FLORIDA DEPARTMENT OF EDUCATION

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Swift Creek Middle School	District Name: Leon
Principal: Sue Rishell	Superintendent: Jackie Pons
SAC Chair: Mary Bliss	Date of School Board Approval:

Student Achievement Data:

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

Highly Effective Administrators

List your school's highly effective administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Sue Rishell	BS, MS Educational Leadership Elementary Education Exceptional Student Education Reading Endorsement	0 – Began position 07/2012	6	Success Academy /Second Chance 2011- 2012 Ungraded sites Ghazvini Learning Center 2005 – 2011 Ungraded site
Assistant Principal	Kimberley Hackett	B.A. Political Science -M.Ed. Curriculum & Instruction with an	12	1	Swift Creek – A 2000- 2012

	Koenig, Ben	Emphasis on Secondary Learning -Middle Grades Certification -Educational Leadership Certification MS Educational Leadership, BS Social Science Education, School Principal, (all Levels), Social Science (grades 6 - 12	4	23	Swift Creek Middle School 2008-2011 School Grade: A, A, A, A Amos P. Godby High School 1990-2001 Grades:1998-1999 "C," 1999-2000 "C," 2000-2001 "C" Havana Northside High 1989-1990 Grades N/A Greensboro High 1982-1989 Grades N/A

<u>Highly Effective Instructional Coaches</u>

List your school's highly effective 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 AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Sandra Clary	Social Studies, Middle Grades 6-9, Elementary Ed.	2	2	Prior years of experience earned at Swift Creek Middle School – all were "A" grade years

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Job vacancy announcements will refer to certification requirements for each position advertised	Principal	August 13, 2012	
2. Interviews will be scheduled with applicants who meet certification requirements	Principal	August 13	
3. New hires will be fully certified	Principal	August 13	

Non-Highly Effective Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly effective.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
NA			

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
44	2% (1)	14% (6)	32% (14)	52% (23)	0.31 (13)	100	7% (3)	12% (5)	5% (2)

Teacher Mentoring Program

Please describe the school's teacher mentoring program 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
Andersen, Sally	Ashley Murphy / Science teacher	Sally Andersen is a highly effective teacher, met the district's Beginning Teacher Program Mentor qualifications and successfully completed the district's Mentor Training Program.	Mastery of the Florida Educator Accomplished Practices will be the focus of bi-weekly meetings of the mentor and mentee. Release time may be provided for required pre-observation conferences, classroom observations, and post-observation feedback conferences.

<u>Additional Requirements</u>

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

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School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. **Principal or other administrative designee:** Provides vision, ensures that the school-based team is implementing MTSS, ensures implementation of intervention support, ensures adequate professional development is provided to support MTSS and communicates with outside stakeholders regarding school-based MTSS. **Select General Education Teachers:** At least one general education teacher who will gather information about core instruction, participates in student data collection, and collaborates with other staff to ensure implementation of Tier 1, 2 and 3 instruction and support. **Select ESE teachers:** (Varying exceptionalities, speech, gifted) Provides information about intervention instruction, participates in student data collection, collaborates with general education teachers. **Reading Coach:** Provides guidance on K-12 reading plan, participates in student data collection and evaluation of data, collaborates with district personnel to identify appropriate, evidence-based intervention strategies and assists with design and delivery of professional development relative to implementation of effective reading strategies. **School Psychologist:** Participates in collection, interpretation, and analysis of data; facilitates implementation of intervention plans. Provides professional development and technical assistance for problem-solving activities. **Program Specialist:** Participates in collection, interpretation, and analysis of data; facilitates implementation of intervention plans. Provides professional development and technical assistance for problem-solving activities **Referral Coordinator:** Chairs the MTSS team. Schedules meetings, contacts parents when necessary, and maintains the MTSS file. Coordinates/schedules informal observations and evaluations, and works with the Reading Coach and general education teacher(s) to aggregate and distribute data.
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? The school MTSS Leadership team focuses on developing and maintaining a problem-solving system to ensure optimal student achievement for all students. The team meets twice monthly. Examples of activities during weekly meetings include reviewing student data (screening, progress monitoring). The review of data will facilitate identification of students who are meeting/exceeding benchmarks, at moderate or high risk for not achieving benchmarks. Based on evaluation of data and identification of student needs the team will identify professional development and resources needed. SCMS' MTSS Team and Intervention Assistance Team (IAT) include the same members so as to ensure seamless and efficient methods to meet the needs of our students. Grade Level teams, the Student Services team, and the Administrative team work closely with the MTSS Team to identify students who could benefit from the MTSS process. These teams also assist in the implementation of strategies as appropriate.
Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the MTSS Problem-solving process is used in developing and implementing the SIP? Members of the MTSSS Leadership Team aide in the development and implementation of the SIP. The varied levels of intervention/service provided through the MTSS process, based on student need, are used to determine goals within the SIP.

