

Florida Department of Education



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

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: River Ridge Middle School	District Name: Pasco
Principal: Jason O. Joens	Superintendent: Heather Fiorentino
SAC Chair: To be determined October 4, 2012	Date of School Board Approval: October 16, 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)
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Principal	Jason O. Joens	BA-Industrial Arts Technology, Bemidji State University; Masters of Education in Educational Leadership, Saint Leo University; Principal Certification of State of Florida, ESOL Certifications	9	12	2011-2012 = B, AMO 61% satisfied? no 2010-2011 = A, AYP 87%, satisfied? no 2009-2010=A, AYP 82%, satisfied?, no 2008-2009=A, AYP 87% satisfied, no 2007-2008-A, AYP = 95% satisfied, no 2006-7=A, 92% satisfied, no **The following years, RRMS data was combined w/RRHS data as a combined school: 2005-6=A, 87% satisfied, no 2004-5=-C, 80% criteria satisfied, no 2003-4=B, 90% criteria satisfied, no
Assistant Principal	Margie Fackelman	BS- Physical Education, George Williams College of Aurora University, Masters of Education in Educational Leadership, Saint Leo University; Leadership Certification, Physical Education K-12, ESOL Certifications	4	4	2011-2012 = B, AMO 61% satisfied? no 2010-2011 = A, AYP 87%, satisfied? no 2009-2010=A, AYP 82%, satisfied?, no 2008-2009=A, AYP 87% satisfied, no

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Assistant Principal	Karen Kledzik	MA Ed. Leadership, St. Leo University BA – Spec. Learning Disabilities, University of South Florida Certification, Ed. Leadership, SLD K- 12, ESOL, Ed. Media Specialist, Reading Endorsement	2	2	2011-2012 = B, AMO 61% satisfied? no 2010-2011 = A, AYP 87%, satisfied? no
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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Literacy Coach	Michelle Carter	Bachelor of Arts in Special Education Certificated in ESE and Family and Consumer Science Endorsed in Reading and ESOL	3 (note: 2012-13 = Literacy Coach funded ½ time at RRMS)	1	2011-2012 = B, AMO 61% satisfied? no 2010-2011 = A, AYP 87%, satisfied? no 2009-2010=A, AYP 82%, satisfied?, no

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. The principal, assistant principals, and literacy coaches will facilitate monthly meetings and/or conferences with new teachers to discuss challenges and concerns.	Administration	Ongoing
2. The principal and assistant principals will collaborate with staff to identify individual deliberate practice that will support student response to instruction	Administration	Ongoing
3. All teachers are encouraged to participate in monthly informational sessions and professional development opportunities that are offered on site or at district.	Administration	Ongoing
4.		

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Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
<p>4 Teachers 2 ESOL (Griffin and Middendorp) 2 Gifted (Polonski and Taylor)</p>	<p>1. Teachers have been notified to develop plan to achieve endorsement. 2. Parents will be notified through letter distributed in class.</p>

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
65.8	0	15% (10)	19% (12.8)	70% (46)	58% (38)	98% (63.8)	26% (17)	5% (3)	71% (47)

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
Mitch Binder	Debbie Miller	Common GLC/Planning for instruction	Planning of Common assessments in GLC
Scott Johnson	Joan Smith / Sharon Snead	Common GLC/Planning for instruction	Planning of Common assessments in GLC

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

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

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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Joens, Jason, Principal

Sellitto, Dawn, Staffing and Compliance Specialist

Coile, Kelli, School Psychologist

Hudson, Michelle, School Social Worker

Meyer, Ed, Behavior Specialist

Meyer, Arlene, School Nurse

Carter, Michelle, Literacy Coach

Gilbo, Barbara, Teacher of ESE (InD)

Housel, Tracey, Speech/Language Pathologist

McConnell, Thomas, Basic Education Language Arts Teacher

Megargel, Terri-Lynn math, Basic Education Math Teacher

Ferro, Cheryl, Guidance Counselor

LaRoue, Ann, Technology Specialist

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?

When do we meet?

Every 4.5 weeks (after progress reports and report cards)

Why? (purpose) To review data and monitor whole school progress toward tiered levels of support

Analyze data according to school systems rubric of tiered supports

Review input from LLT and Student Citizenship

Recommend revisions to supports and interventions to Tiered levels of support (on track, at risk, off track)

Communicate progress to LLT and Student Citizenship

How?

Review academic performance and engagement using school rubric and current data from teams, departments, and Terms reports

Results from meeting shared and discussed at follow-up staff meeting

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<p>Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?</p> <p>Analysis of relevant demographic/school profile data for the purpose of problem analysis and hypothesis generation.</p> <p>School Wide Florida's Continuous Improvement Model</p> <ul style="list-style-type: none">• Identification of critical RtI infrastructure already established and/or in need of development and provide plan for building capacity.• Analysis of school-wide and grade-level data in order to identify student achievement trends.• Analysis of disaggregated data in order to identify trends and groups in need of intervention.• Development of assessment strategies and calendars (i.e., Universal Screening, Progress Monitoring, Diagnostic Assessment).• Development of data review plans, supports, and calendars.• Development of processes to ensure intervention fidelity• Review of Progress Monitoring data.• Planning for Interventions.• Assessment of MTSS implementation progress (Self- Assessment of Problem Solving Implementation (SAPSI)).• Assessment of school staff's skill development (MTSS Skills Survey).• Development of professional development/technical assistance plan to support MTSS implementation.
MTSS Implementation
<p>Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.</p> <p>Currently, our Tier 1 Academic system is effective since over 80% of our students are academically successful and making gains in most areas. We will be conducting another needs assessment every 4.5 weeks during the 2011-2013 school year to monitor both academic performance and academic engagement supports and interventions needed to promote student success. We will continue to review student performance data from our school systems rubric, Grade Level Common Formative Assessments and SIP in identifying and refining tier 1, 2 and 3 supports and interventions. At RRMS we are referring to these supports and interventions as "Shared Commitments" and working with staff on designing research-based interventions. In addition, our staff will be providing input through MTSS surveys.</p>
<p>Describe the plan to train staff on MTSS.</p> <p>Description of data collection processes to assess current staff skills.</p> <ul style="list-style-type: none">• Identification of days available for MTSS professional development.• Content of professional development days based on state model professional development plan• Resources to conduct professional development• Resources to provide technical assistance and follow-up/support• Plan for data collection to evaluate MTSS implementation levels (e.g.,SAPSI).• Ensure plan includes action steps for the development of absent or partially present MTSS infrastructure components <p>At the school site, we will provide the opportunity for staff to utilize our school systems rubric in determining revisions to our tiered levels of supports or interventions.</p>
<p>Describe the plan to support MTSS.</p> <p>MTSS Oversight workgroup will review current research on the implementation of MTSS on a national level.</p>

Literacy Leadership Team (LLT)

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School-Based Literacy Leadership Team

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

All administrators, department chairpersons, and Student Support Team are members of the Lead Literacy Team. Members include the following:

Joens, Jason, Principal
Kledzik, Karen, Assistant Principal
Fackelman, Margie, Assistant Principal
Carter, Michelle, Literacy Coach
Kupcyk, Kathy, Media Specialist
LaRoue, Ann, Technology Specialist
Wierenga, Helen, Language Arts Department Chairperson
Smith, Joan, Social Studies Department Chairperson
Dill, Susan, Science, Science Department Chairperson
Saddler, Kerry, Math Department Chairperson
Housel, Tracey, ESE Department Chairperson
Butler, Mary, CTE Department Chairperson
Brando, Chrissy, Athletic Director
Henry, Travis, Fine Arts/Foreign Language Department Chairperson

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

Initiate and sustain change efforts in literacy instruction

- Analyze data
- Provide input into the SIP based on results
- Monitor progress toward school-wide initiatives
- Support school-wide initiatives to staff through department and staff meetings
- Acclimate staff to Common Core Standards

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

Planning for instruction
Tracking student progress
Disciplinary Literacy
Acclimation of Common Core standards

Public School Choice

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

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

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

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

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

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

Professional Development is offered in the following areas:
Vocabulary
Reading analysis and writing to summarize
Use of FAIR data
Critical Reading and Summarizing
Homeroom plan the specifies reading at least 2 days a week

****High Schools Only***

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

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

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#).

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</p>	<p>1A1. Instruction does not consistently and pervasively include the teacher modeling of higher order thinking.</p>	<p>1A1. Teachers will provide direct instruction in higher order thinking within all content areas with all students by: Demonstrating HOT within instruction Use of HOT level questions within GLC common assessments</p>	<p>1A.1. K-12 Coach, GLC and Administration</p>	<p>1A.1. GLC documentation of H.O.T. strategy in lesson plan Administrative walkthrough observing strategy in use GLC Data analysis of student response to instruction using HOT</p>	<p>1A.1. GLC created: Lesson Plans Common Formative Assessments</p>		
<p><u>Reading Goal #1A:</u> The percentage of students scoring a level 3 in reading will increase from 29% to 35% as measured by the state's formal assessment (2013 FCAT 2.0).</p>	<p><u>2012 Current Level of Performance.*</u></p>	<p><u>2013 Expected Level of Performance.*</u></p>					

