

Florida Department of Education



School Improvement Plan (SIP) Form SIP-1

2012-2013

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2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Fruit Cove Middle School	District Name: St. Johns County School District
Principal: Steve McCormick	Superintendent: Dr. Joseph Joyner
SAC Chair: Kristy Brown	Date of School Board Approval: 11/13/2012

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	Steve McCormick	Bachelor's degree from The State University of New York at Cortland, a Master's degree from Indiana State University, and a Certificate in Educational Leadership from the University of North Florida	6	12	Principal at Fruit Cove Middle School 2007-Current – School Grade A 2011-12 Proficiency scores are: <ul style="list-style-type: none"> • Reading: 89%(6th), 87% (7th), 84% (8th) Math: 87% (6th), 88%(7th), 89% (8th) • Writing: 92%(8th) Science: 81%(8th) • Reading Lowest 25% learning gains: 79% • Math Lowest 25% learning gains: 78%

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Assistant Principal	Jeanette Murphy	Masters in Elementary Education Certification: Educational Leadership, Math 5 th -9 th , Elementary Education, ESOL Endorsement	2	4	Assistant Principal at Fruit Cove Middle School 2011-Current - School Grade A 2011-12 Proficiency Scores are: <ul style="list-style-type: none"> • <u>Reading</u>: 89%(6th), 87% (7th), 84% (8th) <u>Math</u>: 87% (6th), 88%(7th), 89% (8th) • <u>Writing</u>: 92%(8th) <u>Science</u>: 81%(8th) • Reading Lowest 25% learning gains: 79% • Math Lowest 25% learning gains: 78%
Curriculum Resource Coordinator	Brian Gifford	Masters in Educational Leadership Certification: Educational Leadership, Elementary Education	3	3	Curriculum Recourse Coordinator at Fruit Cove Middle School 2010-Current – School Grade A 2011-12 Proficiency scores are: <ul style="list-style-type: none"> • <u>Reading</u>: 89%(6th), 87% (7th), 84% (8th) <u>Math</u>: 87% (6th), 88%(7th), 89% (8th) • <u>Writing</u>: 92%(8th) <u>Science</u>: 81%(8th) • Reading Lowest 25% learning gains: 79% • Math Lowest 25% learning gains: 78%

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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)
Instructional Literacy Coach	Lori Sisson	Master's in Education Reading Specialist Certification ESOL Endorsement English (6-9th) Reading (K-12th) Elementary (K-6th)	9	4	Mrs. Sisson has taught Language Arts, Intensive Reading, and coached at Fruit Cove Middle School since 2003. She has contributed to Fruit Cove's school grade of A all those years by coaching teachers and monitoring student progress. 2011-12 Proficiency scores are: <ul style="list-style-type: none"> • <u>Reading</u>: 89%(6th), 87% (7th), 84% (8th) <u>Math</u>: 87% (6th), 88%(7th), 89% (8th) • <u>Writing</u>: 92%(8th) <u>Science</u>: 81%(8th) • Reading Lowest 25% learning gains: 79% • Math Lowest 25% learning gains: 78%

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. District application (PATS)	Administration	June 5, 2013
2. Professional Learning Communities	Principal	June 5, 2013
3. Model Lessons	ILC	June 5, 2013
4. Curriculum Development and Training	Administration	June 5, 2013

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Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Lisa Hampton – Gifted Language Arts	Ms. Hampton is currently taking classes to become gifted endorsed.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
66	.02%	19.6%	43.9%	36.3%	28.7%	98.5%	18.1%	8.6%	45%

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
Amanda Paul	Kerri Alexander	Math	Teachers work together during Collaborative Learning Team time (data, planning, assessments, etc..)
Nicole Thompson & Kristy Brown	Nancy Hagopian	Multi-subjects & Multi-teachers	Teachers work together during Collaborative Learning Team time (data, planning, assessments, etc..)

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Julie Hirsch	Amanda Smith	Social Studies	Teachers work together during Collaborative Learning Team time (data, planning, assessments, etc..)
Jaime Yarberry	Lauren Calabrese	Science	Teachers work together during Collaborative Learning Team time (data, planning, assessments, etc..)
Matt Howard	Emmanuel Wellington	PE	Teachers work together during Collaborative Learning Team time (data, planning, assessments, etc..)

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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	N/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	

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Other

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

School-Based MTSS/RtI Team

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Identify the school-based MTSS leadership team.

Team members are:

Principal - Steve McCormick

Assistant Principal – Jeanette Murphy

Curriculum Coordinator – Brian Gifford

Behavior Specialist – Cinda Grimes

School Counselor – Maureen Murray, Cathy Harrill

School Psychologist – James Langholz

MTSS Coach – Lorna Kirkham

Instructional Literacy Coach – Lori Sisson

Speech/Language Pathologist - Karen Curet

Responsibilities

- Member of core team
- Attends core meetings
- Attends RtI review meetings with teacher
- Helps develop Tier II and Tier III academic and behavior plans
- Develops agenda for MTSS meetings
- Responsible for gathering attendance data
- Responsible for gathering behavior data
- Graphs students' progress monitoring data
- Participates in gap analysis
- Makes the MTSS team aware of health/medical conditions that may impact learning
- Takes minutes during the meeting
- Provides the minutes of the meetings to all MTSS members in a timely fashion
- Files paperwork for RtI students into the RtI folder
- Updates data into the RtI digital database
- Schedules meetings to review RtI plans with teachers
- Performs speech and language screenings
- Performs vision and hearing screenings

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- Sends home referrals based on vision and hearing needs
- Refers students/parents to appropriate community resources
- Participates in parent conferences necessary
- Performs classroom observations
- Develops progress monitoring probes
- Reviews school wide progress monitoring information
- Conducts process testing for purposes of intervention planning
- Conducts guidance lessons based on specific areas of need
- Provides training to staff/teachers on RtI procedures, progress monitoring and related interventions
- Finalizes RtI referral packet and submits to LEA

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?

- Provides vision for both academic and behavioral success.
- Plans, implements and monitors the progress of school improvement.
- Implements Multi-Tiered System of Supports as a school-wide method of raising student achievement outcomes through data review and problem-solving.
- Systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development and procedures.
- Meeting frequency – weekly

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 MTSS Leadership Team designated a working group, including the Assistant Principal and the Instructional Literacy Coach, to represent the team in development and implementation of the school improvement plan as it pertains to RtI. This working group provides data on RtI Tier procedures and goals as well as input regarding academic and behavioral areas that need to be addressed.