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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. Data sources per academic area are as follows: Reading - Achieve3000 and/or Florida Assessment for Instruction in Reading (FAIR), and course assessments Writing – Writes Upon Request (WUR), and Florida Writes (FCAT 8th grade), and course assessments Math – Successmaker, Data Director, and course level assessments Science – DataDirector and course level assessments Civics – DataDirector and course level assessments Data management is available through DataDirector and the Progress Monitoring and Reporting Network (PMRN). Progress Monitoring is obtained through the administration of FAIR, Curriculum Based Measurements, Successmaker, and other FCAT simulation assessments. (FOCUS mini-assessments). Mid-year data is obtained through Achieve3000, FAIR assessments, Successmaker, DataDirector and other FCAT simulation assessments. End of year data is obtained through Achieve3000, FAIR, FCAT, Successmaker, and EOC's
Describe the plan to train staff on MTSS. Orientation to MTSS will be provided during pre-planning. Each teacher and administrator will be given instructions to access the MTSS data charts available electronically. Additional professional development on processes and procedures will be provided, as needed, during teachers' common planning time and small group sessions will occur throughout the year. Mini-trainings on MTSS topics will be addressed at each monthly staff meeting.
Describe plan to support MTSS. MTSS will be supported by administrative involvement and the allocation of personnel resources required to complete its tasks. Outside agencies may be used to extend the scope of the MTSS's ability to provide services to a student.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Sue Rishell, Principal; Kim Hackett, Asst. Principal; Sandy Clary, Reading Coach; Grace Bigelow, Social Studies Dept. Chair; Kari Crowder, Science Dept. Chair; Jerry Edmonston, Lang. Arts Dept. Chair; Tracey Tripp, Math Dept. Chair; Linda Service, Media Specialist

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Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The Literacy Leadership Team will meet monthly. Items of discussion will include, but not be limited to, reviewing ongoing Reading assessment data collection, monitoring strategies in the School Improvement Plan relevant to improving student literacy, and researching appropriate staff development activities. The role of the LLT will be to advise the principal on policies related to developing and improving student literacy.

What will be the major initiatives of the LLT this year? The LLT will focus on text complexity, essential question development, increased academic rigor, and more effective lesson planning to infuse essential reading skills throughout the curriculum.

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.

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

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

All teachers will involve students in instruction that is based on content specific standards and that requires the students to develop more advanced reading skills in order to utilize higher-level thinking skills.

Math teachers: Instructional (prediction, study guide, KWL strategy), Vocabulary (student-activated vocabulary instruction, semantic feature analysis), Writing (quick writes, possible sentence, exit slip)

Language Arts teachers: Instructional (prediction, study guide, questioning author), Vocabulary (student-activated vocabulary instruction, semantic feature analysis, using complex vocabulary in sentences), Writing (quick writes, creative writing, guided writing, bookmarks)

Social Studies teachers: Instructional (prediction, KWL, study guide, jigsaw), Vocabulary (student-activated vocabulary instruction, semantic feature, list-group-label, examining original documents), Writing (guided writing, summaries, quick writes)

Science teachers: Instructional (study guide, jigsaw, anticipation guide), Vocabulary (semantic texture analysis, student-activated vocabulary instruction, list-group-label), Writing (quick writes, possible sentences, guided writing)

ESE teachers: Instructional (KWL, prediction, jigsaw), Vocabulary (possible sentences, student-activated vocabulary, knowledge rating), Writing (possible sentences, guided writing)

Elective teachers: Instructional (read-cover-remember-tell, knowledge rating, prediction), Vocabulary (list-group-label, semantic feature analysis, student-activated vocabulary instruction), Writing (quick writes, guided writing, bookmarks)