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	6 th = 30% 7 th = 31% 8 th = 27%	6 th = 36% 7 th = 37% 8 th = 33%					
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		<p>1A2. Instruction does not allow students to effectively interact with new knowledge.</p>	<p>1A2. The teacher will: Identify a lesson or part of the lesson as involving important information to which students should pay particular attention. Organize students into small groups to facilitate the processing of new information. Engage students in activities that help them link what they already know to new content about to be addressed. Breaks content into small chunks of information that can be easily processed by students. Stops during the lesson to allow students to summarize. Asks questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught. Engage students in linguistic and/or nonlinguistic activities that help them record their understanding of new content.</p>	<p>1A2. Teacher and administration</p>	<p>1A2. The student will be able to: Explain why the content is important to pay attention to. Understand expectations about appropriate behaviors in groups. Explain linkages of prior knowledge to upcoming content. Explain why the teacher is stopping at various points within the lesson. Explain what they just learned. Provide explanations and “proofs” for inferences. Summarize either linguistically or non-linguistically. Explain what they are clear about and what they are confused about</p>	<p>1A2. Walkthrough Rubric Domain 1: What will I do to help students effectively interact with new knowledge?</p>	
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			Engage students in activities that help them reflect on their learning and the learning process.				
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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<p>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</p>	<p>1B.1. No barrier</p>	<p>1B.1. The teacher will: Identify a lesson or part of the lesson as involving important information to which students should pay particular attention. Organize students into small groups to facilitate the processing of new information. Engage students I activities that help them link what they already know to new content about to be addressed. Breaks</p>	<p>1B.1. Teacher and administration</p>	<p>1B.1. The student will be able to: Explain why the content is important to pay attention to. Understand expectations about appropriate behaviors in groups. Explain linkages of prior knowledge to upcoming content. Explain why the teacher is stopping at various points within the lesson. Explain what they just learned. Provide explanations and “proofs” for inferences. Summarize either linguistically or non-linguistically. Explain what they are clear about and what they are confused about</p>	<p>1B.1. Walkthrough Rubric Domain 1: What will I do to help students effectively interact with new knowledge?</p>		
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	<p>content into small chunks of information that can be easily processed by students.</p> <p>Stops during the lesson to allow students to summarize.</p> <p>Asks questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught.</p> <p>Engage students in linguistic and/or nonlinguistic activities that help them record their understand</p>					
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		ing of new content. Engage students in activities that help them reflect on their learning and the learning process.					
<u>Reading Goal #1B:</u> The percentage of students scoring at levels 4+ in reading will continue at 100% as measured by the state's formal assessment (2013 Florida Alternate Assessment).	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	14 out of 14 students scored 4+. 3 out of 14 scored at levels 4, 5, and 6.	The percentage of students scoring at levels 4+ in reading will continue at 100% as measured by the state's formal assessment (2013 Florida Alternate Assessment)					
		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		
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<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</p>	<p>2A.1. Instruction does not provide students with opportunities to practice and deepen knowledge</p>	<p>2A.1. Teacher engages and monitors students in practicing and deepening their understanding of new knowledge by providing opportunities to: Review critical information Group students to allow peer questioning and feedback Assign homework with a clear purpose to practice and deepen knowledge Examine similarities and differences</p>	<p>2A.1. Administration & Teacher</p>	<p>2A.1. Student will be able to: Recall and describe previous content Group work supports learning Understand the purpose of homework Identify similarities and differences of information presented Describe errors or fallacies and support a claim Practice a skill, strategy or process to develop fluency Explain previous errors or misconceptions they had about content</p>	<p>2A.1. Walkthrough Rubric Domain 1 What will I do to help students deepen their understanding of new knowledge</p>		
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		<p>Examine their own reasoning or the logic of information presented to them</p> <p>Practice activities that help them develop fluency with increased confidence and competence</p> <p>Revise knowledge addressed in previous lessons</p>					
<p><u>Reading Goal #2A:</u></p> <p>The percentage of students scoring a level 4 and 5 on the reading FCAT 2.0 will increase from 31% to 37% by 2013</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	6 th = 32% 7 th = 35% 8 th = 23%	6 th = 38% 7 th = 41% 8 th = 29%					
		2A.2 Instruction does not provide students with opportunities to work on complex tasks that require them to generate and test hypotheses	2A.2 Teacher engages and monitors students' work in generating and testing hypotheses about knowledge by: Organizes students into small groups Provide complex tasks Acting as a resource and provide guidance for groups to work independently	2A.2 Administration & Teacher	2A.2 The student will be able to: Describe the importance of generating and testing hypotheses in groups Explain the hypothesis they are testing and whether it was confirmed on disconfirmed Student will seek out teacher for assistance and guidance in regarding hypothesis generation and testing tasks	2A.2 Walkthrough Rubric Domain 1 What will I do to help students in generating and testing hypotheses about knowledge	
		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 reading.</p>	<p>2B.1. Instruction does not provide students with opportunities to practice and deepen knowledge</p>	<p>2B.1. Teacher engages and monitors students in practicing and deepening their understanding of new knowledge by providing opportunities to: Review critical information Group students to allow peer questioning and feedback Assign homework with a clear purpose to practice and deepen knowledge Examine similarities and differences</p>	<p>2B.1. Administration & Teacher</p>	<p>2B.1. Student will be able to: Recall and describe previous content Group work supports learning Understand the purpose of homework Identify similarities and differences of information presented Describe errors or fallacies and support a claim Practice a skill, strategy or process to develop fluency Explain previous errors or misconceptions they had about content</p>	<p>2B.1. Walkthrough Rubric Domain 1 What will I do to help students deepen their understanding of new knowledge</p>		
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		<p>Examine their own reasoning or the logic of information presented to them</p> <p>Practice activities that help them develop fluency with increased confidence and competence</p> <p>Revise knowledge addressed in previous lessons</p>					
<p><u>Reading Goal #2B:</u></p> <p>The percentage of students scoring at levels 7+ in reading will increase to 85% as measured by the state's formal assessment (2013 Florida Alternate Assessment).</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	11 out of 14 (78%) students scored 7+.	85 percent of students will score at or above level 7 measured by the state's formal assessment (2013 Florida Alternate Assessment)					
		2B.2 Instruction does not provide students with opportunities to work on complex tasks that require them to generate and test hypotheses	2B.2 Teacher engages and monitors students' work in generating and testing hypotheses about knowledge by: Organizes students into small groups Provide complex tasks Acting as a resource and provide guidance for groups to work independently	2B.2 Administration & Teacher	2B.2 The student will be able to: Describe the importance of generating and testing hypotheses in groups Explain the hypothesis they are testing and whether it was confirmed or disconfirmed Student will seek out teacher for assistance and guidance in regarding hypothesis generation and testing tasks	2B.2 Walkthrough Rubric Domain 1 What will I do to help students in generating and testing hypotheses about knowledge	
		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		
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<p>3A. FCAT 2.0: Percentage of students making learning gains in reading.</p>	<p>3A.1. FAIR data is not consistently used to determine instructional adjustments needed to meet the literacy needs of all students.</p>	<p>3A.1. Teachers will use FAIR Base-line and Mid-Year assessment results to: Determine their students in Red, Yellow and Green Use the FAIR decision tree to determine literacy strategies that will assist students with student learning Implement literacy strategies during instruction with all students</p>	<p>3A.1. Administration and Lead Literacy</p>	<p>3A.1. Teacher analysis of student results of FAIR Base-line to Mid-year. Administrative walkthrough Literacy strategies identified in lesson plans and noted in weekly GLC meetings</p>	<p>3A.1. FAIR assessments Walkthrough tool Lesson review GLC minutes</p>		
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<u>Reading Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students demonstrating learning gains in reading on the FCAT 2.0 will increase from 65% to 71% by 2013							
	65%	71%					

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		<p>3A.2. Instruction does not provide students with understanding of the learning goal and their level of performance</p>	<p>3A.2. Teacher establish and communicate learning goals, track student progress and celebrate student success by:</p> <p>Providing a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance relative to the learning goal</p> <p>Facilitating tracking of student progress using formative assessment</p> <p>Providing students with recognition of their current status and their knowledge gain relative to the learning goal</p>	<p>3A.2. Teacher and Administration</p>	<p>3A.2. The student will be able to:</p> <p>Explain the learning goal for the lesson and current activities along with levels of performance on scale or rubric</p> <p>Describe and track their status on the learning goal</p> <p>Demonstrate pride regarding accomplishments</p>	<p>3A.2. Walkthrough Rubric Domain 1: What will I do to establish and communicate learning goals, track student progress and celebrate student success?</p>	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	

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<p>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</p>	<p>3B.1. No Barriers</p>	<p>3B.1. Teacher will establish and communicate learning goals, track student progress and celebrate student success by:</p> <p>Providing a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance relative to the learning goal</p> <p>Facilitating tracking of student progress using formative assessment</p> <p>Providing students with recognition of their</p>	<p>3B.1. Teacher and Administration</p>	<p>3B.1. The student will be able to:</p> <p>Explain the learning goal for the lesson and current activities along with levels of performance on scale or rubric</p> <p>Describe and track their status on the learning goal</p> <p>Demonstrate pride regarding accomplishments</p>	<p>3B.1. Walkthrough Rubric Domain 1: What will I do to establish and communicate learning goals, track student progress and celebrate student success?</p>		
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		current status and their knowledge gain relative to the learning goal					
<u>Reading Goal #3B:</u> The percentage of students demonstrating learning gains in reading on the FAA will remain at 100%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	100%	100%					
		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		
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<p>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</p>	<p>4A.1. FAIR data is not consistently used to determine instructional adjustments needed to meet the literacy needs of all students.</p>	<p>4A.1. After FAIR Base-line and Mid-Year assessment results are received, teachers will: Determine their students in Red, Yellow and Green Use the FAIR decision tree to determine literacy strategies that will assist students with student learning Implement literacy strategies during instruction with all students</p>	<p>4A.1. Literacy Coach, Administration and Lead Literacy</p>	<p>4A.1. Teacher analysis of student results of FAIR Base-line to Mid-year.</p>	<p>4A.1. FAIR</p>		
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<u>Reading Goal #4A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students in the lowest 25% demonstrating learning gains in reading on the FCAT 2.0 will increase from 62% to 68% by 2013							
	62%	68%					