MTSS Implementation

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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

Reading and Math - Florida Comprehensive Assessment Test (FCAT)
Reading - Florida Assessments for Instruction in Reading (FAIR), Gates McGinite
Math, Science - Discovery Education
Writing – Writing prompts
Behavior – Daily behavior charts, ABC data

Midyear Data

Reading - Florida Assessments for Instruction in Reading (FAIR)
Math, Science - Discovery Education
Writing – Writing prompts
Behavior – Daily behavior charts, ABC data

End of Year Data

Reading and Math - Florida Comprehensive Assessment Test (FCAT)
Reading - Florida Assessments for Instruction in Reading (FAIR), Gates McGinite
Reading, Math, Science - Discovery Education
Algebra, Geometry – End of Course Exams
Writing – Writing prompts
Behavior – Daily behavior charts, ABC data

Describe the plan to train staff on MTSS.

The MTSS Leadership Team received initial district training on August 6, 2012. This team will receive additional district training throughout the school year. Professional Development on MTSS will be conducted for the staff during the pre-planning for the 2012-2013 school year.

Describe the plan to support MTSS.

Lorna Kirkham, Coordinator for Intervention Services, conducts monthly in person meetings with all School Psychologists and Diagnosticians. The MTSS contact will have monthly virtual meetings on the first Wednesday of each month. In addition, Lorna Kirkham will be attending the weekly MTSS meetings at every school at least twice during the 2012-2013 school year.

Literacy Leadership Team (LLT)

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School-Based Literacy Leadership Team

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

Principal, Assistant Principal, Instructional Literacy Coach, Classroom Teachers (academic & elective), Guidance, Media Specialist

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

The goal of the Literacy Leadership Team is to promote literacy, as defined as "...informed interactive communication using reading and writing." The team has identified common school wide reading and writing strategies (i.e.: "Tool Box"), as well as "Power Words" that will be modeled, taught, and practiced across the curriculum.

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

The major initiatives of the Literacy Leadership Team are:

- to continue promoting the school-wide common literacy strategies
- to continue modeling the "12 Power Words" as common language for all teachers to use in their classrooms
- to model the uses of the differentiation strategies within the block schedule
- to effectively implement and utilize Marzano instructional strategies
- to focus on content area literacy and increase text complexity in all core subjects.

Public School Choice

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

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

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

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

N/A

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

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

All teachers meet twice a month with their Collaborative Learning Team. Teams look through data, plan lessons & create common assessments. Our Literacy Coach trains teachers on text complexity and reading strategies through the CARPD classes and inservices as well as models lessons in the classrooms.

****High Schools Only***

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

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

N/A

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?

N/A

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](#).

N/A

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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. Identifying areas for improvement in areas of FCAT 2.0 reporting categories: Reading Application, Literary Analysis and Informational Text	1A.1. NGSSS & Common Core Skills-Based Literacy Instruction & High Yield Strategies	1A.1. Administration, CRC, Instructional Literacy Coach, Reading, Teachers, Language Arts Teachers, & Content Area Teachers	1A.1. Analyze Data, Provide Differentiated Instruction, Promote Common Literacy Language in all Classes, Model Marzano Strategies and other research based strategies, Continuous Progress Monitoring, Data PLC, High Yield Instructional Practices	1A.1. FCAT, FAIR, Gates McGinite, Research Based Classroom Instructional Materials, Quarterly Exams, Scales, Learning Goals		

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<u>Reading Goal #1A:</u> <i>Our goal is to increase the number of students achieving a Level 3 on the FCAT Reading from 30% to 31%, an increase of 1%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	30% (421)	31%					
		IA.2. Using Data to Differentiate Instruction	IA.2. Performance Tracker Training	IA.2. Administration, CRC, Instructional Literacy Coach, Classroom Teachers	IA.2. Analyze Data, Data Discussions, Focus Lessons for Individual Learners, Readers/Writers Workshop, Collaborative Learning Teams	IA.2. FCAT, FAIR, Gates McGinite, Research Based Classroom Instructional Materials, Focus Calendar, Quarterly Exams, Scales, Learning Goals	
		IA.3. Repeated Exposure to Reading Strategies, Marzano Common Language & Common Core	IA.3. Common Literacy Language, Teaming SS with LA Teachers, Collaborative Learning Teams	IA.3. Administration, CRC Instructional Literacy Coach, Language Arts, Science & SS Teachers	IA.3. Analyze Data, Provide Differentiated Instruction, Promote Common Literacy Language, Common Assessments	IA.3. Lesson Plans (Blueprint), Observational Data, Coaches Log, Reflection	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Reading Goal #1B:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	N/A	N/A					
		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. Identifying areas for improvement in areas of FCAT 2.0 reporting categories: Reading Application, Literary Analysis and Informational Text	2A.1. Laying the Foundation Strategies for Higher Order Thinking Skills, Text Complexity, Model & Develop Higher Level Literacy Skills (shifting towards CCSS).	2A.1. Administration, Curriculum Resource Coordinator, Instructional Literary Coach, Classroom Teachers, Content Area Teachers	2A.1. Analyze Data, Provide Differentiated Instruction, Promote Common Literacy Language in all Classes, Model Marzano Strategies and other research based strategies, Continuous Progress Monitoring, Collaborative Learning Teams, Model High Yield Instructional Practices	2A.1. Progress Monitoring, Classroom Instructional Materials, Quarterly Exams, Scales, Learning Goals, FAIR		
Reading Goal #2A: <i>Our goal is to increase the number of students achieving a Level 4 & 5 on the FCAT Reading from 57% to 59%, an increase of 2%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	57% (814)	59%					
		2A.2. Data-Driven Instruction	2A.2. Performance Tracker Data	2A.2. Administration, Curriculum Resource Coordinator, Instructional Literary Coach, Classroom Teachers	2A.2. Analyze Data, Provide Differentiated Instruction, Promote Common Literacy Language in all Classes, Model Marzano Strategies and other research based Strategies, Continuous Progress Monitoring,	2A.2. FCAT, Gates McGinite, Research Based Classroom Instructional Materials, Quarterly Exams, Scales, Learning Goals	

