Teacher monitoring of My Access Essays and in class essays throughout the Year.	1B.1. Assessment essay, F-Kitty Writes 2012 -2014, for students in sixth and seventh grade.
Writing Goal #1B: In grade 8, 80% of students will earn a level 4 or higher on the 2012 FCAT (NR) Writing Test.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>		Using various resources teachers will differentiate instruction so higher level writers will learn elaboration strategies. Suggested materials include: Nancy Atwell’s <i>Lessons that Change Writers</i> , Melissa Forney’s resources, graphic organizers, student practice, using previous years FCAT anchor sets as examples		Copies of select student file reviews will be presented at the department meeting to be held TBA, during the end of the year teacher planning days for a solution oriented review of successes and continued challenges. A file will be made for each sixth and seventh grade student. By the end of the school year, each folder will contain a beginning year essay, my access essay and an essay from “F-Kitty”. This will include teacher comments and suggestions. Over the summer the Department Chair will collect results and redistribute them to the individual student’s teacher for the following grade level. At the end of this three year process, a summary of the success of the	FCAT (NR) Writes for students in eighth grade.
	In grade 8, 33% of students earned a level 4 or higher on the 2012 FCAT (NR) Writing Test.	In grade 8, 80% of students will earn a level 4 or higher on the 2012 FCAT (NR) Writing Test.					

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						program will be written and submitted to the Principal, along with the PARCC Scores for 2015.	
			<p>IB.1 Students who are able to construct a focused and organized still remain deficient in elaboration.</p>	<p>IB.1. Teachers will hold all students writing to the highest standards in elaboration.</p> <p>Using various resources teachers will differentiate instruction so higher level writers will learn elaboration strategies. Suggested materials include: Nancy Atwell's <i>Lessons that Change Writers</i>, Melissa Forney's resources, graphic organizers, student practice, using previous years FCAT anchor sets as examples</p>	<p>IB.1. All teachers across the curriculum in support of the Language Arts (Writing) Instruction.</p>	<p>IB.1. Teacher monitoring of My Access Essays and in class essays throughout the Year.</p> <p>Copies of select student file reviews will be presented at the department meeting to be held TBA, during the end of the year teacher planning days for a solution oriented review of successes and continued challenges.</p> <p>A file will be made for each sixth and seventh grade student. By the end of the school year, each folder will contain a beginning year essay, my access essay and an essay from "F-Kitty". This will include teacher comments and suggestions. Over the summer the Department Chair will collect results and redistribute them to the individual student's teacher for the following grade level. At the end of this three year process, a summary of the success of the program will be written and submitted to the Principal, along with the PARCC Scores for 2015.</p>	<p>IB.1. Assessment essay, F-Kitty Writes 2012 -2014, for students in sixth and seventh grade.</p> <p>FCAT Writes for students in eighth grade.</p>
			<p>IB.3. Many students who are able to construct a focused and organized essay continue to remain deficient in punctuation and grammar.</p>	<p>IB.3. 1A.2. EMS will institute a three year Language Arts "Bridge Program". This program will scaffold remediation in composition, punctuation, and grammar across grade levels</p>	<p>IB.3. All teachers across the curriculum in support of the Language Arts (Writing) Instruction.</p>	<p>IB.3. Eighth Grade Language Arts Teachers</p>	<p>IB.3. IB.2. Assessment essay, F-Kitty Writes 2012 -2014, for students in sixth and seventh grade.</p> <p>FCAT Writes for students in eighth grade</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

Writing Budget (Insert rows as needed)

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

End of Writing Goals

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

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

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Civics.			1.1. Teachers are working with a new materials and a new course.	1.1 Thinking maps will be incorporated in new curriculum.	1.1.Department Head	1.1.Rubrics	1.1. Edusoft.. End of year post test. Progress monitoring using text exams
Civics Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Eighty five percent of the students will show improvement from the Edusoft pre test to the Edusoft post test	<i>Zero percent scored a level 3</i>	<i>Fifty percent will score at a level three</i>					
	1.2.Students demonstrated an inability to read and evaluate documents independently .						
		1.2. Develop alternate methods of document analysis geared toward students needs.	1.2.Teacher	1.2.Entire department will meet and evaluate the effectiveness of the new document analysis methods.	1.2. New Evaluation sheets and DBQ's		
		1.3. Curriculum map does not provide enough time for in depth evaluation of documents and development of specific writing skills	1.3. All Department teachers	1.3.FCAT Writes scoring rubric	1.3.DBQ's scores		
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. Teachers are working with a new materials and a new course.	2.1. 1 Thinking maps will be incorporated in new curriculum	2.1. Department Head	2.1. .Rubrics	2.1. Edusoft.. End of year post test. Progress monitoring using text exams
Civics Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Eighty five percent of the students will show improvement from t the Edusoft pre test to the Edusoft post test	<i>Zero percent scored a level 4 or high</i>	<i>Twenty percent will score at a level 4 or higher</i>					
	2.2. .Students demonstrated an inability to read and evaluate documents independently						
		2.2. Develop alternate methods of document analysis geared toward students needs	2.2. Teacher	2.2. .Entire department will meet and evaluate the effectiveness of the new document analysis methods.	2.2. . New Evaluation sheets and DBQ's		
		2.3 Curriculum map does not provide enough time for in depth evaluation of documents and development of specific writing	2.3. .All Department teachers	2.3. FCAT Writes scoring rubric	2.3. DBQ's scores		