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		<p>4A.2. Instruction does not engage students</p>	<p>4A.2. Teacher will:</p> <p>Notice when students are not engaged and take action and monitor re-engagement</p> <p>Use academic games and inconsequential competition to maintain student engagement</p> <p>Uses various response rate techniques</p> <p>Use physical movement</p> <p>Use pacing techniques to alter pace appropriately and employ crisp transitions in between activities</p> <p>Demonstrate enthusiasm and intensity for the content in variety of ways</p> <p>Use friendly controversy techniques</p> <p>Provide opportunities for students to relate class content to personal interests</p> <p>Use usual or intriguing information about the content</p>	<p>4A.2. Teacher and Administration</p>	<p>4A.2. The student will:</p> <p>Appear aware of the fact that the teacher is taking note of their level of student engagement</p> <p>Explain how the games keep their interest and help them to learn or remember the content</p> <p>Respond to questions posed by teacher and describe their thinking</p> <p>Engage in physical activities designed by the teacher to help them learn</p> <p>Adapt to transitions and re-engage when a new activity has begun.</p> <p>Recognize that the teacher likes the content and likes teaching.</p> <p>Engage in friendly controversy activities.</p> <p>Explain how making connections between content and their personal interests engages them to better understand the content</p>	<p>4A.2. Walkthrough Rubric Domain 1: What will I do to engage students?</p>	
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					Explain how unusual information makes them more interested in the content.		
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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<p>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.</p>	<p>4B.1. No barrier. Instruction engages students</p>	<p>4B.1. Teacher will: Notice when students are not engaged and take action and monitor re-engagement Use academic games and inconsequential competition to maintain student engagement Uses various response rate techniques Use physical movement Use pacing techniques to alter pace appropriately and employ crisp transitions in between activities</p>	<p>4B.1. Teacher and Administration</p>	<p>4B.1. The student will: Appear aware of the fact that the teacher is taking note of their level of student engagement Explain how the games keep their interest and help them to learn or remember the content Respond to questions posed by teacher and describe their thinking Engage in physical activities designed by the teacher to help them learn Adapt to transitions and re-engage when a new activity has begun. Recognize that the teacher likes the content and likes teaching. Engage in friendly controversy activities. Explain how making connections between content and their personal interests engages them to better understand the content Explain how unusual</p>	<p>4B.1. Walkthrough Rubric Domain 1: What will I do to engage students?</p>		
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		<p>Demonstrate enthusiasm and intensity for the content in variety of ways</p> <p>Use friendly controversy techniques</p> <p>Provide opportunities for students to relate class content to personal interests</p> <p>Use usual or intriguing information about the content</p>		information makes them more interested in the content.			
<p><u>Reading Goal #4B:</u></p> <p>100% of students (14 out of 14) scored at level 4+ on the FFA.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	100%	100%					

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		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	39% not proficient	31% not proficient	23% not proficient	15% not proficient	7% not proficient	0% not proficient
<u>Reading Goal #5A:</u> Given 39% of students not proficient in reading as measured in 2013, RRMS will reduce the achievement gap in reading by 8% each year.							
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		

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<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>	<p>5B.1. Instruction does not communicate high expectations for all students.</p>	<p>5B.1. The teacher will:</p> <p>Identify students for whom there have been low expectations.</p> <p>Demonstrate verbal and non-verbal indications that they are valued and respected.</p> <p>Not allow negative comments.</p> <p>Ask questions with the same frequency and depth as high expectancy students.</p> <p>Probes incorrect answers in the same manner as he/she does with high expectancy students.</p>	<p>5B.1. Teacher and administration</p>	<p>5B.1. The student will:</p> <p>Say that the teacher cares for all students and treats each with respect.</p> <p>Say that the teacher expects everyone to participate.</p> <p>Say that the teacher helps them answer all questions successfully.</p>	<p>5B.1. Walkthrough Rubric Domain 1: What will I do to communicate high expectations for all students?</p>		
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<p><u>Reading Goal #5B:</u> The percentage of students achieving at levels 3 or above in reading will increase by 10% as measured by the state's formal assessment (2013 FCAT 2.0).</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White:62% Black:39% Hispanic:52% Asian:77% American Indian:33%</p>	<p>White:72% Black:49% Hispanic:62% Asian:87% American Indian:43%</p>					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	<p>5C.1. Instruction does not communicate high expectations for all students.</p>	<p>5C.1. The teacher will: Identify students for whom there have been low expectations. Demonstrate verbal and non-verbal indications that they are valued and respected. Not allow negative comments. Ask questions with the same frequency and depth as high expectancy students. Probes incorrect answers in the same manner as he/she does</p>	<p>5C.1. Teacher and administration</p>	<p>5C.1. The student will: Say that the teacher cares for all students and treats each with respect. Say that the teacher expects everyone to participate. Say that the teacher helps them answer all questions successfully.</p>	<p>5C.1. Walkthrough Rubric Domain 1: What will I do to communicate high expectations for all students?</p>		
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		with high expectancy students.					
Reading Goal #5C: The percentage of ELL students not making satisfactory progress in reading will decrease from 20% to 0% as measured by the state's formal assessment (2013 FCAT 2.0).	<u>2012 Current Level of Performance</u> .*	<u>2013 Expected Level of Performance</u> .*					
	1 out of 5	0 out of 8					
		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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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5D.1. Instruction does not communicate high expectations for all students.</p>	<p>5D.1. The teacher will: Identify students for whom there have been low expectations. Demonstrate verbal and non-verbal indications that they are valued and respected. Not allow negative comments. Ask questions with the same frequency and depth as high expectancy students. Probes incorrect answers in the same manner as he/she does</p>	<p>5D.1. Teacher and administration</p>	<p>5D.1. The student will: Say that the teacher cares for all students and treats each with respect. Say that the teacher expects everyone to participate. Say that the teacher helps them answer all questions successfully.</p>	<p>5D.1. Walkthrough Rubric Domain 1: What will I do to communicate high expectations for all students?</p>		
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		with high expectancy students.					
Reading Goal #5D:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of SWD students not making satisfactory progress in reading will decrease from 40% to 35% as measured by the state's formal assessment (2013 FCAT 2.0).							
	40% with 0 learning gain (87 out of 215)	35% with 0 learning gain					
		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		
<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p>	<p>5E.1. Effective student/teacher relationships have not been established with all students.</p>	<p>5E.1. The teacher will: Use student interests and backgrounds to produce a climate of acceptance and community. Use verbal and nonverbal behavior that indicates caring for students. Behaves in an objective and controlled manner</p>	<p>5E.1. Teacher and administration</p>	<p>5E.1. Student will be able to: Describe the teacher as someone who knows them and/or is interested in them and feels accepted. Describe the teacher as someone who cares for them. Describe their teacher as having a calming demeanor, in control or him/herself, in control of the class and does not hold grudges or take things personally</p>	<p>5E.1. Walkthrough Rubric Domain 1: What will I do to establish and maintain effective relationships with students?</p>		

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Reading Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of Economically Disadvantaged students not making satisfactory progress in reading will decrease from 41% to 36% as measured by the state's formal assessment (2013 FCAT 2.0).							
	41% with 0 learning gain (204 out of 503)	36% with 0 learning gain					
		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
FAIR/Decision Tree	All	Literacy Coach	All Staff	October 4, 2012	Literacy Coach and Administration will meet to review each staff members' implemented strategies	Administration
Robert J. Marzano's Domain 1: Classroom strategies and behaviors	All	Administration	All Staff	September Interacting w/new knowledge, Practicing and deepening knowledge, Generating and test hypotheses, Learning goals and feedback, Student engagement, High expectations, Teacher/student relationships	Administrative Walkthroughs	Administration
Academic Vocabulary	All	Administration	All Staff	August	Lesson plan review and Administrative Walkthrough	Administration

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Reading Budget (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
			0
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. Instruction does not communicate high expectations for all students.	1.1. The teacher will: Identify students for whom there have been low expectations. Demonstrate verbal and non-verbal indications that they are valued and respected. Not allow negative comments. Ask questions with the same frequency and depth as high expectancy students. Probes incorrect answers in the same manner as he/she does with high expectancy students.	1.1. Teacher and administration	1.1. The student will: Say that the teacher cares for all students and treats each with respect. Say that the teacher expects everyone to participate. Say that the teacher helps them answer all questions successfully.	1.1. Walkthrough Rubric Domain 1: What will I do to communicate high expectations for all students?	

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<p>CELLA Goal #1: The percentage of students scoring proficient in listening/speaking will increase to 100% .</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					
	<p>6th grade = 1/1=100% 7th grade = 3/4=75%</p>					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
<p>Students read grade-level text in English in a manner similar to non-ELL students.</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>	

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<p>2. Students scoring proficient in reading.</p>	<p>2.1. Instruction does not communicate high expectations for all students.</p>	<p>2.1. The teacher will: Identify students for whom there have been low expectations. Demonstrate verbal and non-verbal indications that they are valued and respected. Not allow negative comments. Ask questions with the same frequency and depth as high expectancy students. Probes incorrect answers in the same manner as he/she does with high expectancy students.</p>	<p>2.1. Teacher and administration</p>	<p>2.1. The student will: Say that the teacher cares for all students and treats each with respect. Say that the teacher expects everyone to participate. Say that the teacher helps them answer all questions successfully.</p>	<p>2.1. Walkthrough Rubric Domain 1: What will I do to communicate high expectations for all students?</p>	
<p><u>CELLA Goal #2:</u> The percentage of 8th grade students scoring proficient in reading will increase from 25% to 75%.</p>	<p><u>2012 Current Percent of Students Proficient in Reading:</u></p>					
	<p>6th grade = 1/1=100% 7th grade = 1/4/=25%</p>					

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

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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	
<p>3. Students scoring proficient in writing.</p>	<p>3.1. Instruction does not communicate high expectations for all students.</p>	<p>2.1. The teacher will:</p> <p>Identify students for whom there have been low expectations.</p> <p>Demonstrate verbal and non-verbal indications that they are valued and respected.</p> <p>Not allow negative comments.</p> <p>Ask questions with the same frequency and depth as high expectancy students.</p> <p>Probes incorrect answers in the same manner as he/she does with high expectancy students.</p>	<p>2.1. Teacher and administration</p>	<p>2.1. The student will:</p> <p>Say that the teacher cares for all students and treats each with respect.</p> <p>Say that the teacher expects everyone to participate.</p> <p>Say that the teacher helps them answer all questions successfully.</p>	<p>2.1. Walkthrough Rubric Domain 1: What will I do to communicate high expectations for all students?</p>	

