

Florida Department of Education



School Improvement Plan (SIP) Form SIP-1

2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Bridgewater Middle School	District Name: Orange	
Principal: Dr. Athena Adams	Superintendent: Dr. Barbara Jenkins	
SAC Chair: Julie Sadlier	Date of School Board Approval: January 29, 2013	

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	Dr. Athena A. Adams	BS Degree in Psychology; MS Degree in Industrial/Organizational Psychology; Ed.S Degree in Educational Leadership; Ed.D. degree in Educational Leadership; Certified in English 5-9, Psychology K-12 School Principal	3	9	2011-2012 - School Grade A Reading 3 and above, 78%; Learning Gains, 76%; Lowest 25% Learning Gains, 74% Math 3 and above, 79%; Learning Gains, 82%; Lowest 25% Learning Gains, 72% Science 3 and above, 70% Writing 3.0 and above, 88% The schools where I worked at both received an A every school year. 2010-2011 84% Reading 85% Math 67% Learning Gains, 72% Learning Gains Lowest 25%, 92%AYP 2009-2010 82% Reading 81% Math
Assistant Principal	Robert Ryner	BS Degree in Computer Science Master's Degree in Educational Leadership Certified in Math 5-9	5	10	2011-2012 - School Grade A Reading 3 and above, 78%; Learning Gains, 76%; Lowest 25% Learning Gains, 74% Math 3 and above, 79%; Learning Gains, 82%; Lowest 25% Learning Gains, 72% Science 3 and above, 70% Writing 3.0 and above, 88% The schools where I worked at both received an A every school year. 2010-2011 84% Reading 85% Math 67% Learning Gains, 72% Learning Gains Lowest 25%, 92%AYP 2009-2010 82% Reading 81% Math 74% Learning Gains,70% Learning Gains Lowest 25%,95% AYP 2008-2009 78% Reading 75% Math 67% Learning Gains,63% Learning Gains Lowest 25%,85% AYP 2007-2008 81% Reading 79% Math 73% Learning Gains,71% Learning Gains Lowest 25%,Made AYP

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Assistant Principal	Murray M. Sawyer, III	BSBA Finance & MBA/ Middle Grades Math (5-9) & Educational Leadership K-12	1	6	<p>2011-2012 - School Grade A Reading 3 and above, 78%; Learning Gains, 76%; Lowest 25% Learning Gains, 74% Math 3 and above, 79%; Learning Gains, 82%; Lowest 25% Learning Gains, 72% Science 3 and above, 70% Writing 3.0 and above, 88%</p> <p>The high school where I worked at performed as follows in the areas under my direct supervision: 2010-2011 School Grade Pending, Reading 3+ (52%), Learning Gains (51), Lowest 25% (38), Writing 3.0 & 4.0 (96% & 78%), and AYP (72%) 2009-2010 School Grade C, Reading 3+ (48%), Learning Gains (51), Lowest 25% (41), Writing 3.0 & 4.0 (96% & 75%), and AYP (67%) 2008-2009 School Grade B, Math 3+ (78%), Learning Gains (75%), Lowest 25% (66%), and AYP (67%) 2007-2008 School Grade C, Math 3+ (74%), Learning Gains (76%), Lowest 25% (66%), and AYP (72%) 2006-2007 School Grade D, Math 3+ (72%), Learning Gains (74%), Lowest 25% (61%), and AYP (69%)</p>
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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)
All Subjects	Susan Kathleen Cardaci	Bachelor of Science in Elementary Education; Middle Grades Integrated Curriculum, 5-9 Thinking Maps Trainer Marzano iObservation teacher evaluator	6	10	2011-2012 - School Grade A Reading 3 and above, 78%; Learning Gains, 76%; Lowest 25% Learning Gains, 74% Math 3 and above, 79%; Learning Gains, 82%; Lowest 25% Learning Gains, 72% Science 3 and above, 70% Writing 3.0 and above, 88% The schools where I worked at both received an A every school year. 2010-2011 84% Reading 85% Math 67% Learning Gains, 72% Learning Gains Lowest 25%, 92%AYP 2009-2010 82% Reading 81% Math 74% Learning Gains,70% Learning Gains Lowest 25%,95% AYP 2008-2009 78% Reading 75% Math 67% Learning Gains,63% Learning Gains Lowest 25%,85% AYP 2007-2008 81% Reading 79% Math 73% Learning Gains,71% Learning Gains Lowest 25%,Made AYP

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Literacy/ Reading	Ursula DeWitte-Vogt	MS Educational Leadership MS Human Resource Development and Administration BS Human Resources Development and Training Educational Leadership (All Levels) Reading Endorsement K-6 Elementary Education Social Studies 5-9 English 5-9 NBCT Early Literacy	5	1	2011-2012 - School Grade A Reading 3 and above, 78%; Learning Gains, 76%; Lowest 25% Learning Gains, 74% Math 3 and above, 79%; Learning Gains, 82%; Lowest 25% Learning Gains, 72% Science 3 and above, 70% Writing 3.0 and above, 88% 2010-2011 84% Reading 85% Math 67% Learning Gains, 72% Learning Gains Lowest 25%, 92% AYP 2009-2010 82% Reading 81% Math 74% Learning Gains, 70% Learning Gains Lowest 25%, 95% AYP 2008-2009 78% Reading 75% Math 67% Learning Gains, 63% Learning Gains Lowest 25%, 85% AYP 2007-2008 81% Reading 79% Math 73% Learning Gains, 71% Learning Gains Lowest 25%, Made AYP
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Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Work collaboratively in grade level/subject area PLC's	Administration	Ongoing throughout the year-weekly planning meetings
2. Work collaboratively in departments by subject areas	Department Chairs	Ongoing throughout the year-bi-monthly meetings
3. Induction Program by Instructional Coach	LRS	Ongoing throughout the year-bi-monthly meetings
4. "Open Door Policy"	Administration	Ongoing throughout the year
5. Instructional Support for all classroom teachers	Leadership Team	Ongoing throughout the year
6. Mentor and Buddy Program	LRS	Ongoing throughout the year

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7. Offer Professional Development Opportunities Weekly	Leadership Team	Ongoing throughout the year
8. Training and modeling of strategies needed to implement the Marzano teacher evaluation tool	LRS/Administration	Ongoing throughout the year
9. All teachers will be trained in and required to use the NGSSS and Common Core standards	Black Belt team for Common Core/LRS/Administration	Ongoing throughout the year

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Non-Highly Effective Instructors

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

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
3% (2)	We provide ongoing staff development for all staff members that are both general in nature, as well as, specific to the individual needs of each teacher.

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
70	4% (3)	30% (21)	53% (37)	13% (9)	36% (25)	97% (68)	9% (6)	14% (10)	17% (12)

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
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Lynn Fogarty	Celita Mitchell	Both teach 8 th grade mathematics and Algebra 1	Weekly meetings between mentor and mentee; peer observations; peer modeling; bi-monthly Induction meetings with Instructional Coach; use of DVD with book “What Great Teachers Do Differently”; One-on-one monthly meetings between new teachers and Instructional Coach; mentor meetings once every 9 weeks; informal observations by IC with follow-up meeting; use “The 21 st Century Mentor’s Handbook”; use activities from “Why Didn’t I Learn This in College?”; use DVD’s by Harry Wong “The First Days of School”; support and training on the required components of the Marzano teacher evaluation tool using the book “The Art and Science of Teaching”
Monique Foister	Kathleen Norton	Proximity of classrooms and familiarity of subject area content	Weekly meetings between mentor and mentee; peer observations; peer modeling; bi-monthly Induction meetings with Instructional Coach; use of DVD with book “What Great Teachers Do Differently”; One-on-one monthly meetings between new teachers and Instructional Coach; mentor meetings once every 9 weeks; informal observations by IC with follow-up meeting; use “The 21 st Century Mentor’s Handbook”; use activities from “Why Didn’t I Learn This in College?”; use DVD’s by Harry Wong “The First Days of School”; support and training on the required components of the Marzano teacher evaluation tool using the book “The Art and Science of Teaching”

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<p>Kimberly Backovsky</p>	<p>Melanie Williamson</p>	<p>Both teach Reading and classrooms are located in the same hallway.</p>	<p>Weekly meetings between mentor and mentee; peer observations; peer modeling; bi-monthly Induction meetings with Instructional Coach; use of DVD with book “What Great Teachers Do Differently”; One-on-one monthly meetings between new teachers and Instructional Coach; mentor meetings once every 9 weeks; informal observations by IC with follow-up meeting; use “The 21st Century Mentor’s Handbook”; use activities from “Why Didn’t I Learn This in College?”; use DVD’s by Harry Wong “The First Days of School”; support and training on the required components of the Marzano teacher evaluation tool using the book “The Art and Science of Teaching”</p>
<p>Susan Cardaci</p>	<p>Souad Warid – ACP program</p>	<p>Susan is an ACP mentor and has Reading background.</p>	<p>Mentor works with teacher on a plan for long-term professional goals and development; complete a monthly progress check and maintain a mentor log of meetings ;conduct observations and have reflective conversations about the observations; work with them on their IPDP; provide ongoing support throughout the program</p>

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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 NA
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.