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		2A.3. Articulation with Elementary schools.	2A.3. Vertical Planning with Elementary Schools	2A.3. Administration, LA Teachers	2A.3. Analyze FCAT Data, Progress monitoring	2A.3. FCAT, FAIR, Gates McGinite, Quarter Exams	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1. Increase Amount of Books Student Read	2B.1. 7 th /8 th grade Elective: "Adventures in Interactive Literacy to promote Reading for Pleasure.	2B.1. Administration, Elective Teacher	2B.1. Collaborative Learning Team with other middle schools offering same class, Progress Monitoring Data, Classroom Activities, Classroom Observations	2B.1. Lesson Plans, Observations, FCAT, FAIR		
Reading Goal #2B: <i>N/A</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		2B.2. Repeated Exposure to Reading Strategies	2B.2. Common Literacy Language, Teaming SS with LA Teachers, Nooks, Text Complexity	2B.2. Administration, CRC Instructional Literacy Coach, Language Arts and SS Teachers	2B.2. Analyze Data, Provide Differentiated Instruction, Promote Common Literacy Language in all classes, Model Marzano & other high yield practices, Continuous Progress Monitoring	2B.2. Lesson Plans, Observational Data, Coaches Log,	
		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 reading.	3A.1. Data Driven Instruction	3A.1. Reading Plus, Additional small group assistance.	3A.1. Administration, CRC, Instructional Literacy Coach, Reading, Teachers, Language Arts Teachers, and Content Area Teachers	3A.1. Analyze Data, Data Discussions through Collaborative Learning Teams, Focus Lessons for Individual Learners, Readers/Writers Workshop	3A.1. Performance Tracker Data Combined with Lesson Plans/Focus, Calendar/Curriculum Map, Quarterly Exams, Scales, FAIR, Gates MacGinite		
Reading Goal #3A: <i>Our goal is to increase the number of students making learning gains in reading from 80% to 83%, an increase of 3%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	80%	83%					
		3A.2. Repeated Exposure to Reading Strategies	3A.2. Common Literacy Language, Teaming SS with LA Teachers, Nooks, Text Complexity	3A.2. Administration, CRC Instructional Literacy Coach, Language Arts and SS Teachers	3A.2. Analyze Data, Provide Differentiated Instruction, Promote Common Literacy Language in all classes, Model Marzano & other high yield practices, Continuous Progress Monitoring	3A.2. Lesson Plans, Observational Data, Coaches Log,	
		3A.3. Differentiating Instruction	3A.3. NGSSS Skills-Based Literacy Instruction & Common Core, Block Scheduling	3A.3. Administration, CRC, Instructional Literacy Coach, Reading, and Language Arts Teachers	3A.3. Analyze Data, Data Discussions, Focus Lessons for Individual Learners, Readers/Writers Workshop	3A.3. Student/Teacher Conferencing, Classroom Assessment, Quarterly Exams, Scales	

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3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<u>Reading Goal #3B:</u> <i>N/A</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		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		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. Continuous Monitoring of Students Not Enrolled in Intensive Reading (Level 3 Students)	4A.1. Data Notebooks, Performance Tracker, Florida Achieves, Reading Plus, Additional small group support.	4A.1. Administration, CRC, Instructional Literacy Coach, Reading, Teachers, Language Arts Teachers, and Content Area Teachers	4A.1. Analyze Data, Provide Differentiated Instruction, Promote Common Literacy Language in all classes, Model Strategies, Continuous Progress Monitoring, lessons will focus on areas of weakness and test taking strategies.	4A.1. FCAT, FAIR, Classroom Assessments, Quarterly Exams, Scales		
<u>Reading Goal #4A:</u> <i>Our goal is to increase the number of students in the lowest 25% category making learning gains in reading from 79% to 82%, an increase of 3%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	79%	82%					
		4A.2. FCAT, FAIR, Classroom Assessments, Quarterly Exams, Scales Students Scoring a Level 1 or 2 on FCAT Reading	4A.2. Intensive Reading Block Reading Plus Students enrolled in CARPD SS/ Sci	4A.2. Administration, CRC, Instructional Literacy Coach, Reading, and Language Arts Teachers	4A.2. Research Based Lessons Delivered by Reading Certified Instructors	4A.2. Language, SRI, Skills-Based Assessments, Scales	

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		4A.3. Increased Time for Skills-Based Instruction	4A.3. Reading Strategies Implemented in Content Area Classrooms (SS/Science, Readers Workshop) Block Scheduling	4A.3. Administration, CRC Instructional Literacy Coach, Language Arts, SS and Science Teachers	4A.3. Analyze Data, Provide Differentiated Instruction, Promote Common Literacy Language in all classes, Model Strategies, Continuous Progress Monitoring, Collaborative Learning Teams	4A.3. Data Notebooks, Classroom Assessments, Scales	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
<u>Reading Goal #4B:</u> <i>N/A</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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

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	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Reading Goal #5C:</u> Pending state provided data	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		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 reading.	5D.1. Increased Time for Skills-Based Instruction	5D.1. A.2. Intensive Reading Block Reading Plus Students enrolled in CARPD SS/Sci Book Club	5D.1. Administration, CRC Instructional Literacy Coach, Language Arts, SS and Science Teachers	5D.1. Analyze Data, Provide Differentiated Instruction, Promote Common Literacy Language in all classes, Model Strategies, Continuous Progress Monitoring, Collaborative Learning Teams, IEP meeting	5D.1. FCAT, FAIR, Classroom Assessments, Quarterly Exams, Scales		

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Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Pending state provided data							
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Reading Goal #5E:</u> Pending state provided data	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities							
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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
Performance Tracker Training	School-Wide	CRC	School-Wide	Early Release Wednesdays	Teachers will analyze data for lesson planning and interventions.	Administration, Instructional Literacy Coach, Curriculum Resource Coordinator
Reading Leadership Team	School-Wide	Instructional Literacy Coach (ILC)	School-Wide	Quarterly Meetings	Training & Implementation of RTL Objectives	Administration, Instructional Literacy Coach, Curriculum Resource Coordinator
Collaborative Learning Teams	School-Wide	Teacher in each Team	School-Wide	Twice a Month	Teachers will plan based on data	Administration, Instructional Literacy Coach, Curriculum Resource Coordinator
Common Core Training	School-Wide	ILC	School-Wide	Pre-Planning & Monthly	Teachers will plan using Common Core Standards.	Administration, Instructional Literacy Coach, Curriculum Resource Coordinator
NGCARPD	Volunteer Teachers	ILC	Teachers	On-going	Teachers will be observed in classrooms.	Literacy Coach
Formative Assessment	School-Wide	ILC	School-Wide	Sept 5, 2012	Teachers will create formative assessments with their Collaborative Learning Teams.	Administration, Instructional Literacy Coach, Curriculum Resource Coordinator
Common Assessment	Leadership Team	Solution Tree	Leadership Team	Oct. 2012	Leadership team will share out with Collaborative Learning Teams.	Administration, Instructional Literacy Coach, Curriculum Resource Coordinator
PLC at Work	Leadership Team	Solution Tree	Leadership Team	Summer 2012	Leadership team will share out with faculty and establish Collaborative Learning Teams.	Administration, Instructional Literacy Coach, Curriculum Resource Coordinator
Standards Based Grading	School-Wide	AP	School-Wide	Pre-planning & Monthly	Teachers will assign grades based on mastery. Interventions will take place if standards not mastered.	Administration, Instructional Literacy Coach, Curriculum Resource Coordinator