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<p><u>CELLA Goal #3:</u> The percentage of 8th grade students scoring proficient in Writing will increase from 0% to 75%.</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
	<p>6th grade = 1/1=100% 7th grade = 0/4=0%</p>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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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
			0
Subtotal:0			
Technology			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:0			
Other			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:0			
Total:0			

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 #1A:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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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 #1A:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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.		
Mathematics Goal #1B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		
Mathematics Goal #2A: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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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<u>Mathematics Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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.		
Mathematics Goal #3A: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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.		
Mathematics Goal #4A: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		

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<u>Mathematics Goal #4B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Mathematics Goal</u> #5A: <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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 #5B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		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.		
Mathematics Goal #5C: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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.		
Mathematics Goal #5D: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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		

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</p>	<p>1A.1. Instruction does not allow students to effectively interact with new knowledge.</p>	<p>1A.1. The teacher will: Identify a lesson or part of the lesson as involving important information to which students should pay particular attention. Organize students into small groups to facilitate the processing of new information. Engage students I activities that help them link what they already know to new content about to be addressed. Breaks content into small chunks of</p>	<p>1A.1. Teacher and administration</p>	<p>1A.1. The student will be able to: Explain why the content is important to pay attention to. Understand expectations about appropriate behaviors in groups. Explain linkages of prior knowledge to upcoming content. Explain why the teacher is stopping at various points within the lesson. Explain what they just learned. Provide explanations and “proofs” for inferences. Summarize either linguistically or non-linguistically. Explain what they are clear about and what they are confused about</p>	<p>1A.1. Walkthrough Rubric Domain 1: What will I do to help students effectively interact with new knowledge?</p>		
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	<p>information that can be easily processed by students.</p> <p>Stops during the lesson to allow students to summarize.</p> <p>Asks questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught.</p> <p>Engage students in linguistic and/or nonlinguistic activities that help them record their understanding of new content.</p> <p>Engage</p>					
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		students in activities that help them reflect on their learning and the learning process.					
<u>Mathematics Goal #1A:</u> The percentage of students scoring a level 3 on the math FCAT 2.0 will increase by 6% at each grade level as measured by FCAT Math 2013	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	6 th = 20% 7 th = 29% 8 th = 31%	6 th = 26% 7 th = 35% 8 th = 37%					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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<p>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</p>	<p>1B.1. Instruction does allow students to effectively interact with new knowledge.</p>	<p>1B.1. The teacher will: Identify a lesson or part of the lesson as involving important information to which students should pay particular attention. Organize students into small groups to facilitate the processing of new information. Engage students I activities that help them link what they already know to new content about to be addressed. Breaks content into small</p>	<p>1B.1. Teacher and administration</p>	<p>1B.1. The student will be able to: Explain why the content is important to pay attention to. Understand expectations about appropriate behaviors in groups. Explain linkages of prior knowledge to upcoming content. Explain why the teacher is stopping at various points within the lesson. Explain what they just learned. Provide explanations and “proofs” for inferences. Summarize either linguistically or non-linguistically. Explain what they are clear about and what they are confused about</p>	<p>1B.1. Walkthrough Rubric Domain 1: What will I do to help students effectively interact with new knowledge?</p>		
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	<p>chunks of information that can be easily processed by students.</p> <p>Stops during the lesson to allow students to summarize.</p> <p>Asks questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught.</p> <p>Engage students in linguistic and/or nonlinguistic activities that help them record their understanding of new content.</p>					
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		Engage students in activities that help them reflect on their learning and the learning process.					
<p><u>Math Goal #1B:</u></p> <p>The percentage of students scoring at levels 4+ in math will continue at 100% as measured by the state's formal assessment (2013 Florida Alternate Assessment).</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<p>14 out of 14 students scored 4+.</p> <p>6 out of 14 scored at levels 4, 5, and 6.</p>	<p>The percentage of students scoring at levels 4+ in math will continue at 100% as measured by the state's formal assessment (2013 Florida Alternate Assessment).</p>					
		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		
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<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</p>	<p>2A.1. Instruction does not provide students with opportunities to practice and deepen knowledge</p>	<p>2A.1. Teacher will engage and monitor students in practicing and deepening their understanding of new knowledge by providing students with opportunities to:</p> <p>Review critical information</p> <p>Allow peer questioning and feedback within peer groupings</p> <p>Assigning homework with a clear purpose to practice and deepen knowledge</p> <p>Examine similarities and</p>	<p>2A.1. Administration & Teacher</p>	<p>2A.1. Student will be able to:</p> <p>Recall and describe previous content</p> <p>Group work supports learning</p> <p>Understand the purpose of homework</p> <p>Identify similarities and differences of information presented</p> <p>Describe errors or fallacies and support a claim</p> <p>Practice a skill, strategy or process to develop fluency</p> <p>Explain previous errors or misconceptions they had about content</p>	<p>2A.1. Walkthrough Rubric Domain 1 What will I do to help students deepen their understanding of new knowledge</p>		
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		<p>differences</p> <p>Examine their own reasoning or the logic of information presented to them</p> <p>Practice activities that help them develop fluency with increased confidence and competence</p> <p>Revise knowledge addressed in previous lessons</p>					
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Mathematics Goal #2A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students scoring a level 4 or 5 on the math FCAT 2.0 will increase 6% by 2013							
	6 th = 23% 7 th = 26% 8 th = 24%	6 th = 29% 7 th = 32% 8 th = 30%					
		2.2. Instruction does not provide students with opportunities to work on complex tasks that require them to generate and test hypotheses	2.2. Teacher engages and monitors students' work in generating and testing hypotheses about knowledge by: Organizes students into small groups Provide complex tasks Acting as a resource and provide guidance for groups to work independently	2.2. Administration & Teacher	2.2. The student will be able to: Describe the importance of generating and testing hypotheses in groups Explain the hypothesis they are testing and whether it was confirmed on disconfirmed Student will seek out teacher for assistance and guidance in regarding hypothesis generation and testing tasks	2.2. Walkthrough Rubric Domain 1 What will I do to help students generate and test hypotheses about new knowledge	
		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 mathematics.</p>	<p>2B.1. Instruction does not provide students with opportunities to practice and deepen knowledge</p>	<p>2B.1. Teacher engages and monitors students in practicing and deepening their understanding of new knowledge by providing opportunities to: Review critical information Group students to allow peer questioning and feedback Assign homework with a clear purpose to practice and deepen knowledge Examine similarities and differences Examine</p>	<p>2B.1. Administration & Teacher</p>	<p>2B.1. Student will be able to: Recall and describe previous content Group work supports learning Understand the purpose of homework Identify similarities and differences of information presented Describe errors or fallacies and support a claim Practice a skill, strategy or process to develop fluency Explain previous errors or misconceptions they had about content</p>	<p>2B.1. Walkthrough Rubric Domain 1 What will I do to help students deepen their understanding of new knowledge</p>		
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		<p>their own reasoning or the logic of information presented to them</p> <p>Practice activities that help them develop fluency with increased confidence and competence</p> <p>Revise knowledge addressed in previous lessons</p>					
<p><u>Math Goal #2B:</u></p> <p>The percentage of students scoring at levels 7+ in math will increase to 67% as measured by the state's formal assessment (2013 Florida Alternate Assessment).</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	8 out of 14 (57%) students scored 7+.	67% of students will score at or above level 7 measured by the state's formal assessment (2013 Florida Alternate Assessment).					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Rule 6A-1.099811
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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		
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<p>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</p>	<p>3A.1. Instruction and assessment do not align horizontally within grade level math</p>	<p>3A.1. GLCs will: Meet weekly to plan for instruction Develop and implement lesson plans based upon state standards Create or use previously generated formative assessments will to gain student response to instruction data. Use student response data from formative assessment to design future instruction to meet the various learning needs of all students</p>	<p>3A.1. Administration</p>	<p>3A.1. GLC minutes Lesson plans reflect the use of the standards to align curriculum, instruction and assessment GLC minutes to reflect the implementation GLC generated assessment, discussion of student response to instruction and future instruction based upon student response results</p>	<p>3A.1. Learning gains will increase as recorded by GLC assessments RRMS Moodle</p>		
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		Complete an analysis of the FCAT Test specifications					
<u>Mathematics Goal #3A:</u> The percentage of students demonstrating learning gains in math on the FCAT 2.0 will increase from 62% to 68% by 2013	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	62%	68%					