Athena Adams-Principal

Robert Ryner-API

Murray Sawyer-AP

Christopher Smart-Administrative Dean

Ursula DeWitte-Vogt-Administrative Dean

Heather Paulson – Intervention Specialist

Kathleen Glason – Intervention Specialist

LaShosha Shavers – Compliance Specialist

Additional members will be added as needed.

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?

To put into place a problem solving process that empowers teachers to design and implement multi-tiered behavioral and academic interventions. Teachers will review Best Practices for their classroom and complete the Classroom Management STOIC Checklist. Teachers will implement Pre-Intervention strategies, monitor effectiveness, and make adjustments, as needed. If Pre-Intervention strategies fail to produce desired results, then an RFA (Request for Assistance) on a student can be submitted to the MTSS Team for review. After a teacher submits an RFA for a particular student, a case file on that student will be opened.

The Team will conduct a Level 1 MTSS Team Meeting with Teacher(s) and select MTSS Team Members. The entire Team may not be required at the Level 1 Early Intervention Stage. Additional data will be collected through the teacher on the student and MTSS Team members may conduct observation plus collect any other related data. After data is collected, the teacher and MTSS Team will meet to discuss selection and placement of Early Stage Interventions for the student. Interventions will be put into place and then supported and monitored by the MTSS Team for 4-6 weeks. Follow up meetings will be scheduled to observe student behavior and effectiveness of interventions. Level 2 Highly Structured Interventions will only be implemented if Level 1 Early Intervention Strategies do not produce positive results. Full MTSS Team meetings will be scheduled, all data reviewed, and parent, teacher, and student participation will be required. Student will be observed weekly for 4-6 weeks to ensure interventions are effective and producing positive results.

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

The MTSS Leadership Team's role is supportive of the District Goal of Intense Focus on Student Achievement. The MTSS Leadership Team will meet with the School Advisory Council and the principal to help develop the SIP. The team will provide data on: Tier1 (Pre-Intervention), Tier 2 (Early Stage Intervention) and Tier3 (Highly Structured Interventions). The MTSS Team will also provide data regarding academic and social/emotional areas that need to be addressed.

The MTSS Problem-solving Process helps set clear expectations for teacher instruction (Rigor, Relevance, Relationship) and facilitate the development of a systemic approach to teaching and overall aligning processes and procedures in the classroom.

October 2012

Rule 6A-1.099811

Revised April 29, 2011

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MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Baseline Data is acquired from Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT) Progress Monitoring, Common Assessment in core classes, and Reading and Math Benchmark Testing. Midyear data for Reading is acquired from Florida Assessment for Instruction in Reading (FAIR) and End-of-Year Benchmark testing in Reading and Math.

Describe the plan to train staff on MTSS. Baseline Data is acquired from Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT) Progress Monitoring, Common Assessment in core classes, and Reading and Math Benchmark Testing. Midyear data for Reading is acquired from Florida Assessment for Instruction in Reading (FAIR) and End-of-Year Benchmark testing in Reading and Math.

Describe the plan to support MTSS. To ensure the continuation of MTSS a protected time for SD will be established. There is a SharePoint site in place to log the data.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).
Ursula DeWitte-Vogt-Literacy Coach
Athena Adams-Principal
Robert Ryner-API
Murray Sawyer-AP
Christopher Smart-Administrative Dean
Monique Foisted-Media Specialist
Sue Cardaci-LRS
Sheri Myers-Reading
Pamela Boor-Language Arts
Additional members will be added after the first LLT meeting in September.

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

The LLT will meet monthly on the 2nd Thursday of each month in the Staff Development Room. The LLT is comprised is reading teachers, administrators, and teachers from the content areas is represented. The Literacy Coach will send an Outlook e-mail request reminding the LLT members of the date and time, along with an anticipated agenda so that questions, ideas and concerns can be formulate prior to the meeting time.

The role of the LLT is to:

- Oversee the implementation of the K-12 CRRP at Bridgewater Middle School.
- Encourage a climate to support effective teaching and learning through Professional Development Activities.
- Create a capacity of reading knowledge within Bridgewater that supports the contents areas, reading and elective teachers.
- Plays an integral role in fostering a rich literacy environment at the school for all students and staff through various social and educational activities.
- Provide all members of Bridgewater with an electronic update regarding the LLT activities through the Media Minute.

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

- Create a literacy action plan that aligns with the academic needs of the students by implementing the model presented in *Taking the Lead on Adolescent Literacy*.
- Create a social calendar of events hosted by the LLT and Media Center that encourages reading and promote a literacy rich environment throughout the school.
- Support parents by presenting an FCAT Boot Camp/Literacy Camp.

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.

NA

****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?

Bridgewater Middle School understands that direct and specific professional development is critical to move a school in the desired direction. This is especially the case with reading across all content areas. Therefore, a council will oversee the instructional focus of all staff development activities to ensure quality instruction. The reading council will identify specific instructional strategies that teachers will be expected to use. These strategies will be communicated to teachers at staff development sessions.

The reading council will be comprised of teachers from across all content areas. This is our second year of having a school-wide reading council that is made up of 12 -15 teachers and administrators. The teachers will serve as the driving force of the staff development sessions and conduct needs assessments in order to insure the quality of the program. More specific details are available in our school's literacy plan.

****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?

NA

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?

NA

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](#).

NA

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1. Teachers are faced with time constraints, finding it difficult to collaborate with content area teachers.	1A.1. As a continuation of the goals of the Literacy Council, much of the meeting times allotted will incorporate best practices in reading and literacy into all content areas and develop school-wide strategies that are aligned with the needs of the students as indicated by progress monitoring.	1A.1. Dr. Athena Adams – Principal Murray Sawyer – Assistant Principal Ursula DeWitte-Vogt – Literacy Coach	1A.1. Meetings and/or other means of communication designed to acquire feedback from content area teachers.	1A.1. Classroom performance of students within each content area.		

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Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>The percentage of students achieving a Level 3 on the 2013 FCAT reading test will increase from 30%(437 students) to 33% (513 students).</i></p>							
	<p><i>On the 2012 FCAT Reading test, 30% (437) of our 6, 7, 8 graders scored a Level 3.</i></p>	<p><i>On the 2013 FCAT Reading test, 33% (513) of our 6, 7, 8 graders will score a Level 3.</i></p>					
		<p>1A.2. Content area teachers lack the awareness that all educators are literacy teachers within their content area and lack instructional best practices to assist struggling readers.</p>	<p>1A.2. Level 3 students will be identified and monitored for progress throughout the school year. When deemed necessary, utilizing the knowledge of the Reading Department, content area teachers will be assisted in the designing and implementation of such strategies. School-wide professional development to assist teachers in best practices.</p>	<p>1A.2. Dr. Athena Adams – Principal Murray Sawyer – Assistant Principal Ursula DeWitte-Vogt – Literacy Coach</p>	<p>1A.2. Literacy Council meetings and/or other means of communication designed to acquire feedback from content area teachers. Progress Monitoring through Common Core assessments. Share these results with all teachers so reinforcement of skills and strategies may be put into place.</p>	<p>1A.2 Common assessments including Reading Plus (grade 8 LA, and 6th, 7th, and 8th grade reading). FCAT 2.0 in the Spring as a culminating assessment.</p>	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
<p>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</p>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		

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Reading Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
NA							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</p>	<p>2A.1. Limitation of expectations. Students at this level are very proficient readers, but interest begins to fade when not challenged or not reading material of interest.</p>	<p>2A.1. Students complete an Interest Inventory, teachers use data to construct high interest activities and literacy strategies for the implementation of grouping for Literacy Rotations.</p> <p>Allow them ownership of their learning through differentiated instruction.</p>	<p>2A.1. Dr. Athena Adams – Principal Murray Sawyer – Assistant Principal Ursula DeWitte-Vogt – Literacy Coach Reading Teachers</p>	<p>2A.1. If time allows, meetings and/or other means of communication designed to acquire feedback for content area teachers.</p> <p>Daily/weekly walk-throughs by administrators in all classes.</p>	<p>2A.1. Common assessments including Reading Plus (grade 8 LA, and 6th, 7th, and 8th grade reading).</p> <p>FAIR, Reading Plus, Benchmark assessments, and FCAT 2.0 in the Spring.</p>		
<p><u>Reading Goal #2A:</u> <i>The percentage of students achieving a Level 4 or above on the 2013 FCAT reading test will increase from 48% (699 students) to 51% (743 students).</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<i>On the 2012 FCAT Reading test, 48% (699) of our 6, 7, 8 graders scored a Level 4 or 5.</i>	<i>On the 2013 FCAT Reading test, 51% (743) of our 6, 7, 8 graders will score a Level 4 or 5.</i>					
		2A.2. Opportunities for enrichment are limited. Teachers do not differentiate for Level 4/5 students.	2A.2. Knowing the students' interests and learning styles allow for differentiating instruction through "Choice" keep the students interested and challenged. Raising the bar is an incentive in and of itself for these high achieving students, and it provides them ownership of their learning. Stress "Going above and beyond." Students will nearly always rise to the occasion at this level of performance and achievement and will "Bring it Home."	2A.2. Dr. Athena Adams – Principal Murray Sawyer – Assistant Principal Ursula DeWitte-Vogt – Literacy Coach Reading Teachers	2A.2. Provide Staff Development as needed for Enrichment ideas and implementation. If time allows, meetings and/or other means of communication designed for colleagues to share a variety of resources and activities proven to be successful tools for continual learning.	2A.2. Common assessments including Reading Plus (grade 8 LA, and 6th, 7th, and 8th grade reading). FAIR, Reading Plus, Benchmark assessments, and FCAT 2.0 in the Spring.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Reading Goal #2B: <i>NA</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>					