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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
Reading Plus			
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
PLC at Work	Training		
Common Core Training	Training		
NGCARPD	Training		
Formative Assessment	Training		
Standards Based Grading	Training		
Performance tracker Training	Training		
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 Repeated Exposure to Reading Strategies and ESOL Strategies	1.1. Intensive Reading/Intensive Reading Block Reading Plus Students enrolled in CARPD SS/ Sci ESOL endorsed teachers.	1.1. Administration, CRC Instructional Literacy Coach, Language Arts, SS and Science Teachers	1.1 Analyze Data, Provide Differentiated Instruction, Promote Common Literacy Language in all classes, Model Literacy & ESOL Strategies, Continuous Progress Monitoring, Collaborative Learning Teams	1.1. CELLA, FAIR, Classroom Assessments, Quarterly Exams, Scales, Teacher Observation	
CELLA Goal #1: <i>To Increase the number of students scoring proficient in Listening/Speaking.</i>	2012 Current Percent of Students Proficient in Listening/Speaking:					
	75% (3)					
		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	

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<p>2. Students scoring proficient in reading.</p>	<p>2.1. Increased Time for Skills-Based Instruction</p>	<p>2.1. Intensive Reading Students enrolled in CARPD SS/ Sci ESOL endorsed teachers.</p>	<p>2.1. Administration, CRC Instructional Literacy Coach, Language Arts, SS and Science Teachers</p>	<p>2.1. Analyze Data, Provide Differentiated Instruction, Promote Common Literacy Language in all classes, Model Literacy & ESOL Strategies, Continuous Progress Monitoring, Collaborative Learning Teams</p>	<p>2.1. CELLA, FAIR, Classroom Assessments, Quarterly Exams, Scales, Teacher Observation</p>	
<p><u>CELLA Goal #2:</u> <i>To increase the number of students scoring proficient on reading.</i></p>	<p><u>2012 Current Percent of Students Proficient in Reading:</u></p>					
	<p>25% (1)</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>
		<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>

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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. Increased Time for Skills-Based Instruction in Writing	2.1. Writer's Workshop, Strategic Writing Lessons on Support and Organization, Laying the Foundation, High Level/Interest Lessons Writing across the curriculum.	2.1. Administration, CRC Instructional Literacy Coach, Language Arts, SS and Science Teachers	2.1. Continuous Progress Monitoring of Student Writing Samples, Collaborative Learning Teams	2.1. District Writing Prompts and classrooms writing samples.	
<u>CELLA Goal #3:</u> <i>To increase the number of students scoring proficient in writing.</i>	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	75% (3)					
		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
Teachers working on ESOL Endorsement	Online Training		
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.		
<u>Mathematics Goal</u> #1A: <i>N/A</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>N/A</i>	<i>N/A</i>					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Mathematics Goal #1B:</u> <i>N/A</i>	<u>2012 Current Level of Performance:*</u> <i>N/A</i>	<u>2013 Expected Level of Performance:*</u> <i>N/A</i>					
	<i>N/A</i>	<i>N/A</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
<u>Mathematics Goal</u> #1A: <i>N/A</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>N/A</i>	<i>N/A</i>					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Mathematics Goal #1B:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		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 #2A:</u> <i>N/A</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>N/A</i>	<i>N/A</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.		

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Mathematics Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
	N/A	N/A					
		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>N/A</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>N/A</i>	<i>N/A</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.		

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<u>Mathematics Goal</u> <u>#3B:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
N/A							
	N/A	N/A					
		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		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.		
<u>Mathematics Goal #4A:</u> <i>N/A</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>N/A</i>	<i>N/A</i>					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		

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<u>Mathematics Goal</u> <u>#4B:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
<i>N/A</i>							
	<i>N/A</i>	<i>N/A</i>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Mathematics Goal</u> #5A: <i>N/A</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		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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<u>Mathematics Goal</u> <u>#5B:</u>	<u>2012 Current Level of</u> <u>Performance:*</u>	<u>2013 Expected Level of</u> <u>Performance:*</u>					
N/A							
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					
		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>N/A</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>N/A</i>	<i>N/A</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		

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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>N/A</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>N/A</i>	<i>N/A</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.		
<u>Mathematics Goal #5E:</u> <i>N/A</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>N/A</i>	<i>N/A</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	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. Addressing Individual Needs Through Data Analysis	1A.1. Performance Tracker, Daily Practice Problems, Progress Monitoring, Florida Achieves	1A.1. Administration, Curriculum Resource Coordinator, Instructional Literacy Coach, Math Teachers	1A.1. Analyze Data, Provide Differentiated Instruction, Practice Skills Based Problems Daily, Model Strategies for Improvement, Continuous Progress Monitoring, Common Core Mathematical Practices	1A.1. FCAT, Performance Tracker, Discovery Education, Classroom Instructional Materials, Quarterly Exams		
<u>Mathematics Goal #1A:</u> <i>Our goal is to increase the number of students achieving a Level 3 on the FCAT Math from 23% to 24%, an increase of 1%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	23% (330)	24%					

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		1A.2. Ensuring all Standards are addressed with Appropriate Emphasis	1A.2. Curriculum Mapping/ Focus Calendars, Florida Achieves, Vertical Planning with Elementary	1A.2. Administration, Curriculum Resource Coordinator, Instructional Literacy Coach, Math Teachers	1A.2. Collaborative Learning Team, Curriculum Map Review	1A.2. Classroom Assessments, Discovery Education Probes, Quarterly Exams, Scales, Learning Goals	
		1A.3. Addressing Student Needs Through Re-teaching and Extended Practice/ Instructional Time	1A.3. Online Textbook Resources/ CD (Tutorials, Additional Practice), Tutoring, Block Scheduling, Study Island, After school tutoring	1A.3. Administration, Curriculum Resource Coordinator, Instructional Literacy Coach, Math Teachers	1A.3. Analyze Data, Provide Differentiated Instruction, Practice Skills Based Problems Daily, Model Strategies for Improvement, Continuous Progress Monitoring	1A.3. Classroom Assessments, Discovery Education Probes, Scales	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Mathematics Goal #1B:</u> <i>N/A</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>N/A</i>	<i>N/A</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. Differentiated Instruction	2A.1. Progress Monitoring, Varying Complexity of Assignment, Block Scheduling, Course Acceleration, Florida Achieves	2A.1. Administration, Curriculum Resource Coordinator, Instructional Literacy Coach, Math Teachers	2A.1. Analyze Data, Provide Differentiated Instruction, Practice Skills Based Lessons Daily, Model Strategies, Continuous Progress Monitoring	2A.1. Discovery Education, Classroom Assessments, FCAT		
<u>Mathematics Goal #2A:</u> <i>Our goal is to increase the number of students achieving a Level 4 & 5 on the FCAT Math from 66% to 68%, an increase of 2%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	66% (929)	68%					
		2A.2. Continuous Monitoring of Students who Achieve Above Proficiency	2A.2. Daily Skills Based Practice, Common Assessment	2A.2. Administration, Curriculum Resource Coordinator, Instructional Literacy Coach, Math Teachers	2A.2. Analyze Data, Provide Differentiated Instruction, Practice Skills Based Lessons Daily, Model Strategies, Continuous Progress Monitoring	2A.2. Classroom Assessments, Quarterly Exams	
		2A.3. Incorporating Technology	2A.3. Use TI Calculators, Smart Boards, Student Response Clickers, Online Textbook/ CD Resources	2A.3. Classroom Teachers, Media Specialist	2A.3. Student Performance/ Increased Level of Engagement	2A.3. Classroom Assessments, Quarterly Exams	