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		<p>3A.2. Core K-12 data is not consistently used to determine instructional adjustments to meet the mastery of standards for all students.</p>	<p>3A.2. After Core K-12 Base-line and Mid-Year assessment results are received, GLC teachers will:</p> <p>Determine their students skill levels as per Core K-12 (Red, green, orange, yellow)</p> <p>Determine literacy and math strategies that will assist students with student mastery of standards</p> <p>Assessments will reflect cumulative learning of standards</p> <p>Baseline assessment uses to determine background and activating strategies.</p> <p>Mid-year assessment with be used to measure proficiency of standards taught, assessed and learned.</p>	<p>3A.2. Administration, GLC and Lead Literacy</p>	<p>3A.2. GLC teacher analysis of student results of Core K-12 Base-line to Mid-year.</p>	<p>3A.2. Core K-12 summative reports</p>	
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		<p>3A.3. Instruction does not provide students with understanding of the learning goal and their level of performance</p>	<p>3A.3. Teacher establish and communicate learning goals, track student progress and celebrate student success by:</p> <p>Providing a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance relative to the learning goal</p> <p>Facilitating tracking of student progress using formative assessment</p> <p>Providing students with recognition of their current status and their knowledge gain relative to the learning goal</p>	<p>3A.3. Teacher and Administration</p>	<p>3A.3. The student will be able to:</p> <p>Explain the learning goal for the lesson and current activities along with levels of performance on scale or rubric</p> <p>Describe and track their status on the learning goal</p> <p>Demonstrate pride regarding accomplishments</p>	<p>3A.3. Walkthrough Rubric Domain 1: What will I do to establish and communicate learning goals, track student progress and celebrate student success?</p>	
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<p>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</p>	<p>3B.1. N/A The teacher establishes and communicates learning goals, tracks student progress and celebrates student success.</p>	<p>3B.1. Teacher establish and communicate learning goals, track student progress and celebrate student success by: Providing a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance relative to the learning goal Facilitating tracking of student progress using formative assessment Providing students with recognition of their current status</p>	<p>3B.1. Teacher and Administration</p>	<p>3B.1. The student will be able to: Explain the learning goal for the lesson and current activities along with levels of performance on scale or rubric Describe and track their status on the learning goal Demonstrate pride regarding accomplishments</p>	<p>3B.1. Walkthrough Rubric Domain 1: What will I do to establish and communicate learning goals, track student progress and celebrate student success?</p>		
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		and their knowledge gain relative to the learning goal					
<u>Mathematics Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students demonstrating learning gains in math on the FAA will remain at 100%							
	100%	100%					
		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		
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<p>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</p>	<p>4.1. Instruction does not engage students</p>	<p>4.1. Teacher will: Notice when students are not engaged and take action and monitor re-engagement Use academic games and incontestual competition to maintain student engagement Uses various response rate techniques Use physical movement Use pacing techniques to alter pace appropriately and employ crisp transitions in between activities Demonstrate</p>	<p>4.1. Teacher and Administration</p>	<p>4.1. The student will: Appear aware of the fact that the teacher is taking note of their level of student engagement Explain how the games keep their interest and help them to learn or remember the content Respond to questions posed by teacher and describe their thinking Engage in physical activities designed by the teacher to help them learn Adapt to transitions and re-engage when a new activity has begun. Recognize that the teacher likes the content and likes teaching. Engage in friendly controversy activities. Explain how making connections between content and their personal interests engages them to better understand the content Explain how unusual</p>	<p>4.1. Walkthrough Rubric Domain 1: What will I do to engage students?</p>		
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		<p>enthusiasm and intensity for the content in variety of ways</p> <p>Use friendly controversy techniques</p> <p>Provide opportunities for students to relate class content to personal interests</p> <p>Use usual or intriguing information about the content</p>		<p>information makes them more interested in the content.</p>			
<p><u>Mathematics Goal #4A:</u></p> <p>The percentage of students in the lowest 25% demonstrating learning gains in math on the FCAT 2.0 will increase from 60% to 66% by 2013</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	60%	66%					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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<p>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.</p>	<p>4B.1. No barrier. Instruction engages students</p>	<p>4B.1. Teacher will: Notice when students are not engaged and take action and monitor re-engagement Use academic games and incontestual competition to maintain student engagement Uses various response rate techniques Use physical movement Use pacing techniques to alter pace appropriately and employ crisp transitions in between activities Demonstrate</p>	<p>4B.1. Teacher and Administration</p>	<p>4B.1. The student will: Appear aware of the fact that the teacher is taking note of their level of student engagement Explain how the games keep their interest and help them to learn or remember the content Respond to questions posed by teacher and describe their thinking Engage in physical activities designed by the teacher to help them learn Adapt to transitions and re-engage when a new activity has begun. Recognize that the teacher likes the content and likes teaching. Engage in friendly controversy activities. Explain how making connections between content and their personal interests engages them to better understand the content Explain how unusual</p>	<p>4B.1. Walkthrough Rubric Domain 1: What will I do to engage students?</p>		
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		<p>enthusiasm and intensity for the content in variety of ways</p> <p>Use friendly controversy techniques</p> <p>Provide opportunities for students to relate class content to personal interests</p> <p>Use usual or intriguing information about the content</p>		<p>information makes them more interested in the content.</p>			
<p><u>Mathematics Goal #4B:</u></p> <p>All students scored proficient at 4+</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>14 out of 14 scored proficient (4+)</p>	<p>Continue with all students scoring 4+ proficient.</p>					

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		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 36% Not proficient	47% Not proficient	37% Not proficient	27% Not proficient	17% Not proficient	7% Not proficient	0% Not proficient
<u>Mathematics Goal #5A:</u> Given 47% of students not proficient in math as measured in 2012, RRMS will reduce the achievement gap in math by 10% each year.							
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		

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<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p>	<p>5A.1. Instruction does not provide students with understanding of the learning goal and their level of performance</p>	<p>5A.1. Teacher establish and communicate learning goals, track student progress and celebrate student success by:</p> <p>Providing a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance relative to the learning goal</p> <p>Facilitating tracking of student progress using formative assessment</p> <p>Providing students with recognition of their current status and their knowledge gain relative to the learning goal</p>	<p>5A.1. Teacher and Administration</p>	<p>5A.1. The student will be able to:</p> <p>Explain the learning goal for the lesson and current activities along with levels of performance on scale or rubric</p> <p>Describe and track their status on the learning goal</p> <p>Demonstrate pride regarding accomplishments</p>	<p>5A.1. Walkthrough Rubric Domain 1: What will I do to establish and communicate learning goals, track student progress and celebrate student success?</p>		
<p><u>Mathematics Goal #5B:</u></p> <p>The percentage of students in each subgroup making satisfactory progress on the math FCAT 2.0 will increase 6% by 2013</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	White:62% Black:46% Hispanic:38% Asian:26% American Indian:100%	White:68% Black:52% Hispanic:44% Asian:32% American Indian:100%					
		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		
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<p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p>	<p>5C.1. Instruction does not communicate high expectations for all students.</p>	<p>5C.1. The teacher will: Identify students for whom there have been low expectations. Demonstrate verbal and non-verbal indications that they are valued and respected. Not allow negative comments. Ask questions with the same frequency and depth as high expectancy students. Probes incorrect answers in the same manner as he/she does</p>	<p>5C.1. Teacher and administration</p>	<p>5C.1. The student will: Say that the teacher cares for all students and treats each with respect. Say that the teacher expects everyone to participate. Say that the teacher helps them answer all questions successfully.</p>	<p>5C.1. Walkthrough Rubric Domain 1: What will I do to communicate high expectations for all students?</p>		
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		with high expectancy students.					
<u>Mathematics Goal #5C:</u> The percentage of ELL students not making satisfactory progress in math will decrease from 20% to 0% as measured by the state's formal assessment (2013 FCAT 2.0).	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	1 out of 5	0 out of 8					
		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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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</p>	<p>5C.1. Instruction does not communicate high expectations for all students.</p>	<p>5C.1. The teacher will: Identify students for whom there have been low expectations. Demonstrate verbal and non-verbal indications that they are valued and respected. Not allow negative comments. Ask questions with the same frequency and depth as high expectancy students. Probes incorrect answers in the same manner as he/she does with high</p>	<p>5C.1. Teacher and administration</p>	<p>5C.1. The student will: Say that the teacher cares for all students and treats each with respect. Say that the teacher expects everyone to participate. Say that the teacher helps them answer all questions successfully.</p>	<p>5C.1. Walkthrough Rubric Domain 1: What will I do to communicate high expectations for all students?</p>		
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		expectancy students.					
<u>Mathematics Goal #5D:</u> The percentage of SWD students not making AYP on the math FCAT 2.0 will decrease from 40% to 34% by 2013	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	40%.	34%.					
		5C.2. SWD students are not responding positively to instruction	5C.2. Any or both teachers in a SWD classroom will provide a shared commitment to learning support in academic, behavioral and independent functioning Teachers will identify "Off Track" quarterly and conduct IEP conference to review success of accommodations provided	5C.2 Administration	5C.2 Administrative walkthrough will observe SWD accommodations provided IEP conferences	5C.2. Administrative walkthrough tool IEP revisions	
		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		
<p>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</p>	<p>5D.1. Effective student/teacher relationships have not been established with all students.</p>	<p>5D.1. The teacher will: Use student interests and backgrounds to produce a climate of acceptance and community. Use verbal and nonverbal behavior that indicates caring for students. Behaves in an objective and controlled manner</p>	<p>5D.1. Teacher and administration</p>	<p>5D.1. Student will be able to: Describe the teacher as someone who knows them and/or is interested in them and feels accepted. Describe the teacher as someone who cares for them. Describe their teacher as having a calming demeanor, in control or him/herself, in control of the class and does not hold grudges or take things personally</p>	<p>5D.1. Walkthrough Rubric Domain 1: What will I do to establish and maintain effective relationships with students?</p>		

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<u>Mathematics Goal</u> <u>#5E:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
By 2013, the percentage of ED students not making AYP on the math FCAT 2.0 will decrease from 44% to 38%.							
	44%	38%					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

High School	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>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3.1.	3.1.	3.1.	3.1.	3.1.		
Mathematics Goal #3: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		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		