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		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 reading.	3A.1. Ineffective classroom management strategies impacts ability to make learning gains.	3A.1. Provide staff development for teachers in effective classroom management strategies	3A.1. Dr. Athena Adams – Principal Murray Sawyer – Assistant Principal Ursula DeWitte-Vogt – Literacy Coach Reading Teachers	3A.1. Provide Staff Development as needed on Classroom Management. If time allows, meetings and/or other means of communication to discuss disruptive and/or irresponsible students with colleagues. Communicate with the Rtl intervention team.	3A.1. Request parent conference Guidance intervention Feedback from teachers		
<u>Reading Goal #3A:</u> <i>The percentage of students making learning gains on the 2013 FCAT reading test will increase from 76% to 79%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>On the 2012 FCAT Reading test, 76% (1107) of our 6, 7, 8 graders made learning gains.</i>	<i>On the 2013 FCAT Reading test, 79% (1151) of our 6, 7, 8 graders will make learning gains.</i>					

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		3A.2. Students have limited access to Reading Plus, Lexia, and other technology interventions.	3A.2. Meetings, such as PLC and department meetings, to discuss the necessity of immediate intervention using the computer labs. Reorganize Lab schedule to meet the needs of those who need immediate attention. Offer, but do not require, before and after school lab times to those in need.	3A.2. Dr. Athena Adams – Principal Murray Sawyer – Assistant Principal Ursula DeWitte-Vogt – Literacy Coach Johanna Musser- Reading Plus Coordinator Reading Teachers	3A.2. Provide training to all staff directly responsible for utilizing the Reading Plus Lab via Johanna Musser. Identify students whose need in the Lab depends upon their success and be in contact with parents to arrange for extra time as the need occurs.	3A.2. Feedback from teachers. Monitoring of correlated progress on the results from Reading Plus and Lexia (all 6 th and 8 th grade and 7 th grade intensive grade students), Benchmark, and FAIR.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<u>Reading Goal #3B:</u> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. Student behavior interferes with learning.	4A.1. Guidance intervention Parent contact Rtl intervention team Classroom management training	4A.1. Dr. Athena Adams – Principal Murray Sawyer – Assistant Principal Ursula DeWitte-Vogt – Literacy Coach Heather Paulson- RtI Coordinator Individual Teachers	4A.1. Common Core Assessments Mini Benchmarks	4A.1. FAIR, Reading Plus, Mini Benchmark post tests		
Reading Goal #4A: <i>The percentage of students in the lowest 25% making learning gains on the 2013 FCAT reading test will increase from 76% to 79%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>On the 2012 FCAT Reading test, 74% (184) of our 6, 7, 8 graders in the lowest 25% made learning gains.</i>	<i>On the 2013 FCAT Reading test, 77% (191) of our 6, 7, 8 graders in the lowest 25% will make learning gains.</i>					

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		<p>4A.2.</p> <p>Students within the lowest 25% have lost interest in reading.</p>	<p>4A.2.</p> <p>Knowing the students' interests and Learning Styles allow for Differentiating instruction through "Choice" keep the students interested and challenged. Raising the bar is an incentive in and of itself for these high achieving students.</p> <p>Stress "Going above and beyond." Students will nearly always rise to the occasion at this level of performance and achievement and will "Bring it Home."</p> <p>Using high interest activities in reading rotations.</p> <p>Scheduling and Presentation Accommodations</p>	<p>4A.2.</p> <p>Dr. Athena Adams – Principal Murray Sawyer – Assistant Principal Ursula DeWitte-Vogt – Literacy Coach Reading Teachers</p>	<p>4A.2.</p> <p>Provide Staff Development as needed for Enrichment ideas and implementation.</p> <p>If time allows, meetings and/or other means of communication designed for colleagues to share a variety of resources and activities proven to be successful tools for continual learning.</p> <p>Exit Slips for Rotations</p> <p>Cross-Curricular Collaboration</p>	<p>4A.2.</p> <p>Exit Slips for Rotations</p> <p>Input/Output Process for Differentiated Instruction to allow student "Choice."</p> <p>Common assessments including Reading Plus (grade 8 LA, and 6th, 7th, and 8th grade reading). FAIR, Reading Plus, Benchmark assessments, and FCAT 2.0 in the Spring.</p>	
		<p>4A.3.</p> <p>Students have limited out of school (home) access to Reading Plus and Lexia.</p>	<p>4A.3.</p> <p>Scheduled class times for Reading Plus and Lexia.</p>	<p>4A.3.</p> <p>Dr. Athena Adams – Principal Murray Sawyer – Assistant Principal Ursula DeWitte-Vogt – Literacy Coach Reading Teachers</p>	<p>4A.3.</p> <p>Communicate with Public Libraries to explain the Reading Plus program and assist our students when deemed necessary.</p> <p>Communicate with apartment complexes.</p> <p>Option, but not required before and after school.</p>	<p>4A.3.</p> <p>Reading Plus Data</p>	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011	76%	78%	81%	83%	85%	87%
<u>Reading Goal #5A:</u> By the 2016-2017 school year, Bridgewater's goal is to increase the proportion of students scoring at level 3 and above and reduce the proportion of students scoring at levels 1 and 2 by 50%. Our data from 2010 – 2011 for all students is 74% (our baseline data) which sets our 2016-2017 AMO at 87%.							
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. White: Black: Hispanic: Asian: American Indian: Knowledge of cultural diversity is limited.</p>	<p>5B.1. Cultural Diversity discussions and training among staff and individual PLC members to fully comprehend differences and utilize opportunities to learn and grow as a professional.</p>	<p>5B.1. Dr. Athena Adams – Principal Murray Sawyer – Assistant Principal Ursula DeWitte-Vogt – Literacy Coach Individual Teachers La'Sosha Shavers - CCT</p>	<p>5B.1. Culture shapes how people see their world and structure their community and family life. Discussions and action plans to take into consideration the learner and his or her relationship to the material. Recognize that the measure of one's learning is not only the new information or understandings that one has gained, but also includes the background knowledge that each student brings to the classroom. Classroom walk-throughs, mini-assessments and the use of Data Binders.</p>	<p>5B.1. Common assessments including Reading Plus (grade 8 LA, and 6th, 7th, and 8th grade reading). FAIR, Reading Plus, Benchmark assessments, and FCAT 2.0 in the Spring.</p>		
<p>Reading Goal #5B: We met our AMO's for all of our subgroups in 2012.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>	<p><i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>					
		<p>5B.2. Teachers do not differentiate instruction to meet needs of all subgroups.</p>	<p>5B.2. Training on Differentiated Instruction will be provided.</p>	<p>5B.2. Administration LRS</p>	<p>5B.2. Formative assessments</p>	<p>5B.2. District assessments</p>	
		<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. Students have a lack of background knowledge, and are deficient in the area of academic vocabulary. Students do not have a mastery of the English Language.	5C.1. ELL teachers will label all items in the classroom (door, window, desk, chair, whiteboard, etc.) to enhance learning of basic terms in the school setting. Rotations utilizing and reinforcing the skills of Phonemic Awareness, Vocabulary, Fluency, and Comprehension.	5C.1. Dr. Athena Adams – Principal Murray Sawyer – Assistant Principal Ursula DeWitte-Vogt – Literacy Coach Souad Waird – ESOL teacher	5C.1. Increased vocabulary Benchmark assessments Mini-assessments Progress Monitoring	5C.1. FCAT results Benchmark results FAIR results		
<u>Reading Goal #5C:</u> We met our AMO for our ELL subgroup in 2012.	<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.	