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<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</p>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<p><u>Mathematics Goal #2B:</u> <i>N/A</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<i>N/A</i>	<i>N/A</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. Addressing Individual Needs Through Data Analysis	3A.1. Performance Tracker, Daily Practice Problems, Progress Monitoring, Math tutoring, Florida Achieves	3A.1. Administration, Curriculum Resource Coordinator, Instructional Literacy Coach, Math Teachers	3A.1. Analyze Data, Provide Differentiated Instruction, Practice Skills Based Problems Daily, Model Strategies for Improvement, Continuous Progress Monitoring	3A.1. FCAT, Performance Tracker, Discovery Education, Classroom Instructional Materials, Quarterly Exams		
<u>Mathematics Goal #3A:</u> <i>Our goal is to increase the number of students making learning gains in math from 87% to 90%, an increase of 3%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	87%	90%					
		3A.2. Ensuring all Standards are Addressed with Appropriate Emphasis	3A.2. Curriculum Mapping/ Focus Calendars, Florida Achieves, Common Core Mathematical Practices, Vertical Planning with Elementary	3A.2. Administration, Curriculum Resource Coordinator, Instructional Literacy Coach, Math Teachers	3A.2. Collaborative Learning Team Meetings, Curriculum Map Review	3A.2. Classroom Assessments, Discovery Education Probes, Quarterly Exams	

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		3A.3. Addressing Student Needs Through Re-teaching and Extended Practice/ Instructional Time	3A.3. Online Textbook Resources/ CD (Tutorials, Additional Practice), Tutoring, Learning Goal	3A.3. Administration, Curriculum Resource Coordinator, Instructional Literacy Coach, Math Teachers	3A.3. Analyze Data, Provide Differentiated Instruction, Practice Skills Based Problems Daily, Model Strategies for Improvement, Continuous Progress Monitoring	3A.3. Classroom Assessments, Discovery Education Probes, Quarterly Exams, Scales	
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>N/A</i>	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
	<i>N/A</i>	<i>N/A</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		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1. Extended Practice and/ or Instructional Time	4A.1. Math Tutoring, Block Scheduling, Study Island, Florida Achieves	4A.1. Administration, Curriculum Resource Coordinator, Instructional Literacy Coach, Math Tutor and Mentor	4A.1. Analyze Data, Provide Differentiated Instruction, Practice Skills Based Problems Daily, Model Strategies for Improvement, Continuous Progress Monitoring	4A.1. FCAT, Performance Tracker, Discovery Education, Classroom Instructional Materials, Data Notebooks, Student Conferencing, MTSS, Scales		
<u>Mathematics Goal #4A:</u> <i>Our goal is to increase the number of students in the lowest 25% category making learning gains in math from 78% to 81%, an increase of 3%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	78%	81%					
		4A.2. Continuous Monitoring of Level 3 Students in the Lowest 25%	4A.2. Performance Tracker, Daily Practice Problems, Progress Monitoring	4A.2. Administration, Curriculum Resource Coordinator, Instructional Literacy Coach, Math Teachers	4A.2. Analyze Data, Provide Differentiated Instruction, Practice Skills Based Problems Daily, Model Strategies for Improvement, Continuous Progress Monitoring, Collaborative Learning Team Meetings	4A.2. FCAT, Performance Tracker, Discovery Education, Classroom Instructional Materials, Data Notebooks, Student Conferencing	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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<p>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.</p>	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
<p><u>Mathematics Goal #4B:</u> <i>N/A</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<i>N/A</i>	<i>N/A</i>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011	N/A	N/A	N/A	N/A	N/A	N/A
<u>Mathematics Goal #5A:</u> N/A							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		
<u>Mathematics Goal #5B:</u> Pending state provided data	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					
		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> Pending state provided data	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1. Extended Practice and/ or Instructional Time	5D.1. Math Tutoring, Block Scheduling, Study Island, Florida Achieves, After school tutoring	5D.1. Administration, Curriculum Resource Coordinator, Instructional Literacy Coach, Math Tutor and Mentor	5D.1. Analyze Data, Provide Differentiated Instruction, Practice Skills Based Problems Daily, Model Strategies for Improvement, Continuous Progress Monitoring	5D.1. FCAT, Performance Tracker, Discovery Education, Classroom Instructional Materials, Data Notebooks, Student Conferencing, MTSS, Scales		
<u>Mathematics Goal #5D:</u> Pending state provided data	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Mathematics Goal #5E:</u> Pending state provided data	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
		5E.3.	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	Mathemat	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>N/A</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		<i>N/A</i>	<i>N/A</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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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: N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>N/A</i>	<i>N/A</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>N/A</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>N/A</i>	<i>N/A</i>					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.</p>	4.1.	4.1.	4.1.	4.1.	4.1.		
<p>Mathematics Goal #4: <i>N/A</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<i>N/A</i>	<i>N/A</i>					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3.	4.3.	4.3.	4.3.	4.3.	