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<p>1. Students scoring at Achievement Level 3 in Algebra 1.</p>	<p>1.1. Parent requested waiver of child to be placed in Algebra.</p>	<p>1.1. The teacher will: Identify a lesson or part of the lesson as involving important information to which students should pay particular attention. Organize students into small groups to facilitate the processing of new information. Engage students I activities that help them link what they already know to new content about to be addressed. Breaks content</p>	<p>1.1. Teacher and administration</p>	<p>1.1. The student will be able to: Explain why the content is important to pay attention to. Understand expectations about appropriate behaviors in groups. Explain linkages of prior knowledge to upcoming content. Explain why the teacher is stopping at various points within the lesson. Explain what they just learned. Provide explanations and “proofs” for inferences. Summarize either linguistically or non-linguistically. Explain what they are clear about and what they are confused about</p>	<p>1.1. Walkthrough Rubric Domain 1: What will I do to help students effectively interact with new knowledge?</p>		
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	<p>into small chunks of information that can be easily processed by students.</p> <p>Stops during the lesson to allow students to summarize.</p> <p>Asks questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught.</p> <p>Engage students in linguistic and/or nonlinguistic activities that help them record their understanding of new</p>					
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		content. Engage students in activities that help them reflect on their learning and the learning process.					
<u>Algebra 1 Goal #1:</u> The percentage of students scoring a level 3 or above on the Algebra EOC will increase from 98% to 100% by 2013. Note: Only 2 students out of 106 scored below level 2.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	98%	100%					
		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		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</p>	<p>2.1. Instruction does not provide students with opportunities to practice and deepen knowledge</p>	<p>2.1. Teacher will engage and monitor students in practicing and deepening their understanding of new knowledge by providing students with opportunities to:</p> <p>Review critical information</p> <p>Allow peer questioning and feedback within peer groupings</p> <p>Assigning homework with a clear purpose to practice and deepen knowledge</p> <p>Examine similarities</p>	<p>2.1. Administration & Teacher</p>	<p>2.1. Student will be able to:</p> <p>Recall and describe previous content</p> <p>Group work supports learning</p> <p>Understand the purpose of homework</p> <p>Identify similarities and differences of information presented</p> <p>Describe errors or fallacies and support a claim</p> <p>Practice a skill, strategy or process to develop fluency</p> <p>Explain previous errors or misconceptions they had about content</p>	<p>2.1.</p>		
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		<p>and differences</p> <p>Examine their own reasoning or the logic of information presented to them</p> <p>Practice activities that help them develop fluency with increased confidence and competence</p> <p>Revise knowledge addressed in previous lessons</p>					
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Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The number of students scoring a level 4 or 5 on the Algebra EOC will increase from 75% to 82% by 2013							
	75%	82%					
		2.2. Instruction does not provide students with opportunities to work on complex tasks that require them to generate and test hypotheses	2.2. Teacher engages and monitors students' work in generating and testing hypotheses about knowledge by: Organizes students into small groups Provide complex tasks Acting as a resource and provide guidance for groups to work independently	2.2. Administration & Teacher	2.2. The student will be able to: Describe the importance of generating and testing hypotheses in groups Explain the hypothesis they are testing and whether it was confirmed or disconfirmed Student will seek out teacher for assistance and guidance in regarding hypothesis generation and testing tasks	2.2. Walkthrough Rubric Domain 1 What will I do to help students generate and test hypotheses about new knowledge	
		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	2% not proficient	0% not proficient	0% not proficient	0% not proficient	0% not proficient	0% not proficient
<u>Algebra 1 Goal #3A:</u> Given 2% of students not proficient in Algebra as measured in 2013 EOC, RRMS will reduce the achievement gap by 2% for 2013.							
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. Parent requested waiver of child to be placed in Algebra.	3B.1.	3B.1.	3B.1.	3B.1.		

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<p>Algebra 1 Goal #3B: The percentage of students in the white subgroup making satisfactory progress on Algebra will increase from 98% to 100% by 2013</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>				
	<p><i>Enter numerical data for current level of performance in this box.</i> White:98% Black: Hispanic: Asian: American Indian:</p>	<p><i>Enter numerical data for expected level of performance in this box.</i> White:100% Black: Hispanic: Asian: American Indian:</p>				
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
<u>Algebra 1 Goal #3C:</u> No ELL students enrolled in Algebra	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
<u>Algebra 1 Goal #3D:</u> No SWD students enrolled in Algebra	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
<u>Algebra 1 Goal #3E:</u> No ED students enrolled in Algebra	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Algebra 1 EOC Goals

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

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

Geometry EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Geometry.	1.1.	1.1.	1.1.	1.1.	1.1.		
Geometry Goal #1: All RRMS Geometry students enrolled at River Ridge High School	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	

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		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Geometry Goal #2:</u> All RRMS Geometry students enrolled at River Ridge High School	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2011-2012						
<u>Geometry Goal #3A:</u> All RRMS Geometry students enrolled at River Ridge High School							
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:*					
All RRMS Geometry students enrolled at River Ridge High School							
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
<u>Geometry Goal #3C:</u> All RRMS Geometry students enrolled at River Ridge High School	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
Geometry Goal #3D: All RRMS Geometry students enrolled at River Ridge High School	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with						
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Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math and the Common Core	All levels	Presented by District Office Staff	Math Department Chair, 2 Math Teachers and Administrator overseeing Math Department	September 11, 2012	Sharing at department and GLC math meetings	Administration
Core K-12 Reports and using data	All levels	Administration	All Math Teachers	After baseline and mid-year assessment		Administration
Robert J. Marzano's Domain 1: Classroom strategies and behaviors	All Levels	Administration	All staff	Monthly starting September 2012 Interacting w/new knowledge, Practicing and deepening knowledge, Generating and test hypotheses, Learning goals and feedback, Student engagement, High expectations, Teacher/student relationships	Administrative Walkthroughs	Administration

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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
			0
Subtotal:0			
Technology			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:0			
Other			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:0			
Total:0			

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

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

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.</p>	<p>1A.1 Instruction does not provide students with understanding of the learning goal and their level of performance</p>	<p>1A.1 Teacher establish and communicate learning goals, track student progress and celebrate student success by: Providing a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance relative to the learning goal Facilitating tracking of student progress using formative assessments generated in GLC and Core K-12. Providing students</p>	<p>1A.1 Teacher and Administration</p>	<p>1A.1 The student will be able to: Explain the learning goal for the lesson and current activities along with levels of performance on scale or rubric Describe and track their status on the learning goal Demonstrate pride regarding accomplishments</p>	<p>1A.1. Walkthrough Rubric Domain 1: What will I do to establish and communicate learning goals, track student progress and celebrate student success?</p>		
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		with recognition of their current status and their knowledge gain relative to the learning goal					
Science Goal #1A: The percentage of students scoring a level 3 or above on the Science FCAT 2.0 will increase from 33% to 50% by 2013	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
	33%	50%					

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		<p>1A.2. Instruction does not allow students to effectively interact with new knowledge.</p>	<p>1A.2. The teacher will: Identify a lesson or part of the lesson as involving important information to which students should pay particular attention. Organize students into small groups to facilitate the processing of new information. Engage students in activities that help them link what they already know to new content about to be addressed. Breaks content into small chunks of information that can be easily processed by students. Stops during the lesson to allow students to summarize. Asks questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught. Engage students in linguistic and/or nonlinguistic activities that help them record their understanding</p>	<p>1A.2. Teacher and administration</p>	<p>1A.2. The student will be able to: Explain why the content is important to pay attention to. Understand expectations about appropriate behaviors in groups. Explain linkages of prior knowledge to upcoming content. Explain why the teacher is stopping at various points within the lesson. Explain what they just learned. Provide explanations and “proofs” for inferences. Summarize either linguistically or non-linguistically. Explain what they are clear about and what they are confused about</p>	<p>1A.2. Walkthrough Rubric Domain 1: What will I do to help students effectively interact with new knowledge?</p>	
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			of new content. Engage students in activities that help them reflect on their learning and the learning process.				
		1A.3. Core K-12 data is not consistently used to determine instructional adjustments to meet the mastery of standards for all students.	1A.3. After Core K-12 Base-line and Mid-Year assessment results are received, GLC teachers will: Determine their students skill levels as per Core K-12 (Red, green, orange, yellow) Determine literacy and math strategies that will assist students with student mastery of standards Assessments will reflect cumulative learning of standards Baseline assessment uses to determine background and activating strategies. Mid-year assessment with be used to measure proficiency of standards taught, assessed and learned.	1A.3. Administration, GLC and Lead Literacy	1A.3. GLC teacher analysis of student results of Core K-12 Base-line to Mid-year.	1A.3. Core K-12 summative reports	

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<p>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</p>	<p>1B.1. Instruction does allow students to effectively interact with new knowledge.</p>	<p>1B.1. The teacher will: Identify a lesson or part of the lesson as involving important information to which students should pay particular attention. Organize students into small groups to facilitate the processing of new information. Engage students I activities that help them link what they already know to new content about to be addressed. Breaks</p>	<p>1B.1. Teacher and administration</p>	<p>1B.1. The student will be able to: Explain why the content is important to pay attention to. Understand expectations about appropriate behaviors in groups. Explain linkages of prior knowledge to upcoming content. Explain why the teacher is stopping at various points within the lesson. Explain what they just learned. Provide explanations and “proofs” for inferences. Summarize either linguistically or non-linguistically. Explain what they are clear about and what they are confused about</p>	<p>1B.1. Walkthrough Rubric Domain 1: What will I do to help students effectively interact with new knowledge?</p>		
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	<p>content into small chunks of information that can be easily processed by students.</p> <p>Stops during the lesson to allow students to summarize.</p> <p>Asks questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught.</p> <p>Engage students in linguistic and/or nonlinguistic activities that help them record their understand</p>					
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		ing of new content. Engage students in activities that help them reflect on their learning and the learning process.					
<u>Science Goal #1B:</u> The percentage of students scoring at levels 4+ in science will continue at 100% as measured by the state's formal assessment (2013 Florida Alternate Assessment).	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	7 out of 7 scored at level 4+	100% of students will score at 4+					
		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		
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<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</p>	<p>2A.1. Instruction does not provide students with opportunities to practice and deepen knowledge</p>	<p>2A.1. Teacher engages and monitors students in practicing and deepening their understanding of new knowledge by providing opportunities to:</p> <p>Review critical information</p> <p>Group students to allow peer questioning and feedback</p> <p>Assign homework with a clear purpose to practice and deepen knowledge</p> <p>Examine similarities and differences</p>	<p>2A.1. Administration & Teacher</p>	<p>2A.1. Student will be able to:</p> <p>Recall and describe previous content</p> <p>Group work supports learning</p> <p>Understand the purpose of homework</p> <p>Identify similarities and differences of information presented</p> <p>Describe errors or fallacies and support a claim</p> <p>Practice a skill, strategy or process to develop fluency</p> <p>Explain previous errors or misconceptions they had about content</p>	<p>2A.1. Walkthrough Rubric Domain 1 What will I do to help students deepen their understanding of new knowledge</p>		
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		<p>Examine their own reasoning or the logic of information presented to them</p> <p>Practice activities that help them develop fluency with increased confidence and competence</p> <p>Revise knowledge addressed in previous lessons</p>					
<p><u>Science Goal #2A:</u></p> <p>The percentage of students scoring at level 4 and 5 on the Science FCAT will increase from 11% to 18% by 2013</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	11%	18%					
		<p>2.2. Instruction does not provide students with opportunities to work on complex tasks that require them to generate and test hypotheses</p>	<p>2.2. Teacher engages and monitors students' work in generating and testing hypotheses about knowledge by: Organizes students into small groups Provide complex tasks Acting as a resource and provide guidance for groups to work independently</p>	<p>2.2. Administration & Teacher</p>	<p>2.2. The student will be able to: Describe the importance of generating and testing hypotheses in groups Explain the hypothesis they are testing and whether it was confirmed on disconfirmed Student will seek out teacher for assistance and guidance in regarding hypothesis generation and testing tasks</p>	<p>2.2. Walkthrough Rubric Domain 1 What will I do to help students generate and test hypotheses about new knowledge?</p>	
		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>	<p>2B.1. Instruction does not provide students with opportunities to practice and deepen knowledge</p>	<p>2B.1. Teacher engages and monitors students in practicing and deepening their understanding of new knowledge by providing opportunities to: Review critical information Group students to allow peer questioning and feedback Assign homework with a clear purpose to practice and deepen knowledge Examine similarities and differences</p>	<p>2B.1. Administration & Teacher</p>	<p>2B.1. Student will be able to: Recall and describe previous content Group work supports learning Understand the purpose of homework Identify similarities and differences of information presented Describe errors or fallacies and support a claim Practice a skill, strategy or process to develop fluency Explain previous errors or misconceptions they had about content</p>	<p>2B.1. Walkthrough Rubric Domain 1 What will I do to help students deepen their understanding of new knowledge</p>		
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	<p>Examine their own reasoning or the logic of information presented to them</p> <p>Practice activities that help them develop fluency with increased confidence and competence</p> <p>Revise knowledge addressed in previous lessons</p>					
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<u>Science Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
The percentage of students scoring at levels 7+ in Science will increase from 28% to 57% as measured by the state's formal assessment (2013 Florida Alternate Assessment).							
	28% (2 of 7)	57% (4 of 7)					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