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		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. Teachers and students need additional support.	5D.1. Utilize the RtI intervention team for in class support and reinforcement.	5D.1. Dr. Athena Adams – Principal Murray Sawyer – Assistant Principal Ursula DeWitte-Vogt – Literacy Coach Heather Paulson- RtI Coordinator Individual Teachers	5D.1. Benchmark assessments Mini-assessments Progress Monitoring	5D.1. FCAT results Benchmark results FAIR results		
Reading Goal #5D: We met our AMO for our SWD subgroup in 2012.	<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>					
		5B.2. Teachers do not differentiate instruction to meet needs of all subgroups.	5B.2. Training on Differentiated Instruction will be provided.	5B.2. Administration LRS	5B.2. Formative assessments	5B.2. District assessments	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Students lack school supplies available for the completion of assignments. Students lack of computers at home to complete Reading Plus requirements.	5E.1. Reading Plus Lab available before and after school to assist these children in completing assignments. Computer availability during Rotations to accommodate students without computer access at home.	5E.1. Dr. Athena Adams – Principal Murray Sawyer – Assistant Principal Ursula DeWitte-Vogt – Literacy Coach Johanna Musser- Reading Plus Lab coordinator. Individual Teachers	5E.1. Provide the necessary supplies and have them readily available for these students. Provide best practice training to teachers to learn how to differentiate assignments that do not require "at home" supplies.	5E.1. Classroom Performance FAIR Reading Plus results weekly		
<u>Reading Goal #5E:</u> We met our AMO for our Economically Disadvantaged subgroup in 2012.	<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. Lack of differentiation	5E.2. Restructure reading courses to allow for effective differentiation.	5E.2. Murray Sawyer – Assistant Principal	5E.2. Visit classrooms on a weekly basis.	5E.2. District Assessments Reading Plus results weekly	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Provide Reading classes for all sixth grade students regardless of FCAT level	Sixth	Literacy Coach Assistant Principal Principal	Sixth grade	08/20/12	Class Schedules	Guidance Counselor Literacy Coach Department Chair Assistant Principal
Provide instructional materials for all reading classes that are aligned with the Sunshine State Standards	6,7,8	Literacy Coach Assistant Principal Principal	Reading Teachers	09/01/12	Lesson Plans	Literacy Coach; Administration; LRS
Maintain links to Reading websites via the school webpage	6,7,8	Literacy Coach Assistant Principal Teachers Technology Coordinator	School-wide	09/27/12	Review website on a weekly basis	Literacy Coach
Provide appropriate reading classes for all students scoring Level 1 and Level 2 on FCAT 2012 Reading	6,7,8	Literacy Coach Assistant Principal Principal Guidance Counselors	Reading Teachers	09/01/12	Class Schedules	Literacy Coach; Assistant Principal; Guidance Counselors

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Analyze 2012 FCAT reading scores to determine school-wide progress and individual learning gains	6,7,8	Principal Literacy Coach s; Literacy Coach; CRS; teachers	School-wide	09/27/12	Check teacher binders	Administration
Literacy Council	6,7,8	Literacy Coach	School-wide	Ongoing	Attend monthly meetings	Literacy Coach; Administration
Monitor reading progress through District Assessments, FAIR, Reading Plus	All 6 th grade Level 1 and 2 7 th and 8 th grades	Literacy Coach Assistant Principal	School-wide	June 2013	Teacher data binders; district reports; school reports	Literacy Coach; Administration
Provide Reading Plus to all 6 th grade students	6 th	Literacy Coach; Assistant Principal Reading Plus Coordinator	Reading teachers	June 2013	Lesson Plans; walk-throughs	Administration; Literacy Coach
Provide Reading Plus to all students who are reading below grade level	6,7,8	Administration; Literacy Coach; Compliance Personnel	School-wide	June 2013	Lesson Plans; walk-throughs	Administration; Literacy Coach

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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
FCAT 2.0	Workbooks		Waiting for vendor quote
Reproducing of necessary strategies for reinforcement	Cases of Paper		Dr. Adams
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Reading Plus	Reading Plus Software		Waiting for vendor quote
Lexia	Lexia Software		Waiting for vendor quote
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Provide information on effective instructional strategies.	All teachers and Administrators will be provided with copies of Pyramid <u>Response to Intervention.</u>		
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: waiting on quotes			

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. Students have limited English vocabulary	1.1. Direct explicit instruction of vocabulary with multiple exposures using multiple sensory activities	1.1. Classroom teachers, API	1.1. Research based vocabulary instruction	1.1 Benchmark Testing; Teacher Assessments	
CELLA Goal #1: <i>By July 2013, 60% (63) of all ELL students at Bridgewater Middle School will score proficient in Oral Skills (listening and speaking) on the Comprehensive English Language Learning Assessment (CELLA).</i>	2012 Current Percent of Students Proficient in Listening/Speaking:					
	57% (67students)					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	2.1. Instruction lacks rigor and relevance	2.1. Add Rigor and Relevance through use of Marzano’s High Probability Strategies	2.1. Classroom teachers, LRS (Learning Resource Specialist), API	2.1. Progress monitoring through use of informal assessments	2.1. Progress Book; Benchmark Testing; Teacher Assignments	
CELLA Goal #2: <i>By July 2013, 31% (63) of all ELL students at Bridgewater Middle School will score proficient in Reading on the Comprehensive English Language Learning Assessment (CELLA).</i>	<u>2012 Current Percent of Students Proficient in Reading:</u>					
	28% (67students)					
		2.2. Teachers do not differentiate instruction for ELL students	2.2. Providing teachers with trainings on Differentiated Instruction to promote student learning and higher level thinking	2.2. Classroom teachers, LRS (Learning Resource Specialist), API, RtI team	2.2. RtI documentation, Classroom Walkthroughs	2.2. Progress Book, Benchmark Testing, Teacher Assignments
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	2.1. Teachers struggle with incorporating Thinking Maps into their curriculum.	2.1. We will teach writing by using the FCAT rubric, pre-writing skills, outlining, Thinking Map and having students write essays during Language Arts and Reading classes. Provide professional development on Thinking Maps.	2.1. API, LRS (Learning Resource Specialist), Language Arts Teachers	2.1. Classroom walkthrough Documentation; copies of lesson plans & FCAT Rubric	2.1 Progress Book; Benchmark Testing; Teacher Assignments	
CELLA Goal #3: <i>By July 2013, 45% (63) of all ELL students at Bridgewater Middle School will score proficient in Writing on the Comprehensive English Language Learning Assessment (CELLA).</i>	2012 Current Percent of Students Proficient in Writing :					
	42% (67 students)					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: 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</u> #1A: NA	<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> NA	<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: NA	<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>					
NA							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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

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

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

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	<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.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Mathematics Goal #5C:</u> NA	<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		
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		

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<u>Mathematics Goal</u> <u>#5D:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
NA							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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> NA	<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		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1. In comparison, the percentage of students achieving level 3 last year may drop drastically this year due to the change of all level 3- 8 th graders enrolled in Algebra and in turn not taking the FCAT assessment.	1A.1. The 8 th grade students who will take the FCAT assessment have also been enrolled in a second math course as a support to their pre-algebra course and to better prepare the student for their 9 th grade algebra 1 curriculum.	1A.1. RTI support, administration, 8 th grade teachers	1A.1. Assessments on Benchmarks, Chapter quizzes and test, online support, tutoring.	1A.1. Benchmark Assessments, online assessments		

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<u>Mathematics Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>The percentage of students achieving a Level 3 on the 2013 FCAT mathematics test will increase from 24%(350 students) to 27% (393 students).</i>							
	<i>On the 2012 FCAT Math test, 24% (350) of our 6, 7, 8 graders scored a Level 3.</i>	<i>On the 2013 FCAT Math test, 27% (393) of our 6, 7, 8 graders will score a Level 3.</i>					
		1A.2. Low level three students have a general idea of the content however have not mastered it so as to be proficient and ready for the rigor at the next course level.	1A.2. Teachers will determine what the students already know about the content, to determine what they need to teach.	1A.2. Individual math teacher, guidance, AP's	1A.2. Assessments on Benchmarks, Mini assessments, chapter quizzes and tests	1A.2. Mini Assessments and Benchmarks Assessments	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1. Enrichment activities are limited.	2A.1. Provide opportunities for after school activities that are math enhanced.	2A.1. Dr. Athena Adams	2A.1. Formative assessments used for progress monitoring	2A.1. District Assessments		
<p><u>Mathematics Goal #2A:</u></p> <p><i>The percentage of students achieving a Level 4 or above on the 2013 FCAT mathematics test will increase from 55% (801 students) to 58% (845 students).</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>On the 2012 FCAT Math test, 55% (801) of our 6, 7, 8 graders scored a Level 4 or 5.</i></p>	<p><i>On the 2013 FCAT Math test, 58% (845) of our 6, 7, 8 graders will score a Level 4 or 5.</i></p>					
		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>					
NA							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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. Low performing students need additional time.	3A.1. Provide morning tutoring as additional time on content for any student who is available to come in early.	3A.1. Student's teacher	3A.1. Student level of confidence increased	3A.1. Verbal communication with teacher		
<u>Mathematics Goal #3A:</u> <i>The percentage of students making learning gains on the 2013 FCAT mathematics test will increase from 82% to 85%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>On the 2012 FCAT Mathematics test, 82% (1195) of our 6, 7, 8 graders made learning gains.</i>	<i>On the 2013 FCAT Mathematics test, 85% (1238) of our 6, 7, 8 graders will make learning gains.</i>					
		3A.2. Scoring very low on assessments.	3A.2. Provide test corrections through before school tutoring. Continued spiraling of content throughout the year.	3A.2. Tutoring PLC team	3A.2. Increased score on assessments such as mini assessments and benchmark assessments	3A.2. Benchmark assessments	
		3A.3. Student not completing assignments	3A.3. Assign student to RtI room to have assignments made up	3A.3. RtI team	3A.3. Student assignment grade will increase	3A.3. Assignments are turned in on time	

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3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<u>Mathematics Goal #3B:</u> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1. Our lowest performing students need more time on task and more direct instruction.	4A.1. Each PLC will form a tutoring time for their grade level of students, in addition, the 8 th graders will also be enrolled in an additional support math course.	4A.1. Student's teacher	4A.1. 6 th : Tutoring 7 th : Tutoring 8 th : Tutoring & support course	4A.1. Benchmark Test, Chapter Quizzes and Chapter Tests,		
<u>Mathematics Goal #4A:</u> <i>The percentage of students in the lowest 25% making learning gains on the 2013 FCAT mathematics test will increase from 72% to 75%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>On the 2012 FCAT mathematics test, 72% (179) of our 6, 7, 8 graders in the lowest 25%, made learning gains.</i>	<i>On the 2013 FCAT mathematics test, 75% (186) of our 6, 7, 8 graders in the lowest 25% will make learning gains.</i>					
		4A.2. There exists a lack of communication with parent or guardian of student.	4A.2. Create an email group list to inform parent or guardian of all assignments, quizzes, tests or projects throughout the year.	4A.2. Teacher	4A.2. Improvement in homework completeness and assessments.	4A.2. Chapter quizzes and tests.	