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. Reading Goal #1a: *At least 33% of students will score Level 3 on FCAT 2.0 Reading in 2013*	2012 Current Level of Performance:* *30%*	2013 Expected Level of Performance:* *33%*	1a.1. Availability of computer lab space and time to adequately assess and remediate students' s kills	1a.1. SCMS will implement Achieve3000 and/or FAIR testing to identify student reading deficiencies, prescribe remediation and monitor student progress.	1a.1. Principal, Asst. Principal for Curriculum (APC), Reading Coach	1a.1. Review FAIR data reports to ensure teachers are assessing students appropriately	1a.1. Progress reports from FAIR system and Reading FCAT
			1.1. 1a.2. The currently adopted materials for Language Arts are only available to students as classroom sets.	1a.2. SCMS faculty will Include critical thinking questions (with particular emphasis on Depth of Knowledge Level 2-4 type questions) in lesson planning and provide rigorous instruction.	1a.2. Principal, APC, Department Heads	1a.2. Classroom observations, evidence of lesson plan differentiation. weekly monitoring, collegial support for further strategic	1a.2. Walk-through, formal and informal observations, review of teacher planning

		1a.3. Continued professional development needed for "Data Director"	1a.3. SCMS faculty will utilize "Data Director" to analyze data to develop appropriate instruction and interventions based on analysis.	1a.3. Principal, Reading Coach, APC, Other Designee(s)	1a.3.. Evidence of lesson plans differentiation	1a.3. Weekly monitoring, collegial support for further strategic planning
1b. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in reading.**		1b.1.The test is quite lengthy and challenges the attention span of Alternate Assessment students.	1b.1.Students have extended time and appropriate breaks during the test(s).	1b.1.Test Coordinator, ESE teacher, Department chairperson, APC, Principal	1b.1.Student feedback, teacher observation and annual IEP reviews; iObservation	1b.1.End-of-year FAA results
Reading Goal #1b: *At least 18% of students will score Level 4, 5, or 6 on FAA in 2013*	2012 Current Level of Performance:* *17%*	2013 Expected Level of Performance:* *18%*				
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
		1b.3.	1b.3.	1b.3.	1b.3.	1b.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
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.		1.2. 2a.1. The currently adopted materials for Language Arts are only available to students as classroom sets.	2a.1. Teachers will involve students in rigorous instruction that is based on content specific standards and that requires the students to develop and utilize higher-level thinking skills with particular	2a.1. Principal, Reading Coach, APC	2a.1. Teacher made tests, quizzes and exams and other forms of evaluation. Student performance on learning activities.	2a.1.2012 Reading FCAT
Reading Goal #2a: *At least 46% of students will score Level 4 or 5 on FCAT 2.0 Reading in 2013*	2012 Current Level of Performance:* *43%*	2013 Expected Level of Performance:* *46%*				

			emphasis on Depth of Knowledge Level 3-4 questions.				
			2a.2..Student motivation to achieve at the highest levels	2a.2. Teachers will continue to implement the Academic Opportunity for Improvement Policy	2a.2. Principal, APC, Department Head, Other Designee	2a.2. Classroom observations, evidence of lesson plan differentiation, weekly monitoring, collegial support for further strategic planning	2a.2. Teacher-made evaluation instruments and grades on assignments. 2013 Math FCAT
			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. The test is quite lengthy and challenges the attention span of Alternate Assessment students.	2b.1. Students have extended time and appropriate breaks during the test(s).	2b.1. Test Coordinator, ESE teacher, Department chairperson, APC, Principal	2b.1. Student feedback, teacher observation and annual IEP reviews; iObservation	2b.1. End-of-year FAA results
Reading Goal #2b: *At least 68% of students will score >/= Level 7 on FAA in 2013*	2012 Current Level of Performance:* 67%.	2013 Expected Level of Performance:* 68%					
			2b.2.	2b2.	2b.2.	2b.2.	2b.2.

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		2b.3	2b.3	2b.3	2b.3	2b.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in reading.		3.1 3a.1. The currently adopted materials for Language Arts are only available to students as classroom sets.	3a.1. Students will be scheduled into remedial, regular (non-remedial), or Bridge-to-advanced-placement course levels based upon interest and demonstrated reading ability.	3a.1. Principal, Bridge Program Coordinator, Reading Coach, Math and Language Arts Department chairs, APC, (Other designees)	3a.1. Students' Language Arts course grades reflect effectiveness of this strategy.	3a.1. Fair testing, 2012 Reading FCAT
Reading Goal #3a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
At least 71% of students will demonstrate gains on FCAT 2.0 Reading in 2013	*68%*	*71%*				
		3a.2. None	3a.2. Teachers will involve students in rigorous instruction that is based on content specific standards and that requires the students to	3a.2. Principal, APC, Department chairpersons, Designee(s)	3a.2. Classroom observations, Evidence of lesson plan differentiation. Weekly monitoring, collegial support for further strategic planning	3a.2.2013 Reading FCAT