End of Florida Alternate Assessment High School Mathematics Goals

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

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

Algebra 1 EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Algebra 1.	1.1. Increase number of students enrolled in advanced classes	1.1. Support students through scheduled Math tutoring if needed, Florida Achieves, Common Core Mathematical Practices	1.1. Administration, Curriculum Resource Coordinator, Instructional Literacy Coach	1.1. Collaborative Learning Teams to discuss progress monitoring data, standards, formative assessments	1.1. Discovery Education, EOC		
Algebra 1 Goal #1: Our goal is to decrease the number of students achieving a Level 3 on the Algebra 1 EOC from 10% to 8%. A 2% decrease. This will increase the number of students scoring a level 4 or 5.	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					

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	10% (23)	8%					
		1.2. Vertical alignment with high school	1.2. Teacher planning sessions with High School Teachers.	1.2. Administration, Curriculum Resource Coordinator, Instructional Literacy Coach	1.2. Collaborative Learning Teams to discuss progress monitoring data, standards, formative assessments	1.2. Discovery Education, EOC	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.	2.1. Vertical alignment with high school	2.1. Teacher planning sessions with High School Teachers, Common Core Mathematical Practices	2.1. Administration, Curriculum Resource Coordinator, Instructional Literacy Coach	2.1. Collaborative Learning Teams to discuss progress monitoring data, standards, formative assessments	2.1. Discovery Education, EOC		
<u>Algebra Goal #2:</u> Our goal is to increase the number of students achieving a Level 4 and 5 on the Algebra 1 EOC from 90% to 93%. A 3% increase.	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
	90% (211)	93%					
		2.2.	2.2.	2.2.	2.2.	2.2.	

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		2.3.	2.3.	2.3.	2.3.	2.3.	
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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	N/A	N/A	N/A	N/A	N/A	N/A
<u>Algebra 1 Goal #3A:</u> <i>N/A</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.	3B.1. White: Black: Hispanic: Asian: American Indian	3B.1.	3B.1.	3B.1.	3B.1.		

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Algebra 1 Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Pending state provided data							
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
<u>Algebra 1 Goal #3C:</u> Pending state provided data	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		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.		

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Algebra 1 Goal #3D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Pending state provided data							
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
<u>Algebra 1 Goal #3E:</u> Pending state provided data	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		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.		
<u>Geometry Goal #1:</u> <i>N/A</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>N/A</i>	<i>N/A</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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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. Vertical alignment with high school	2.1. Teacher planning sessions with High School Teachers, Common Core Mathematical Practices	2.1. Administration, Curriculum Resource Coordinator, Instructional Literacy Coach	2.1. Collaborative Learning Teams to discuss progress monitoring data, standards, formative assessments	2.1. Discovery Education, EOC		
<u>Geometry Goal #2:</u> <i>N/A</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>N/A</i>	<i>N/A</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2011-2012	N/A	N/A	N/A	N/A	N/A	
<u>Geometry Goal #3A:</u> N/A							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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Geometry Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
<u>Geometry Goal #3C:</u> <i>N/A</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>N/A</i>	<i>N/A</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.		

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Geometry Goal #3D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
	N/A	N/A					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
<u>Geometry Goal #3E:</u> <i>N/A</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>N/A</i>	<i>N/A</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							
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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
Mathematical Practices Inservice	Math	AP	Math Teachers	Pre-Planning	Teacher Observation, Lesson Plans, Collaborative Learning Teams	Administration, Instructional Literacy Coach, Curriculum Resource Coordinator
Common Core Inservice	Math	District	Math Teachers	Pre-Planning & Monthly	Teacher Observation, Lesson Plans, Collaborative Learning Teams	Administration, Instructional Literacy Coach, Curriculum Resource Coordinator
Common Assessment	School-Wide	Solution Tree	Leadership Team	Oct. 2012	Leadership team will share out with Collaborative Learning Teams.	Administration, Instructional Literacy Coach, Curriculum Resource Coordinator
PLC at Work	Leadership Team	Solution Tree	Leadership Team	Summer 2012	Leadership team will share out with faculty and establish Collaborative Learning Teams	Administration, Instructional Literacy Coach, Curriculum Resource Coordinator
Standard Based Grading	School-Wide	AP	School-Wide	Pre-planning	Teachers will assign grades based on mastery. Interventions will take place if standards not mastered.	Administration, Instructional Literacy Coach, Curriculum Resource Coordinator
Formative Assessment	School-Wide	ILC	School-Wide	Monthly	Teachers will create formative assessments with their Collaborative Learning Teams.	Administration, Instructional Literacy Coach, Curriculum Resource Coordinator
Performance Tracker	Math	CRC	Math Teachers	Pre-Planning	Teacher Observation, Lesson Plans, Collaborative Learning Teams	Administration, Instructional Literacy Coach, Curriculum Resource Coordinator

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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
Intensive Math	Paraprofessional & Supplies		
Study Island			
Subtotal :			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Mathematical Practices	Training		
PLC at Work	Training		
Common Assessment	Training		
Formative Assessment	Training		
Common Core Inservice	Training		
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Vertical Planning with High School Teachers			
Vertical Planning with Elementary			
Subtotal:			
Total:			

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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. Alignment of Science Curriculum from Grades 6 Through 8 to Allow Periods of Review from Year to Year	1A.1. Classroom Based Activities Reviewing Science Topics- "Spiraling the Curriculum", Curriculum Mapping Florida Achieves (8 th), Lab Rotations	1A.1. Administration, Curriculum Resource Coordinator, Instructional Literacy Coach, Science Teachers	1A.1. Analyze Data, Provide Differentiated Instruction, Strategic Content Review Lessons, Model Strategies, Continuous Progress Monitoring	1A.1. Classroom Assessments, Quarterly Exams, Discovery Education		
Science Goal #1A: <i>Our goal is to increase the number of students achieving a Level 3 on the FCAT Science from 48% to 49%, an increase of 1%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	48% (217)	49%					
		1A.2. Differentiated Prescriptive Activities	1A.2. . Classroom Based Activities based on data.	1A.2. Administration, Curriculum Resource Coordinator, Instructional Literacy Coach, Science Teachers	1A.2. Follow Up Through Collaborative Learning Team Meetings	1A.2. Classroom Assessments, Quarterly Exams, Discovery Education	
		1A.3. Higher Order Thinking Skills Developed Through Classroom Activities	1A.3. Presentation of Research Based Instructional Materials, Inquiry Labs	1A.3. Administration, Curriculum Resource Coordinator, Instructional Literacy Coach, Science Teachers	1A.3. Analyze Data, Provide Differentiated Instruction, Strategic Content Review Lessons, Model Strategies-Specifically Dr. Chew Inquiry Labs, Continuous Progress Monitoring	1A.3. Classroom Assessments, Discovery Education- 8th Grade, Quarterly Exams	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Science Goal #1B:</u> <i>N/A</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>N/A</i>	<i>N/A</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. Data Driven Classroom Instruction, Differentiated Prescriptive Activities	2A.1. Discovery Education Progress Monitoring & Discovery Education Training Florida Achieves (8 th), Lab Rotations	2A.1. Administration, Curriculum Resource Coordinator, Instructional Literacy Coach, 8th Grade Science Teachers	2A.1. Analyze Data, Provide Differentiated Instruction, Strategic Content Review Lessons, Model Strategies- Specifically Dr. Chu Inquiry Labs, Continuous Progress Monitoring	2A.1. Discovery Education, Classroom Assessments, Quarterly Exams		
Science Goal #2A: <i>Our goal is to increase the number of students achieving a Level 4 & 5 on the FCAT Science from 34% to 36%, an increase of 2%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	34% (154)	36%					
		2A.2. Providing Real World Experiences that Engage Students Through Advanced Science Course Offerings	2A.2. Inquiry Based Activity Labs, Field Experiences, Science Fair Participation, Laying the Foundation Activities, Block Scheduling	2A.2. 8th Grade Science Teachers	2A.2. Analyze Data, Provide Differentiated Instruction, Strategic Content Review Lessons, Model Strategies- Specifically Dr. Chu Inquiry Labs, Continuous Progress Monitoring	2A.2. Classroom Data, Observational Data, Completion of Field Experiences, Completion of Science Fair	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