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		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011	79%	81%	83%	85%	87%	89%
<u>Mathematics Goal</u> #5A: By the 2016-2017 school year, Bridgewater's goal is to increase the proportion of students scoring at level 3 and above and reduce the proportion of students scoring at levels 1 and 2 by 50%. Our data from 2010 – 2011 for all students is 77% (our baseline data) which sets our 2016-2017 AMO at 89%.							
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>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
We met our AMO's for all of our subgroups in 2012, except for our Hispanic subgroup.							
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Our students scored 72%, which is not satisfactory progress in their subgroup. Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Our Hispanic students' level of performance needs to be at 74% or above in 2013. Asian: American Indian:					
		5B.2. Teachers do not differentiate instruction to meet needs of all subgroups.	5B.2. Training on Differentiated Instruction will be provided.	5B.2. Administration LRS	5B.2. Formative assessments	5B.2. District assessments	
		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. Students with a language barrier struggle with mathematics academic vocabulary.	5C.1. Provide list of vocabulary words to the ESOL teachers to assist in instructional comprehension of mathematical language. Pair student with like language student for assistance.	5C.1. ESOL teachers and math teachers	5C.1. Assessment scores	5C.1. Chapter quizzes and tests		
<u>Mathematics Goal #5C:</u> We met our AMO for our ELL subgroup in 2012.	<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.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1. SWD struggle for various reasons and need additional consideration in all assessments.	5D.1. IEP evaluation of each student with disabilities and analyze the best academic plan for the student.	5D.1. Teacher, guidance, Admin	5D.1. Assessment results including alternative measures	5D.1. Assessments and daily verbal response.		
<u>Mathematics Goal #5D:</u> We met our AMO for our SWD subgroup in 2012.	<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. The economically disadvantaged student who does not have home support either financially to provide costly tutoring or physically by providing consistent home routines frequently struggles as a student.	5E.1. Provide tutoring for those students. Offer elective math curriculum for low performing students.	5E.1 Teachers, RTI and guidance.	5E.1. Assessments	5E.1. Assessments		
<u>Mathematics Goal #5E:</u> We met our AMO for our Economically Disadvantaged subgroup in 2012.	<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.	

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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: NA	<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: NA	<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: NA	<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.	

End of Florida Alternate Assessment High School Mathematics Goals

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High School AMO Mathematics Goals

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

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	
A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>HS Mathematics Goal A:</u> N/A.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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<u>HS Mathematics</u> <u>Goal B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
NA							
	<i>Enter numerical data for current level of performance in this box.</i> 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		
C. English Language Learners (ELL) not making satisfactory progress in mathematics.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
<u>HS Mathematics Goal C:</u> NA	<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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D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
<u>HS Mathematics Goal D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
NA							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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		
E. Economically Disadvantaged students not making satisfactory progress in mathematics.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
<u>HS Mathematics Goal E:</u> NA	<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 HS Mathematics AMO Goals_

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

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

Algebra 1 EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Algebra 1.	1.1. All level 3 and above students have been placed in a high school course which may result in a drop of 100% pass rate due to the lack of skills by some students who are not prepared for the Algebra I or Algebra I Honors course.	1.1. Provide tutoring with possible elective selection of Algebra Prep course as additional support.	1.1. Teacher, guidance, RTI, admin.	1.1. Assessments	1.1. EOC benchmark tests, Chapter quizzes and tests		

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Algebra 1 Goal #1: <i>The percentage of students achieving a Level 3 on the 2013 Algebra 1 EOC exam will decrease from 6% (9students) to 5% (8students).</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>On the 2012 Algebra EOC Exam , 6% (9) of our Algebra 1 students scored a Level 3.</i>	<i>On the 2013 Algebra EOC Exam , 5% (8) of our Algebra 1 students will score a Level 3.</i>					
		1.2. Teachers do not differentiate instruction to meet needs of all subgroups.	1.2. Training on Differentiated Instruction will be provided.	1.2. Administration LRS	1.2. Formative assessments	1.2. District assessments	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.	2.1. Enrichment activities are limited.	2.1. Provide opportunities for after school activities that are math enhanced.	2.1. Dr. Athena Adams	2.1. Formative assessments used for progress monitoring	2.1. District Assessments		

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Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>The percentage of students achieving a Level 4 or 5 on the 2013 Algebra 1 EOC exam will increase from 94% (144 students) to 95% (145 students).</i>							
	<i>On the 2012 Algebra EOC Exam, 94% (144) of our Algebra 1 students scored a Level 4 or 5.</i>	<i>On the 2013 Algebra EOC Exam, 95% (145) of our Algebra 1 students will score a Level 4 or 5.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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. No barriers because we tested 100%.	1.1.	1.1.	1.1.	1.1.		
<u>Geometry Goal #1:</u> <i>Our students tested 100% of the top third on the 2012 Geometry EOC exam.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>On the 2012 Geometry EOC Exam, 100% of our students tested on top third.</i>	<i>On the 2013 Geometry EOC Exam, we will maintain 100% of the top third.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Geometry Goal #2:</u> <i>See Goal #1</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.	

End of Geometry EOC Goals

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Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Algebra I curriculum	8th/Math	8th grade teachers of Algebra I	8 th grade teachers of Algebra I	Each week through PLC and once each semester as TDY	Lesson plans, development of assessments, development of activities	All 8 th grade algebra I teachers
Algebra-Prep/Intensive math	8th/Math	8th grade teachers of Algebra Prep/Intensive Math I	8th grade teachers of Algebra Prep/Intensive Math I	Each week through PLC and once each semester as TDY	Lesson plans, development of assessments, development of activities	All 8 th grade algebra I teachers
CCSS Training	6 th -8 th /Math	School Leader of CCSS	6 th -8 th grade math teachers	As assigned by school facilitator	Will implement in 2014	School Leader of CCSS

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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
Utilize the RtI resource room for students who need additional time on content.	ISS Para, ESE teacher/compliance staff, RtI team, volunteer teachers	Included in regular school budget	
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
IMS training, Edusoft training, SmartBoard training,	Online program and other teacher experts		
Training on Edusoft for teachers to monitor student growth on district assessments, mini-assessments, quarter exams and final exams.	Online program and other teacher experts		
Maintain links to mathematics websites via the school webpage. Sites to include Holt/McDougal and Pearson resources and homework help.	Technology department and math department chair		
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Strategy	Description of Resources	Funding Source	
Train teachers in new curriculums added this year.	Textbooks, district plan for courses, workshops related to new courses	School Budget	
CCSS training	School, district and state resources/training	School Budget	
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount

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<p>1. Analyze the order of instruction in math and science to compare areas of similarities and create a plan to support each other.</p>	<p>Curriculum guides, order of instruction, teacher lesson plans Money for substitutes for planning days</p>	<p>School Budget Title II funds</p>	<p>\$1100.00</p>
<p style="text-align: right;">Subtotal:</p>			
<p style="text-align: right;">Total: \$1100.00</p>			

End of Mathematics Goals

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

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1A.1. Students lack the ability to summarize and apply higher level thinking skills.	1A.1 Teachers will participate in PD trainings related to summarizing and extended thinking. Teachers will also put into practice inquiry activities in which requires high thinking level	1A.1. Science Teachers Administration	1A.1. Classroom Observations	1A.1. Formative and Common Assessments Review of lesson plans		

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Science Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>The percentage of students achieving a Level 3 on the 2013 FCAT science test will increase from 43% to 46%.</i></p> <p><i>Our Science department's goal for our current level 3 students will be to assist them in either maintaining their level 3 status or increase their score to a level 4 or 5.</i></p>							
	<p><i>On the 2012 FCAT Science test, 43% (211) of our 8th graders scored a Level 3.</i></p>	<p><i>On the 2013 FCAT Science test, 46% (226) of our 8th graders will score a Level 3.</i></p>					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
<p>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</p>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<p>Science Goal #1B:</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					
<p>NA</p>							

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2A.1. Teachers lack of content knowledge and expertise of curriculum.	2A.1. Provide PD training on-site or participate in county-wide trainings	2A.1. Department chair	2A.1. Common Assessments	2A.1. 2013 Students' FCAT 2.0 results		
<p><u>Science Goal #2A:</u></p> <p><i>The percentage of students achieving a Level 4 or above on the 2013 FCAT science test will increase from 27% to 29%.</i></p> <p><i>Our 2nd goal is to continue to offer a high school course for those students who display academic excellence in Science.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>On the 2012 FCAT Science test, 27% (133) of our 8th graders scored a Level 4 or 5.</i></p>	<p><i>On the 2013 FCAT Science test, 29% (142) of our 8th graders will score a Level 4 or 5.</i></p>					
		2A.2. Student work is not always at the highest level with students scoring 4 & 5 on the FCAT.	2A.2. Teachers will increase the use of technology tools, web-based programs and probe ware in science and global technology classrooms to enhance science investigations. Authentic and rigorous student engagement needs to be encouraged.	2A.2. Administration Science Teachers Technology Specialist	2A.2. Lesson plan review of technology driven curriculum	2A.2. 2013 Students' FCAT 2.0 results.	