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

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 Achievem						

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

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Biology 1 Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Biology 1 EOC Goals

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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
Academic Vocabulary	All	Administration	All Staff	August	Lesson plan review and Administrative Walkthrough	Administration
Robert J. Marzano’s Domain 1: Classroom strategies and behaviors	All Levels	Administration	All Science Staff	Monthly starting September 2011 Interacting w/new knowledge, Practicing and deepening knowledge, Generating and test hypotheses, Learning goals and feedback	Administrative Walkthroughs	Administration
Critical Reading and Summarizing	All Levels	Literacy Coach and Administration	All Staff	August	Lesson plan review and Administrative Walkthrough	Administration

Science Budget (Insert rows as needed)

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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
			0
Subtotal:0			
Technology			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:0			
Other			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:0			
Total:			

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		

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<p>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</p>	<p>1A.1. Instruction does not provide students with opportunities to practice and deepen knowledge</p>	<p>1A.1. Teacher engages and monitors students in practicing and deepening their understanding of new knowledge by providing opportunities to: Review critical information Group students to allow peer questioning and feedback Assign homework with a clear purpose to practice and deepen knowledge Examine similarities and differences</p>	<p>1A.1. Administration & Teacher</p>	<p>1A.1. Student will be able to: Recall and describe previous content Group work supports learning Understand the purpose of homework Identify similarities and differences of information presented Describe errors or fallacies and support a claim Practice a skill, strategy or process to develop fluency Explain previous errors or misconceptions they had about content</p>	<p>1A.1. Walkthrough Rubric Domain 1 What will I do to help students deepen their understanding of new knowledge</p>		
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		<p>Examine their own reasoning or the logic of information presented to them</p> <p>Practice activities that help them develop fluency with increased confidence and competence</p> <p>Revise knowledge addressed in previous lessons</p>					
<p><u>Writing Goal #1A:</u></p> <p>The percentage of students scoring a level 3 in writing will increase from 80% to 86% as measured by the state's formal writing assessment 2013</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	80%	86%					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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<p>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p>	<p>1B.1. Instruction does allow students to effectively interact with new knowledge.</p>	<p>1B.1. The teacher will: Identify a lesson or part of the lesson as involving important information to which students should pay particular attention. Organize students into small groups to facilitate the processing of new information. Engage students I activities that help them link what they already know to new content about to be addressed. Breaks</p>	<p>1B.1. Teacher and administration</p>	<p>1B.1. The student will be able to: Explain why the content is important to pay attention to. Understand expectations about appropriate behaviors in groups. Explain linkages of prior knowledge to upcoming content. Explain why the teacher is stopping at various points within the lesson. Explain what they just learned. Provide explanations and “proofs” for inferences. Summarize either linguistically or non-linguistically. Explain what they are clear about and what they are confused about</p>	<p>1B.1. Walkthrough Rubric Domain 1: What will I do to help students effectively interact with new knowledge?</p>		
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	<p>content into small chunks of information that can be easily processed by students.</p> <p>Stops during the lesson to allow students to summarize.</p> <p>Asks questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught.</p> <p>Engage students in linguistic and/or nonlinguistic activities that help them record their understand</p>					
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		ing of new content. Engage students in activities that help them reflect on their learning and the learning process.					
<u>Writing Goal #1B:</u> The percentage of students scoring a level 4 or higher will remain at 100% as measured by the state's formal writing assessment 2013	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	100%	100%					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Writing Professional Development

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

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:0			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:0			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:0			
Total:0			

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		

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<p>1. Students scoring at Achievement Level 3 in Civics.</p>	<p>1.2. Instruction does not allow students to effectively interact with new knowledge.</p>	<p>1.2. The teacher will: Identify a lesson or part of the lesson as involving important information to which students should pay particular attention. Organize students into small groups to facilitate the processing of new information. Engage students I activities that help them link what they already know to new content about to be addressed. Breaks</p>	<p>1.2. Teacher and administration</p>	<p>1.2. The student will be able to: Explain why the content is important to pay attention to. Understand expectations about appropriate behaviors in groups. Explain linkages of prior knowledge to upcoming content. Explain why the teacher is stopping at various points within the lesson. Explain what they just learned. Provide explanations and “proofs” for inferences. Summarize either linguistically or non-linguistically. Explain what they are clear about and what they are confused about</p>	<p>1.2. Walkthrough Rubric Domain 1: What will I do to help students effectively interact with new knowledge?</p>		
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	<p>content into small chunks of information that can be easily processed by students.</p> <p>Stops during the lesson to allow students to summarize.</p> <p>Asks questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught.</p> <p>Engage students in linguistic and/or nonlinguistic activities that help them record their understand</p>					
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		ing of new content. Engage students in activities that help them reflect on their learning and the learning process.					
<u>Civics Goal #1:</u> The percentage of students scoring a level 3 or above in reading will be at least 80% as measured by the state's formal EOC assessment	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Baseline TBD	80%					
		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		
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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</p>	<p>2.1. Instruction does not provide students with opportunities to practice and deepen knowledge</p>	<p>2.1. Teacher engages and monitors students in practicing and deepening their understanding of new knowledge by providing opportunities to: Review critical information Group students to allow peer questioning and feedback Assign homework with a clear purpose to practice and deepen knowledge Examine similarities and differences</p>	<p>2.1. Administration & Teacher</p>	<p>2.1. Student will be able to: Recall and describe previous content Group work supports learning Understand the purpose of homework Identify similarities and differences of information presented Describe errors or fallacies and support a claim Practice a skill, strategy or process to develop fluency Explain previous errors or misconceptions they had about content</p>	<p>2.1. Walkthrough Rubric Domain 1 What will I do to help students deepen their understanding of new knowledge</p>		
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		<p>Examine their own reasoning or the logic of information presented to them</p> <p>Practice activities that help them develop fluency with increased confidence and competence</p> <p>Revise knowledge addressed in previous lessons</p>					
<p><u>Civics Goal #2:</u></p> <p>The percentage of students scoring a level 4 and 5 on the Civics EOC will be at least 20%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>Baseline TBD</p>	<p>20%</p>					

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		<p>2.2 Instruction does not provide students with opportunities to work on complex tasks that require them to generate and test hypotheses</p>	<p>2.2. Teacher engages and monitors students' work in generating and testing hypotheses about knowledge by: Organizes students into small groups Provide complex tasks Acting as a resource and provide guidance for groups to work independently</p>	<p>2.2. Administration & Teacher</p>	<p>2.2. The student will be able to: Describe the importance of generating and testing hypotheses in groups Explain the hypothesis they are testing and whether it was confirmed or disconfirmed Student will seek out teacher for assistance and guidance in regarding hypothesis generation and testing tasks</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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Civics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
Critical Reading and Summarizing	All Levels	Literacy Coach and Administration	All Staff	August	Lesson plan review and Administrative Walkthrough	Administration

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
			0
Subtotal:0			

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Technology			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:0			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:0			
Total:0			

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.							
<u>U.S. History Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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.							
U.S. History Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.3.	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		

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<p>1. Attendance</p>	<p>1.1. Excessive student absence go un-noticed</p>	<p>1.1. The Teacher will: Identify students who are "Off Track" with their attendance from the previous year Teacher will develop collaborate with fellow team members to use PS/RtI to develop supports and interventions for groups of "Off Track" students Teacher will collaborate with fellow team members to develop individual attendance monitoring plans for those</p>	<p>1.1. Teams, PS/RtI Committee and Administration Note: PS/RtI Committee consists of Student Services Support Staff</p>	<p>1.1. Students from "Off Track" lists will reduce the frequency and number of absences</p>	<p>1.1. "Off Track lists developed by team and shared with PS/RtI Oversight sub-committee</p>		
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		<p>students that still do not respond to Tier 1 Supports and Interventions</p> <p>Teacher will collaborate with fellow team members every 9 weeks to examine attendance trends with students on team and adjust attendance supports and interventions as needed</p>					
<p><u>Attendance Goal #1:</u></p> <p>By July 2013, student absences will decrease by 6% as measured by our RRMS School Systems Rubric).</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>78% On Track</p>	<p>84% On Track</p>					