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		skills	to gain in depth understanding of the evaluation and writing process			
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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
Inclusion/ Content	6-8 Social Studies	Inclusion Teacher	6-8 Social Studies and Inclusion	Every two weeks on Tuesdays, alternating between planning time and 8:15.	Teachers will share strategies used in the classroom and apply successful strategies to their own classrooms.	Department Head
Thinking Maps	6,7,8 Soc. St.	Tammy Demps	School-wide	1 day inservice	Soc. St. Department Meetings	Principal; Department chairman
Benchmark Task Cards	6,7,8 Soc. St.	Department Chairman	6,7,8 Soc. St.	Planning period meetings	Soc. St. Department Meetings	Department Chairman

Civics Budget (Insert rows as needed)

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

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

End of Civics Goals

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

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

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

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<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

U.S. History Professional Development

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

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

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

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

End of U.S. History Goals

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1.	1.1.	1.1.	1.1.	1.1.
Attendance Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Attendance Rate:*</u> <i>Enter numerical data for current attendance rate in this box.</i>	<u>2013 Expected Attendance Rate:*</u> <i>Enter numerical data for expected attendance rate in this box.</i>					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u> <i>Enter numerical data for current number of absences in this box.</i>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u> <i>Enter numerical data for expected number of absences in this box.</i>					
	<u>2012 Current Number of Students with Excessive Absences</u>	<u>2013 Expected Number of Students with Excessive Absences</u>					
	<u>2012 Current Number of Students with Excessive Absences</u>	<u>2013 Expected Number of Students with Excessive Absences</u>					
	<u>2012 Current Number of Students with Excessive Absences</u>	<u>2013 Expected Number of Students with Excessive Absences</u>					

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	Tardies (10 or more)	Tardies (10 or more)					
	<i>Enter numerical data for current number of students tardy in this box.</i>	<i>Enter numerical data for expected number of students tardy in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Attendance Professional Development

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

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

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

End of Attendance Goals

Suspension Goal(s)

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

Suspension Goal(s)		Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension		1.1.	1.1.	1.1.	1.1.	1.1.
Suspension Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Total Number of In-School Suspensions <i>Enter numerical data for current number of in-school suspensions</i>	2013 Expected Number of In-School Suspensions <i>Enter numerical data for expected number of in-school suspensions</i>				
	2012 Total Number of Students Suspended In-School <i>Enter numerical data for current number of students suspended in-school</i>	2013 Expected Number of Students Suspended In-School <i>Enter numerical data for expected number of students suspended in-school</i>				
	2012 Total Number of Out-of-School Suspensions <i>Enter numerical data for current number of out-of-school suspensions</i>	2013 Expected Number of Out-of-School Suspensions <i>Enter numerical data for expected number of out-of-school suspensions</i>				

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	<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>					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	<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.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

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

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
			Subtotal:
Professional Development			

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

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

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

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Dropout Prevention Professional Development

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

Dropout Prevention Budget (Insert rows as needed)

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

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

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

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

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

Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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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
STEM Goal #1: <i>Inform/ educate teachers and students about STEM.(What is it? Why is it important? How do we do it?)</i>	1.1. Misconceptions that current lessons are not longer usable.	1.1. Professional development for teachers ; information for students	1.1. Classroom teacher	1.1. Data collected by teacher evaluations	1.1 Meeting to discuss strategies and implementation.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM introduction	6-8 science , math, technology	Cynthia Powers, Vicky Grable, Alan Rasmussen, Joanna Treves	6-8 science and math	Wednesday morning(s)	Department Meetings	Science, Math Department Chairman; technology instructors

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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
CTE Goal #1: To increase the number of project-based learning (PBL) opportunities to prepare for career awareness and common core standards.	1.1.	1.1. Provide training and opportunities to share ideas and projects with the Professional Learning Communities.	1.1.	1.1. Teacher feedback PLC sign in sheets	1.1. Teacher feedback PLC Sign- in sheets
	1.2.	1.2. Provide follow up support as teachers begin implementing PBL	1.2.	1.1. Teacher feedback PLC sign in sheets	1.1. Teacher feedback PLC Sign- in sheets
	1.3.	1.3. Monitor student work product resulting from PBL	1.3.	1.3. Authentic, relevant, student work samples which demonstrate a high level of curriculum mastery.	1.3. Authentic, relevant, student work samples which demonstrate a high level of curriculum mastery.

CTE Professional Development

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

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CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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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. Teacher buy in to the PBS philosophy.	1.1. We are including as many teachers as possible to be a part of PBS decisions making committees, so they take ownership. We are also not overwhelming teachers with too much information at once, but rather phasing the program in gradually. We are simplifying the work for teachers by not having to reinvent the wheel, but taking ideas that are already proven to work.	1.1. AP overseeing PBS	1.1. Teacher buy in and support of the program, determined through face to face meetings. A committee of teachers will work with the PBS administrator to create an incentive program to support positive student behavior.	1.1. Open communication, Surveys, and school wide discipline data.
Additional Goal #1:	2012 Current Level :*	2013 Expected Level :*					
<i>Through implementing the PBS program, we plan to impact the school culture in a positive manor and provide extra support for struggling students, which should be reflected in a lower incidence of misbehavior.</i>	<i>Suspension- 102 School Plus – 65 Total: 670 actions For the 1st grading period of 2012 - 2012</i>	<i>10% reduction: Suspension:92 School Plus – 59 Total: 603</i>					
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

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

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

Are you reward school? Yes X No

(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

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

School Advisory Council (SAC)

SAC Membership Compliance

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

X Yes No

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

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

Describe the projected use of SAC funds.	Amount