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		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.	
<u>Science Goal #2B:</u> NA	<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>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

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

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

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

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

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
Maintain links to science web sites via the school web page	6,7,8 Science	Technology Specialist	Science Teachers	9/30/12	Self-monitoring with supervision by administration	Administration; Technology Specialist
Analyze the 2012 FCAT 2.0 science scores to determine individual learning gains in the target subgroups	6,7,8 Science	Science Department Chair	Science Teachers	9/30/12	Examination o FCAT 2012 test results; data binders	Administration, LRS, Science Teachers, Science Department Chair
Provide professional development for science teachers on the Earth/ Space Honors curricula	7,8 Science	8 grade teachers and OCPS Resource Teachers	7 and 8 Science Teacher	Quarterly	PLC discussion & meeting notes	Department Chair Administration
Vertical curriculum alignment & sharing of best practices & technology training	6,7,8 Science	OCPS Technology Resource Teachers	Science Teachers	On-going	PLC discussion & meeting notes	Administration Department Chair
Educate parents about resources that support science instruction. This includes newsletters, Progress Book, FCAT Explorer and FOCUS website.	6,7,8 Science	Science Department Chair Technology Specialist	Science Teachers	6/1/13	Check Websites	Administration

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Monitor students' progress by analyzing the pre-posttest given each nine weeks in grades 6 and 7 and the District benchmark test given in 8 th grade	6,7,8 Science	Department Chair	Science Teacher	6/1/13	Teachers will analyze data with their PLCs and make adjustments as needed; Data binders	Administration Department Chair
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Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
FCAT Review Activity Tables	Consumables and printed materials	Expected grants funds	To be determined
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: 0			

End of Science Goals

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Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	IA.1. Students struggle with the spelling and grammar component of the FCAT Writes Test.	IA.1. Each PLC will integrate Spelling and Grammar lessons based on their students' needs.	IA.1. Student's Teacher	IA.1. Progress monitoring on all written responses.	IA.1. Mini-Assessments, Quizzes, Tests, Writing Prompts.		
<u>Writing Goal #1A:</u> <i>The percentage of students achieving a Level 3.0 and above on the 2013 FCAT writing test will increase from 88% to 91%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<i>On the 2012 FCAT Writing test, 88% (429) of our 8th grade scored a Level 3 or above.</i>	<i>On the 2013 FCAT Writing test, 91% (444) of our 8th grade will score a Level 3 or above.</i>					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Writing Goal #1B:</u> NA	<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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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
Provide instructional materials that are aligned with NGSSS in spelling and grammar for all Language Arts Classes.	6, 7, and 8 Language Arts	Language Arts Department Char, LRS	Language Arts Teachers	9/30/12	Lesson Plans, Department Meetings	Administration
Attend District/State training on New FCAT Writes Standards and Scoring Rubric	8 th Grade Language Arts	District Personnel	8 th Grade Language Arts Teachers	12/21/12	Sharing of materials and information received at trainings	Department Chair, LRS, Administration
Provide Professional Development and training for all teachers to review best practices and learn new strategies to improve writing skills across the content areas.	6, 7, 8 Teachers	LRS	School-Wide	12/21/12	Lesson Plans, Classroom Walk-throughs	Administration, LRS
Provide adequate training on new software Vantage Learning's MY Access! ® writing program.	8 th Grade Language Arts Teachers	Vantage Learning Representative	8 th Grade Language Arts Teachers, Department Chair, Administration	9/30/12	Lesson Plans, Classroom Walk-throughs	Administration
Provide Language Arts PLC's days to score writing prompt using the new FCAT writing rubric and standards.	6, 7, and 8 th Grade Language Arts Teachers	Language Arts Department Chair	Language Arts Teachers	5/30/13	Data Binder	Administration

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Ensure that all practice writing materials used by students are created and evaluated using the same format that is used for the FCAT Writes test.	6, 7, and 8 th Grade Language Arts Teachers	LRS, Language Arts Department Chair	Language Arts Teachers	5/30/13	Lesson Plans, Student Writing Samples	Administration
Collect and analyze the 2013 FCAT Writes Data to determine if the target has been achieved.	8 th Grade Language Arts	Principal	Principal, 8 th Grade Language Arts Teachers, Language Arts Department Chair,	6/30/13	Go to DOE website and use reports from EDW	Administration

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
Quarterly Writing Prompts	Provide substitutes to allow Language Arts teachers to score their prompts; grades 6,7	Title II	\$2400.00
Subtotal: \$2400.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
My Access from Vantage Learning	Provide teachers with training and a program to more efficiently score and provide immediate feedback on student writing.	School Budget	
Subtotal: \$4000.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

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Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$6400.00			

End of Writing Goals

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

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

Civics EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Civics.	1.1 The current reading level and performance of our ELL and ESE students hinders their ability to be more successful.	1.1. Incorporation of reading skills and progress monitoring	1.1. Civics teachers Reading teachers	1.1. Benchmark Testing Unit Exams Analysis of data	1.1. Classroom performance of students		
<u>Civics_Goal #1:</u> NA	<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>					

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		1.2. This is the first year for the test.	1.2. "Agents" (mentors) for all ESE students and Level students	1.2. Dr. Adams	1.2. Progress monitoring through FAIR	1.2. FAIR district tests	
		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 Civics.	2.1. Students may have good reading skills but not be comfortable interpreting primary sources.	2.1. Weekly use of document based learning.	2.1. Civics teachers	2.1. Weekly lessons Unit Exams	2.1. Classroom performance of students		
<u>Civics Goal #2:</u> NA	<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.	

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

Civics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Civics content	7	District personnel	7 th grade Civics teachers	October 25, 2012	Weekly PLC meetings Lesson plans Classroom walk-throughs	Department Chair LRS Administration
Content area reading strategies	7	Reading Department	7 th grade Civics teachers	October 25, 2012	Common assessments Review data as a PLC	Department Chair LRS

Civics Budget (Insert rows as needed)

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

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Using online resources	Civics online textbook	Textbook funds through district	
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Provide planning day for Civics PLC to be trained in reading strategies for the content area	TDY for teachers	Title II	\$400.00
Subtotal:			
Total: \$400.00			

End of Civics Goals

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

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

U.S. History EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in U.S. History.	1.1.	1.1.	1.1.	1.1.	1.1.		
U.S. History Goal #1: <i>NA</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. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	2.1.	2.1.	2.1.	2.1.	2.1.		
U.S. History Goal #2: <i>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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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. All students, parents, faculty and staff are not aware that "excessive absences" is defined as 10 or more excused or unexcused total.</p>	<p>1.1. We will increase communication with parents through the school newsletter, parent meetings and connect orange messages. Teachers will review attendance every 3 weeks to make sure what is in SMS matches their attendance records. They will submit changes to the attendance clerk and call home on each student after every 3rd absence. The attendance clerk will make the changes in SMS submitted by the teachers. The Intervention Team will monitor students who are close to having excessive absences for potential ACST meetings.</p>	<p>1.1. Grade level administrators, guidance counselors, teachers, attendance clerk and Intervention Team members.</p>	<p>1.1. Monthly data chats will occur at the Discipline Team and Intervention Team meetings.</p>	<p>1.1. Monthly comparisons of attendance data from 2011-12 and 2012-13 school years as pulled from EDW to determine if our attendance rate is on track to meet our annual goals. Teachers will be provided with "Period Attendance Register by Class" reports every 3 weeks to assist them in monitoring their students' attendance.</p>		
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<p><u>Attendance Goal #1:</u> At the end of the 2012-2013 school year, the overall attendance rate in all grade levels will be at least 97%, the number of students with excessive absences (10 or more) will be 15% or less in all grade levels, and the number of students with excessive tardies (10 or more) will be 1% or less in all grade levels.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p><i>The attendance rate was 1428 out of 1493 (95.65%) overall, 468 out of 488 (95.97%) in 6th grade, 475 out of 496 (95.71%) in 7th grade, and 484 out of 509 (95.28%) in 8th grade.</i></p>	<p><i>The attendance rate will be 96% in all grade levels 455 out of 474 in 6th grade, 479 out of 499 in 7th grade, and 475 out of 495 in 8th grade.</i></p>					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					