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<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</p>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<p>Science Goal #2B: <i>N/A</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<i>N/A</i>	<i>N/A</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.		
<u>Science Goal #1:</u> <i>N/A</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>N/A</i>	<i>N/A</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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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>N/A</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>N/A</i>	<i>N/A</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

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						

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Biology 1.	1.1.	1.1.	1.1.	1.1.	1.1.		
Biology 1 Goal #1: <i>N/A</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>N/A</i>	<i>N/A</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.		

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Biology 1 Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
	N/A	N/A					
		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
Textbook Training	Science Dept.	Instructional Leader	Science Teachers	Pre-Planning	Collaborative Learning Team Meetings twice a week.	Administration, Curriculum Resource Coordinator, Instructional Literacy Coach.
Pacing Guide Development	Science Dept.	Instructional Leader	Science Teachers	Summer Meetings	Collaborative Learning Team Meetings twice a week.	Administration, Curriculum Resource Coordinator, Instructional Literacy Coach
Performance Tracker Training	Science Dept.	CRC	Science Teachers	Pre-Planning	Collaborative Learning Teams Meetings twice a week.	Administration, Curriculum Resource Coordinator, Instructional Literacy Coach
NGCARPD	Volunteer Teachers	ILC	Volunteer Teachers	On-going	Teachers will be observed in classrooms.	ILC
Formative Assessment	School Wide	ILC	School-wide	Monthly	Teachers will create formative assessments with their Collaborative Learning Teams.	Administration, Curriculum Resource Coordinator, Instructional Literacy Coach
PLC at Work	Leadership Team	Solution Tree	Leadership Team	Summer 2012	Leadership team will share out with faculty and establish Collaborative Learning Teams	Administration, Curriculum Resource Coordinator, Instructional Literacy Coach
Common Assessment	Leadership Team	Solution Tree	Leadership Team	Oct. 2012	Leadership team will share out with Collaborative Learning Teams.	Administration, Curriculum Resource Coordinator, Instructional Literacy Coach

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Common Core Training	Science Dept. ILC	Science Teachers	Pre-Planning & Monthly	Collaborative Learning Teams Meetings twice a week.	Administration, Curriculum Resource Coordinator, Instructional Literacy Coach
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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
Curriculum Review Materials/Lab Supplies	Science Kits, Rockets		
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Common Assessment	Training		
Common Core Training	Training		
NGCARPD	Training		
PLC at Work	Training		
Formative Assessment	Training		
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

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Total:			
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End of Science Goals

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Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. Larger state focus on conventions. New anchor papers.	1A.1. Collaborative Learning Team lesson planning to focus on conventions, Block Scheduling, peer/student evaluation of writing, writing portfolios.	1A.1. Administration, CRC, Instructional Literacy Coach, Language Arts Teachers	1A.1. Analyze Data, Training on Anchor Papers, Provide Differentiated Instruction, Student/Teacher Conferencing, Model Strategies, Continuous Progress Monitoring	1A.1. Classroom Assessments, District Writing Prompts, FCAT Writes, McDougal Littell Online Writing Tool		
<p><u>Writing Goal #1A:</u></p> <p><i>Our goal is to increase the number of students achieving a Level 3 on the FCAT Writes from a 91% to 94%, an increase of 3%.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	91% (424)	94%					
		IA.2. Continuing High Performance Through Elaboration	IA.2. Writer's Workshop, Strategic Writing Lessons on Support and Organization, Laying the Foundation, High Level/Interest Lessons	IA.2. Administration, CRC, Instructional Literacy Coach, Language Arts Teachers	IA.2. Continuous Progress Monitoring of Student Writing Samples	IA.2. Classroom Assessments/Activities, District Writing	
		IA.3. New expectations with PARCC for current 6 th graders.	IA.3. PARCC inservice and rubric training.	IA.3. Administration, CRC, Instructional Literacy Coach, Language Arts Teachers	IA.3. Continuous Progress Monitoring of Student Writing Samples, Collaborative Learning Teams	IA.3. District Writing Prompts	
IB. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	IB.1.	IB.1.	IB.1.	IB.1.	IB.1.		
<u>Writing Goal #1B:</u> <i>N/A.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>N/A</i>	<i>N/A</i>					
		IB.2.	IB.2.	IB.2.	IB.2.	IB.2.	
		IB.3.	IB.3.	IB.3.	IB.3.	IB.3.	

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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
Collaborative Learning Teams	LA	Instructional Leaders	LA Teachers	Twice a Week	Follow-Up Activities with Timeline for Completion	Administration, ILC, CRC, Instructional Leaders
Defining Anchor Papers	LA	ILC	LA Teachers	1-2 Times a year	Student/Teacher Conferencing-Writing Data	Administration, ILC, CRC, Instructional Leaders
Common Core	School-Wide	ILC	School-Wide	Pre-Planning & Monthly	Collaborative Learning Teams Meetings twice a week.	Administration, ILC, CRC, Instructional Leaders
Formative Assessment	School-Wide	ILC	School-Wide	Monthly	Teachers will create formative assessments with their Collaborative Learning Teams	Administration, ILC, CRC, Instructional Leaders
Common Assessment	Leadership Team	Solution Tree	Leadership Team	Oct 2012	Leadership team will share out with Collaborative Learning Teams.	Administration, ILC, CRC, Instructional Leaders
PLC at Work	Leadership Team	Solution Tree	Leadership Team	Summer 2012	Leadership team will share out with faculty and establish Collaborative Learning Teams	Administration, ILC, CRC, Instructional Leaders
PARCC Training	6 th LA	ILC	6 th LA Teachers	3 times a year	Writing Data, Collaborative Learning Teams	Administration, ILC, CRC, Instructional Leaders

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
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June 2012
Rule 6A-1.099811
Revised April 29, 2011