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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>					
	227	205					
	<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>					
	68	60					
		1.2. Select students did not respond to group attendance interventions or supports	1.2. MTSS Committee will: Develop “Knights on Time” attendance monitoring workgroup to meet with students that have not responded to Tier 1 supports and interventions	1.2. Knights on Time Workgroup	1.2. Student generated goals	1.2. Student generated attendance improvement goals will be reviewed monthly at future Knights on Time meeting	

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		<p>1.3. Effective student/teacher relationships have not been established with all students.</p>	<p>1.3. The teacher will: Use student interests and backgrounds to produce a climate of acceptance and community. Use verbal and nonverbal behavior that indicates caring for students. Behaves in an objective and controlled manner</p>	<p>1.3. Teacher and administration</p>	<p>1.3. Student will be able to: Describe the teacher as someone who knows them and/or is interested in them and feels accepted. Describe the teacher as someone who cares for them. Describe their teacher as having a calming demeanor, in control of him/herself, in control of the class and does not hold grudges or take things personally</p>	<p>1.3. Walkthrough Rubric Domain 1: What will I do to establish and maintain effective relationships with students?</p>	
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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
MTSS-PS/RtI	All	Administration and Guidance Support Staff	All Instructional Staff	Qrt. 1	Quarterly MTSS-PS/RtI Meetings with action plan	Administration and Guidance Support Staff
Robert J. Marzano’s Domain 1: Classroom strategies and behaviors	All	Administration	All Staff	Qrt. 1 Teacher/Student relationships	Administrative Walkthrough	Administration

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
			0
Subtotal:0			
Technology			

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Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:0			
Other			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:0			
Total:0			

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		

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<p>1. Suspension</p>	<p>1.1. Students that are suspended are not interacting with classroom instruction</p>	<p>1.1. Teachers will collaborate with fellow team members to determine “Off Track” students with history of frequent suspensions.</p> <p>Teachers will determine supports and interventions for “Off Track” group and monitor response to supports and interventions</p> <p>Teachers will collaborate with PS/RtI committee members to determine behavioral plans for individual students who are not responding to group supports and interventions</p>	<p>1.1. Teachers and fellow team members, PS/RtI committee, Administration</p>	<p>1.1. Number of “Off Track” student group will be reduced</p>	<p>1.1. RRMS School Systems Rubric</p>		
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<u>Suspension Goal #1:</u> By June 5, 2013, student suspensions will decrease by 10% .	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	235	212					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	103	93					
	<u>2012 Total Number of Out-of- School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	191	172					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	62	56					

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		<p>1.2. Effective student/teacher relationships have not been established with all students.</p>	<p>1.2. The teacher will: Use student interests and backgrounds to produce a climate of acceptance and community. Use verbal and nonverbal behavior that indicates caring for students. Behaves in an objective and controlled manner</p>	<p>1.2. Teacher and administration</p>	<p>1.2. Student will be able to: Describe the teacher as someone who knows them and/or is interested in them and feels accepted. Describe the teacher as someone who cares for them. Describe their teacher as having a calming demeanor, in control or him/herself, in control of the class and does not hold grudges or take things personally</p>	<p>1.2. Walkthrough Rubric Domain 1: What will I do to establish and maintain effective relationships with students?</p>	
		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
Robert J. Marzano’s Domain 1: Classroom strategies and behaviors	All	Administration	All Staff	September 2012 Teacher/Student relationships	Administrative Walkthrough	Administration
MTSS-PS/RtI	All	Administration and Guidance Support Staff	All Instructional Staff	Qrt. 1	Quarterly PS/RtI Meetings with action 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
			0
Subtotal:0			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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			0
Subtotal:0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:0			
Other			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:0			
Total:0			

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		

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<p>1. Dropout Prevention</p>	<p>1.1. Instruction does not engage students</p>	<p>1.1. Teacher will: Notice when students are not engaged and take action and monitor re-engagement Use academic games and inconsequential competition to maintain student engagement Uses various response rate techniques Use physical movement Use pacing techniques to alter pace appropriately and employ crisp transitions in between activities Demonstrate enthusiasm and intensity for the content in variety of ways</p>	<p>1.1. Teacher and Administration</p>	<p>1.1. The student will: Appear aware of the fact that the teacher is taking note of their level of student engagement Explain how the games keep their interest and help them to learn or remember the content Respond to questions posed by teacher and describe their thinking Engage in physical activities designed by the teacher to help them learn Adapt to transitions and re-engage when a new activity has begun. Recognize that the teacher likes the content and likes teaching. Engage in friendly controversy activities. Explain how making connections between content ad their personal interests engages them to better understand the content</p>	<p>1.1. Walkthrough Rubric Domain 1: What will I do to engage students?</p>		
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		<p>Use friendly controversy techniques</p> <p>Provide opportunities for students to relate class content to personal interests</p> <p>Use usual or intriguing information about the content</p>		<p>Explain how unusual information makes them more interested in the content.</p>			
<p><u>Dropout Prevention Goal #1:</u></p> <p>0% of RRMS students will drop out of school in 2012-13.</p>	<p><u>2012 Current Dropout Rate:*</u></p>	<p><u>2013 Expected Dropout Rate:*</u></p>					
	0	0					
	<p><u>2012 Current Graduation Rate:*</u></p>	<p><u>2013 Expected Graduation Rate:*</u></p>					
	<p><i>Enter numerical data for graduation rate in this box.</i></p>	<p><i>Enter numerical data for expected graduation rate in this box.</i></p>					

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		1.2. Effective student/teacher relationships have not been established with all students.	1.2. The teacher will: Use student interests and backgrounds to produce a climate of acceptance and community. Use verbal and nonverbal behavior that indicates caring for students. Behaves in an objective and controlled manner	1.2. Teacher and administration	1.2. Student will be able to: Describe the teacher as someone who knows them and/or is interested in them and feels accepted. Describe the teacher as someone who cares for them. Describe their teacher as having a calming demeanor, in control or him/herself, in control of the class and does not hold grudges or take things personally	1.2. Walkthrough Rubric Domain 1: What will I do to establish and maintain effective relationships with students?	
		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							

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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
Robert J. Marzano's Domain 1: Classroom strategies and behaviors	All	Administration	All Staff	Qrt. 1 Teacher/Student relationships & Engagement	Administrative Walkthrough	Administration

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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
			0
Subtotal:0			
Technology			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:0			
Other			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:0			
Total:0			

End of Dropout Prevention Goal(s)

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Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to “Guiding Questions,” identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	1.1. Communication of events	1.1. School Connect phone messages, school news announcements and written communication from Admin, Coaches and Teachers	1.1. Teachers, Coaches and Administration	1.1. Sign-in sheets, Volunteer log and ticket sales at events	1.1. Sign-in sheets, Volunteer log and ticket sales at events		

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Parent Involvement Goal #1: By June 2013, parent participation in curricular and extra-curricular events will increase as measured by volunteer hours and attendance at events.	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
	<i>Enter numerical data for current level of parent involvement in this box.</i>	<i>Enter numerical data for expected level of parent involvement in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Open House	All Stakeholders	Administration	All Stakeholders	September 12	Attendance at Open House	Teams

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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
			0
Subtotal:0			
Technology			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:0			
Other			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:0			
Total:0			

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> By August 2013, RRMS will open a Middle School Engineering Academy.	1.1. Allocation for teacher, Qualified Teacher, Funding for resources	1.1. Develop a timeline of events	1.1. Director of CTE and Principal	1.1. Monthly review of Engineering Academy timeline benchmark	1.1. Engineering Academy timeline benchmark
	1.2. Revision of current CTE programs and funding	1.2. Develop a MS Career Academy Task Force district committee	1.2. Director of CTE and Principal	1.2. Meeting agenda and revisions to CTE programs at the MS level.	1.2. Meeting minutes
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development						
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(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
Project Lead the Way	6-8	TBD	Hired Teacher	Summer 2013	Teacher receives certification	CTE Director

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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
			0
Subtotal:0			
Technology			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:0			
Other			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:0			
Total:0			

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><u>STEM Goal #1:</u> By August 2013, RRMS will open a Middle School Engineering Academy.</p>	<p>1.1. Allocation for teacher, Qualified Teacher, Funding for resources</p>	<p>1.1. Develop a timeline of events</p>	<p>1.1. Director of CTE and Principal</p>	<p>1.1. Monthly review of Engineering Academy timeline benchmark</p>	<p>1.1. Engineering Academy timeline benchmark</p>
	<p>1.2. Revision of current CTE programs and funding</p>	<p>1.2. Develop a MS Career Academy Task Force district committee</p>	<p>1.2. Director of CTE and Principal</p>	<p>1.2. Meeting agenda and revisions to CTE programs at the MS level.</p>	<p>1.2. Meeting minutes</p>
	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>

CTE Professional Development

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

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CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:0			
Technology			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:0			
Other			
Strategy	Description of Resources	Funding Source	Amount
	Additional funding for program consumables	District CTE	3380.00
Subtotal:3380.00			
Total:3380.00			

End of CTE Goal(s)

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Additional Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal	1.1.	1.1.	1.1.	1.1.	1.1.		
Additional Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Additional Goals Professional Development

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

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:0
CELLA Budget	Total:0
Mathematics Budget	Total:0
Science Budget	Total:0
Writing Budget	Total:0
Civics Budget	Total:0
U.S. History Budget	Total:0
Attendance Budget	Total:0
Suspension Budget	Total:0
Dropout Prevention Budget	Total:0
Parent Involvement Budget	Total:0
STEM Budget	Total:0
CTE Budget	Total:3380.00
Additional Goals	Total:0

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Grand Total:0

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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 checked="" 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.

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Review and monitor school wide student performance data
Review supports and interventions determined by school personnel
Provide input to supports and interventions to be considered by school personnel
Participate in the expenditure of lottery funds to support the School Improvement Plan

Describe the projected use of SAC funds.	Amount
Support of School Improvement Plan	
Support of School-wide Initiatives	