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	<i>The number of students with excessive absences were 413 out of 1493 (27.7%) overall, 125 out of 488 (25.6%) in 6th grade, 132 out of 496 (26.6%) in 7th grade, and 129 out of 509 (25.3%) in 8th grade.</i>	<i>The number of students with excessive absences will be 10% or less in 6th grade (47 out of 474), 7th grade (49 out of 499) and 8th grade (49 out of 495).</i>					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	<i>The numbers of students with excessive tardies were 59 out of 1493 (4.0%) overall, 9 out of 488 (1.8%) in 6th grade, 19 out of 496 (3.8%) in 7th grade, and 31 out of 509 (6.1%) in 8th grade.</i>	<i>The number of students will excessive tardies will be 2% or less in 6th grade (9 out of 474), 7th grade (9 out of 499), and 8th grade (9 out of 495).</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
2012-2013 OCPS Attendance Policies and Procedures	6, 7, 8	Grade Level Administrator	Grade Level Teachers	Monthly Grade Level Meetings	Period Attendance Register by Class Reports (SMS), Attendance Data Reports from EDW	Attendance Clerk, Grade Level Administrators, Assistant Principals and Principal
2012-2013 OCPS Attendance Policies and Procedures and Child Study Team Procedures	Classified and Leadership Team	Assistant Principal	Grade Level Administrators	Monthly Leadership and Discipline Team Meetings	Review attendance data and reports.	Attendance Clerk, Grade Level Administrators, Assistant Principals and Principal

Attendance Budget (Insert rows as needed)

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

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

End of Attendance Goals

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

Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1. Students need to be aware of classroom, school and district expectations for behavior.	1.1. Teachers, staff and administrators will review classroom expectations daily and school/district expectations monthly based on the most common areas of concern as determined by personal observations and discipline data.	1.1. Teachers, staff administrative deans, assistant principals, and principal.	1.1. Weekly and monthly data collected, analyze and communicated via grade level, discipline team, and leadership team meetings. Interventions and modifications will be implemented based on specific needs identified by the data.	1.1. Overall monthly, quarterly, semester and annual discipline data on a school-wide, grade level and individual student level.		

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<p><u>Suspension Goal #1:</u> At the end of the 2012-2013 school year, the total number of In-School suspensions will be 6.5% or less, the total number of students suspended in-school will be 4.6% or less, the number of out-of-school suspensions will be 2.7% or less, and the total number of students suspended out of school will be 2.0% or less in all grade levels.</p>	<p><u>2012 Total Number of In-School Suspensions</u></p>	<p><u>2013 Expected Number of In-School Suspensions</u></p>					
	<p><i>In 2012, the total number of in school suspensions were 126 (8.6% of 1465) overall, 13 out of 479 (2.7%) in 6th grade, 32 out of 493 (6.5%) in 7th grade, and 81 out of 493 (16.4%) in 8th grade.</i></p>	<p><i>The number of in-school suspensions will be 2% or less in 6th grade (8 out of 398), 5% or less in 7th grade (17 out of 323), and 12% or less in 8th grade (47 out of 387).</i></p>					
	<p><u>2012 Total Number of Students Suspended In-School</u></p>	<p><u>2013 Expected Number of Students Suspended In-School</u></p>					
	<p><i>In 2012, the total number of students suspended in-school were 85 out of 1465 (5.8%) overall, 10 out of 479 (2.1%) in 6th grade, 26 out of 493 (5.3%) in 7th grade, and 49 out of 493 (9.9%) in 8th grade.</i></p>	<p><i>The number students suspended in-school will be 1.5% or less in 6th grade (6 out of 398), 4% or less in 7th grade (13 out of 323), and 8.3% or less in 8th grade (32 out of 387).</i></p>					

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	<u>2012 Total Number of Out-of- School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	<i>In 2012, the total number of out-of-school suspensions were 50 (3.4% of 1465) overall, 1 out of 479 (0.2%) in 6th grade, 14 out of 493 (2.8%) in 7th grade, and 35 out of 493 (7.1%) in 8th grade.</i>	<i>The number of out-of-school suspensions will be 0.8% or less in 6th grade (3 out of 398), 2.2% or less in 7th grade (7 out of 323), and 5.2% or less in 8th grade (20 out of 387).</i>					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	<i>In 2012, the total number of students suspended out-of-school were 36 (2.5% of 1465) overall, 1 out of 479 (0.2%) in 6th grade, 11 out of 493 (2.2%) in 7th grade, and 4.9 out of 493 (4.9%) in 8th grade.</i>	<i>The number students suspended out-of-school will be 0.5% or less in 6th grade (2 out of 398), 1.5% or less in 7th grade (5 out of 323), and 3.9% or less in 8th grade (15 out of 387).</i>					
		1.2. The faculty and staff will work with the Intervention Team to identify the manifestation of potential behavioral concerns to prevent more serious behaviors from occurring.	1.2. Teachers, staff and administrators will utilize MTSS research when reviewing and analyzing student behaviors to anticipate potential behavior concerns.	1.2. Teachers, staff administrative deans, assistant principals, and principal.	1.2. Weekly and monthly data collected, analyze and communicated via the RfI internal website, grade level, discipline team, and leadership team meetings. Interventions and modifications will be implemented based on specific needs identified by the data.	1.2. Overall monthly, quarterly, semester and annual discipline data on a school-wide, grade level and individual student level.	
		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 <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
2012-2013 OCPs Code of Student Conduct and Classroom Procedures and Expectations	6, 7, 8	Grade Level Administrator	Grade Level Teachers	Monthly Grade Level Meetings	Discipline Data Reports from EDW and data from the RtI internal website	Grade Level Administrators, Assistant Principals and Principal
2012-2013 OCPs Code of Student Conduct and Classroom Procedures and Expectations	Classified and Leadership Team	Assistant Principal	Grade Level Administrators	Weekly Leadership and Discipline Team Meetings	Discipline Data Reports from EDW and data from the RtI internal website	Grade Level Administrators, Assistant Principals and Principal
2012-2013 Multi-Tiered Student Support, Response to Intervention, and ESE/ESOL Strategies	All faculty, Intervention Team members, and administration.	Assistant Principal and Intervention Team members	All faculty, Intervention Team members, and administration.	Quarterly Staff Developments and weekly Discipline/ Intervention Team	Discipline Data Reports from EDW and data from the RtI internal website	Grade Level Administrators, Assistant Principals and Principal

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

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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: 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		
1. Dropout Prevention	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Dropout Prevention Goal #1:</u> NA <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	

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		1.3.	1.3.	1.3.	1.3.	1.3.	
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Dropout Prevention Professional Development

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

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Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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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. Parents have language barriers resulting in low level of involvement.	1.1. To achieve this goal, communication will be sent home in various student home languages represented in the school when feasible.	1.1. La'Shosha Shavers, Compliance Coordinator	1.1. Attendance at meetings and events	1.1. Sign-in sheets, parent surveys, and parent feedback forms		
<u>Parent Involvement Goal #1:</u> <i>The goal is to continue improving the attendance of parents of ESOL students at school-wide activities and events.</i>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					

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	No data available	In 2012-2013, 65% of the parents of ESOL students will attend school-wide activities and events.					
		1.2. A parents' work schedule prohibits their attendance.	1.2. Time and days of events will be varied to provide multiple options	1.2. La'Shoshia Shavers, Compliance Coordinator	1.2. Attendance at meetings and events	1.2. Sign-in sheets, parent surveys, and parent feedback forms	
		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
Faculty meeting to disseminate information	6-8	La'Shoshia Shavers, Compliance Coordinator	All faculty	Faculty meeting – October/ January	Reminder emails, informational flyers	La'Shoshia Shavers, Compliance Coordinator

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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
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: 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
STEM Goal #1: The Science Department goal for STEM is that our students in grades 6, 7 and 8 would be able to define, explain, and implement the Engineering Design Process within a variety of contexts.	1. Students lack of higher order thinking skills	1.1. Instruction utilizing the higher levels of Webb's Depth of Knowledge will be employed	1.1. Science Teachers	1.1. Classroom observations and PLC meetings	1.1. Engineering Design Process – pre and posttest.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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
Engineering Design Process Training	All Science Teachers	OCPS Science Resource Teachers	PLCs and Quarterly District Trainings	6/1/2013	PLC meetings	Administration

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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
STEM activities	Consumables	West Orange Grant	250.00 per teacher
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: \$1,500.00			

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<u>CTE Goal #1:</u> NA	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

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CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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Additional Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal – To put in an additional layer of support for our ESE students, our students with 504’s, and our Level 1 students, so they will be more successful.	1.1. Meeting with student face to face every other week	1.1. SharePoint Input Form will help track number of student and teacher meetings.	1.1. Ursula DeWitte-Vogt Literacy Coach	1.1. Teachers document meeting on SharePoint Input Form. SharePoint Input Data exported to Excel to create reports after teachers have documented meeting.	1.1. Teacher Contact Reports- Data from contacts to create report of teacher’s participation which will be shared with Administration.		