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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
PARCC Inservice	Teacher Training		
Defining Anchor Papers	Teacher Training		
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.	1.1.	1.1.	1.1.	1.1.		
<u>Civics Goal #1:</u> <i>N/A</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>N/A</i>	<i>N/A</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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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.	2.1.	2.1.	2.1.	2.1.		
<u>Civics Goal #2:</u> <i>N/A</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>N/A</i>	<i>N/A</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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Civics Professional Development

<p>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.</p>							
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Civics Budget (Insert rows as needed)

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

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

End of Civics Goals

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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>U.S. History Goal #1:</u> <i>N/A</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>N/A</i>	<i>N/A</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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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: <i>N/A</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>N/A</i>	<i>N/A</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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U.S. History Professional Development

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

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

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

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

End of U.S. History Goals

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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. Consistently Keeping Parents Informed	1.1. Identify, Monitor and Communicate Excessive Absences Home Communication (phone, mail)	1.1. Administration, Data Operator, MTSS/Problem Solving Team	1.1. Monitoring of Student Attendance Reports, Collaborative Learning Teams	1.1. eSchool Plus		
Attendance Goal #1: In 2011-12, our school had a daily attendance of 96%. Our goal is to maintain that percentage for the 2012-13 school year.	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	96%	96%					

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	<u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Absences</u> <u>(10 or more)</u>	<u>2013 Expected</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Absences</u> <u>(10 or more)</u>					
	445	<i>445</i>					
	<u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Tardies (10 or</u> <u>more)</u>	<u>2013 Expected</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Tardies (10 or</u> <u>more)</u>					
	<i>TBD</i>	<i>TBD</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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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
Capturing Kids Hearts	Open to All Grade Levels	CKH Facilitator	Open to all grade levels and subjects	Summer Training	Implementation of CKH Strategies in Classrooms, Student SAC Survey	Administration, SAC Chair

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

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Capturing Kids Hearts	District Training		
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1.1. Maintaining Momentum of Program Continuously Throughout the Year	1.1. Review & Update School-Wide Positive Behavior Support Initiative, Bullying Prevention activities, Mentoring	1.1. Administration, PBS Team, All Faculty and Staff	1.1. Data Analysis and Adjustment of Positive Feedback, Incentives, and Activities, Collaborative Learning Team	1.1. eSchool Plus data for OSS and ISS		
Suspension Goal #1:	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
<i>Our goal is to decrease all suspensions by 5%</i>	171	162					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	116	110					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					

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	89	84					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	73	69					
		1.2.Repeat Suspensions-Individuals	1.2.MTSS, Appropriate Interventions, Mentoring	1.2. Administration, Guidance, Deans, MTSS Team	1.2.Behavior Intervention Plan, Data Collection and Analysis, Continuous Progress Monitoring	1.2.Anecdotal Notes, Suspension Data	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Suspension Professional Development

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

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Ice Cream/Donut Days for Flyer Bucks	Ice Cream Reward	PTO	
Flyer Auction	Auction Items	PTO	
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

End of Suspension Goals

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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.		
<u>Dropout Prevention Goal #1:</u> <i>N/A</i> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	<i>N/A</i>	<i>N/A</i>					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
	<i>N/A</i>	<i>N/A</i>					

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		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

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

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

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to “Guiding Questions,” identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	I.1. Volunteer Opportunities	I.1. Communicate via Newsletter/ PTO Volunteer Contact/ Website Volunteer Opportunities , All Pro Dad	I.1. Administration, PTO Volunteer Coordinator	I.1. Parent Participation, Qualitative Data, Quantitative Data from Survey and Volunteer Hours	I.1. Keep-n-Track, SAC Parent Survey		
<u>Parent Involvement Goal #1:</u> In 2011-12, 92% of parents responded they felt welcome at our school. Our goal is to increase by 2% from 92% to 94% for the 2012-13 school year.	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					

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	92%	94%					
		1.2. Opportunity to Provide Input	1.2. Suggestion Link/ Survey Through School Website	1.2. Administration	1.2. Parent Responses	1.2. Survey Results	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

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

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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
All Pro Dads	Community Service		
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Volunteer Training	Training		
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
<u>STEM Goal #1:</u> <i>N/A</i>	1.1.	1.1.	1.1.	1.1.	1.1.
	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 <small>Please note that each Strategy does not require a</small>						
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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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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
<u>CTE Goal #1:</u> <i>N/A</i>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a</p>						
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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)).

Character Counts	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. Students Empowerment	1.1. Capturing Kids Hearts/ Teen Leadership Course, Student Survey for Clubs/ Activities	1.1. Training Faculty/Staff, Students	1.1. Reduction in Referrals, Participation in Extra Curricular Activities	1.1. Needs Assessment Survey		

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Additional Goal #1:	2012 Current Level :*	2013 Expected Level :*					
<p>In 2011-12, 98% of parents responded that the Character Counts program is emphasized at FCMS. Our goal is to sustain that percentage during the 2012-13 school year according to the annual needs assessment survey given in the spring of 2013.</p>	98%	98%					
		1.2. Engaging Assemblies/ Opportunities to provide an encouraging message	1.2. PBS Kick-Off, Anti-Bully Presentation, Morning News Show, Pledge Wall	1.2. Administration, Faculty/ Staff	1.2. Reduction in Referrals, Participation in Extra Curricular Activities	1.2. Survey	
		1.3. Continuous Recognition of Positive Character	1.3. Flyer Bucks, Teacher Encouragement, Flyer Auction, Flyer Fan Mail, Stay on Track (6 th)	1.3. Administration, CRC, ILC, Faculty/Staff, PTO	1.3. Student/Parent Feedback	1.3. Flyer Auction, Flyer Bucks distributed, Postcards Mailed	
		1.4. Development of Character Calendar of Events, Character Lessons	1.4. Character Lessons in Classrooms, Character Counts Kids	1.4. Administration, Guidance, CRC	1.4. Reduction in Referrals, Participation in Extra-Curricular Activities	1.4. Character Award Nominations	
		1.5. New families to St John's feeling welcomed & acclimation to school.	1.5. Assigning NJHS Ambassadors to new students. Monthly new student breakfast.	1.5. NJHS, Guidance, CRC	1.5. Student/Parent Feedback	1.5. Needs Assessment Survey	

Additional Goals Professional Development

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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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

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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
Pledge Wall	Painting Supplies		
Student Assemblies			
Ambassadors	NJHS		
Clubs	Teacher Volunteers		
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:

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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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

- Yes No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.
SAC meets monthly to address the needs of the school, as related to the school improvement plan. Members act as a resource for the SAC in the areas of community related issues that affect the school and its students. Members serve as a communications link between the SAC, business, community, and parent groups.

Describe the projected use of SAC funds.	Amount
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TBD each month.	