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<p><u>Additional Goal #1:</u></p> <p><i>BWMS Special Agents Mentoring Program- Each student who is designated an ESE//504 or is Level 1 Reading has an assigned Mentor.</i></p> <p><i>This program is designed to increase communication between student and parents and teachers via a Mentor. Mentor is required to meet with student every other week, face to face, and required to contact Parents every month at a minimum.</i></p> <p><i>Additionally, the program will help monitor compliance to IEP accommodations, social skills, organizational skills, homework, SMART school goals, and on-going progress monitoring of course grades.</i></p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
	<p><i>New Program- No data Available</i></p>	<p><i>95% Compliance with Student/ Parent Contacts</i></p>					
		<p>1.2. Contacting Parents every month.</p>	<p>1.2. SharePoint Input Form will help track number of parent and teacher contacts.</p>	<p>1.2. Ursula DeWitte-Vogt Literacy Coach</p>	<p>1.2. Teachers document meeting on SharePoint Input Form. SharePoint Input Data exported to Excel after teachers have documented meeting.</p>	<p>1.2. Teacher Contact Reports- Data from contacts to create report of teacher's participation which will be shared with Administration.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

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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
Mentoring and SharePoint Training	All Grades/All Levels	Mr. Robert Ryner	All Instructional and Administrative Team Members	September 13, 2012	Teacher Contact Reports- Data from contacts to create report of teacher's participation. Teacher e-mail reminders and follow up meetings with individual teachers.	Ursula DeWitte-Vogt, Literacy Coach

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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: 0			

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

	Problem-Solving Process to						
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ADDITIONAL GOAL(S)	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		
2. Additional Goal – Increased enrollment and performance in High School credit courses	1.1. Students may not meet the criteria in order to qualify for the course.	1.1. Screen students earlier so that interventions may be put in place to help them qualify.	1.1. Guidance Department	1.1. Progress monitor and assess	1.1. Data from District assessments		
<u>Additional Goal #2:</u> During the 2012-2013 school year, we will increase the percentage of 8 th grade students who are enrolled in High School credit courses by 3%.	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<i>During the 2011-2012 school year, 65% of our 8th grade students were enrolled in High School credit courses.</i>	<i>During the 2012-2013 school year, 75 % of our 8th grade students will be enrolled in High School credit courses.</i>					
		1.2. Some students struggle with the level of rigor in high school credit courses.	1.2. Weekly monitoring of how the students are doing.	1.2. Guidance counselors; classroom teachers	1.2. Analyze data on how the students performed on District assessments.	1.2. Edusoft reports; EDW reports; IM reports	

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		1.3. Many students who are on track to attend college do not realize the importance of striving for excellence in the high school level classes. The grade that they get is on the transcript used to get into college.	1.3. Bi-weekly one-on-one mentoring Have students set goals for themselves	1.3 Guidance counselors. Classroom teachers	1.3. Analyze District assessments and classroom tests ProgressBook	1.3. Edusoft reports; EDW reports; IM reports	
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
Hold a parent night	7	7 th grade Guidance Counselor	Principal, Assistant Principal, Guidance Department, teachers of the High School Courses	5-01-12	Posted on school website; parent sign-in sheet	Administration

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Identify potential 7 th grade students who will take a high school course(s) as an 8 th grader.	7	7 th and 8 th grade guidance counselors	Assistant Principal; teachers of High School courses	6-07-12	Schedules	Assistant Principal
Monitor progress of 8 th grade students in High School courses.	8	8 th grade Guidance Counselor	Teachers of High School courses; Guidance Department	Ongoing	View ProgressBook for grades; Go to Edusoft to pull District assessment data	Administration

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	

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

Subtotal: 0			
Total: 0			

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

3. Additional Goal - Increased Enrollment and Performance in Advanced Programs	1.1. We have underrepresented subgroups enrolled in advanced programs.	1.1. We need to identify all potential students for Honors Courses based on their grades and other data.	1.1. Guidance Counselors, Principal, Assistant Principal	1.1 Monitor student progress on their level of success in the classroom	1.1. ProgressBook		
Additional Goal #3: During the 2012-2013 school year, we will increase the percentage of our students who are enrolled in advanced programs.	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*					
	<i>During the 2011-2012 school year, 75% of our students were enrolled in advanced programs.</i>	<i>During the 2012-2013 school year, 80% of our students will be enrolled in advanced programs.</i>					

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		1.2.	1.2. We need to encourage our students to sign up for Honors Courses and then continue to monitor their progress.	1.2. Classroom teachers Guidance counselors	1.2. District Assessment data	1.2. Edusoft reports; EDW reports	
		1.3.	1.3. We need to meet regularly with students in Honors Classes to provide encouragement and any necessary support to help them. be successful.	1.3. Classroom teachers, Guidance counselors	1.3. Meet with students Check grades	1.3. Classroom Observations; One-on-one meetings with students	

<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>							
	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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
	Identify students for advanced programs	7,8	Guidance Counselors	School-wide	9-30-12	Schedules	Administration
	Monitor progress of students in advanced programs	7,8	Guidance Counselors	Teachers who have those students; Leadership Team	Ongoing	ProgressBook; Review of data from District assessments	Administration
Meet regularly with the students to provide encouragement and any necessary support to help them be successful.	7,8	Guidance Counselors	Classroom Teachers; Leadership Team	Ongoing	Review data	Administration	

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

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Evidence-based Program(s)/Materials(s)			
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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: 0			
Total: 0			

Additional Goal(s)

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* 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		
4. Additional Goal – Increase Fine Arts Enrollment	1.1. The students don't have enough information about the different programs.	1.1. Plan in -school opportunities for students to watch performances and then be able to ask questions.	1.1. Fine Arts PLC teachers	1.1 Enrollment in classes	1.1 Schedules		

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<p><u>Additional Goal #4:</u></p> <p>During the 2012-2013 school year, we will increase our percentage of students who are enrolled in our Fine Arts Department. This includes, Art, Photography, Chorus, Musical Theatre, Guitar, Keyboard, Orchestra, and all Bands.</p> <p>Increasing our enrollment will be difficult because we are already at such a high percentage. At the least, we will strive to maintain our percentage.</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
	<p><i>During the 2011-2012 school year, 85% of our students were enrolled in at least one of our Fine Arts classes.</i></p>	<p><i>During the 2012-2013 school year, 86% of our students will be enrolled in at least one of our Fine Arts classes.</i></p>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Additional Goals Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</p> <p>Please note that each</p>						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

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)			
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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: 0			

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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		
5. Additional Goal – Decrease Disproportionate classification in Special Education	1.1. Teachers lack the expertise in dealing with our ESE students.	1.1. We will provide Professional Development to address the needs of the teachers, and provide them with strategies to use with their ESE students.	1.1. Administration	1.1. Classroom walk-throughs Progress monitoring	1.1. Classroom performance Informal and formal assessments		
Additional Goal #4: During the 2012-2013 school year, we will decrease the number of students that we have enrolled in ESE. We will continue the process of exiting these students from the program.	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*					

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	<i>During the 2011-2012 school year, 6% of our total population of students were in the ESE program.</i>	<i>During the 2012-2013 school year, 5% of our total population of students will be in the ESE program.</i>					
		1.2. Students are not monitored closely enough.	1.2. Putting the Special agent mentoring program in place	1.2. Administration Ursula DeWitte-Vogt, Literacy Coach	1.2. Teachers document meetings on SharePoint Input Form.	1.2. Teacher contact reports	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
ESE strategies training	6,7,8	Sasha Shavers	All teachers and administrators	10-25-12	Classroom walk-throughs Lesson plans	Administration
Training on special agent mentoring program	6,7,8	Ursula DeWitte-Vogt	All teachers and administrators	9-30-12	Share-point	Ursula DeWitte-Vogt Bob Ryner Murray Sawyer

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

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

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

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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: 0			

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: Waiting for quotes
CELLA Budget	Total: 0
Mathematics Budget	Total: 1100.00
Science Budget	Total: 0
Writing Budget	Total: 6400.00
Civics Budget	Total: 400.00
U.S. History Budget	Total: NA
Attendance Budget	Total: 0
Suspension Budget	Total: 0
Dropout Prevention Budget	Total: NA
Parent Involvement Budget	Total: 0
STEM Budget	Total: 1500.00
CTE Budget	Total: NA
Additional Goals	Total: 0
Grand Total: \$9,400.00	

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

Are you reward school? Yes No

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

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.
The SAC committee has planned a calendar of meeting dates and times for the year. We are currently reviewing the SIP and A Plus Money to ensure alignment of the plan with financial resources. There will be periodic review the progress of the school in regards to the SIP. We will also disseminate and analyze respected surveys. Primarily, we will adhere to the District SAC calendar.

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Describe the projected use of SAC funds.	Amount
We have limited funds	\$5000.00