		develop and utilize higher-level thinking skills with particular emphasis on Depth of Knowledge Level 2-4 type questions.				
		3a.3.	3a.3.	3a.3.	3a..3.	3a.3.
3b. Florida Alternate Assessment: **Percentage of students making Learning Gains in reading.**		3b.1. The test is quite lengthy and challenges the attention span of Alternate Assessment students.	3b.1. Students have extended time and appropriate breaks during the test(s).	3b.1. Test Coordinator, ESE teacher, Department chairperson, APC, Principal	3b.1. Student feedback, teacher observation and annual IEP reviews; iObservation	3b.1. End-of-year FAA results
Reading Goal #3b: *At least 41% of students will demonstrate gains on FAA Reading in 2013*	2012 Current Level of Performance:* **40%**	2013 Expected Level of Performance:* **41%**				
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.		4a.1. Availability of computer lab space and time to adequately assess and remediate	4a.1. Students in need of remediation will be placed in remedial reading classes.	4a.1.. Principal, Reading Coach, Language Arts teachers, APC	4a.1. Students will participate in the Reading Plus, Achieve3000, and/or Corrective Reading reading skills development content	4a.1. Achieve3000 and/or FAIR testing will be conducted as well as the required Reading FCAT.
Reading Goal #4a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

At least 63% of the lowest 25% students will demonstrate adequate progress on FCAT 2.0 Reading in 2013	60%	63%	students' s kills				
			4a.2. None	4a.2. Teachers will involve students in rigorous instruction that is based on content specific standards and that requires the students to develop and utilize higher-level thinking skills with particular emphasis on Depth of Knowledge Level 2-3 type questions.	4a.2. Principal, APC, Department chairpersons, Designee(s)	4a.2. Classroom observations, Evidence of lesson plan differentiation. Weekly monitoring, collegial support for further strategic planning	4a.2. Principal, APC, Department chairpersons, Designee(s)
			4a.3	4a.3.	4a.3.	4a.3.	4a.3.
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.			4b.1.	4b.1.	4b.1.	4b.1.	4b.1.
Reading Goal #4b: *NA*	2012 Current Level of Performance:* *NA*	2013 Expected Level of Performance:* *NA*					

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			4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
			4b.3	4b.3.	4b.3.	4b.3.	4b.3.	

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** <u>NA</u>							
Reading Goal #5A: *By the end of the 2016-17 school year SCMS will reduce the achievement gap of subgroups by 50%.*								

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	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**			5B.1. White: Black: Low SES and Parental involvement	5B.1. Parents will be invited to parent/teacher conferences for students who are not meeting academic or	5B.1. Principal, Reading Coach, Testing Coordinator, APC, Guidance Counselors, MTSS Team	5B.1. Teachers' MTSS and parent/teacher conference logs will be available for review. Evaluation of Open House night.	5B.1. 2013 Reading FCAT	
Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						

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The percentage of students in subgroups not proficient in reading will decrease by at least 3% .	% not proficient White: 19 Black: 47 Hispanic: 20 Asian: 20 American Indian:	Target % not proficient White: 16 Black: 44 Hispanic: 17 Asian: 17 American Indian:	Hispanic: Asian: American Indian:	behavior expectations			
			5B.2.. Time constraints for required documentation	5B.2. MTSS will be applied to identify students in need of additional academic and/or behavior al support	5B.2. Principal, Teachers, Referral Coordinator, APC, APA, Other designee(s)	5B.2. MTSS records, Referral Records	5B.2.2013 Reading FCAT
			5B.3. Transportation	5B.3. Before and after school tutoring will be provided.	5B.3.. Principal, AP, Reading Coach, other designees(s)	5B.3. Students will complete the 2013 FCAT Reading skills test.	5B.3. 2013 FCAT Reading Scores to assess learning gains.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C: *NA*	2012 Current Level of Performance:* *NA*	2013 Expected Level of Performance:* *NA*					
			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			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

subgroup:					
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D: *The percentage of students in the SWD subgroup not proficient in reading will decrease by at least 3% .*	2012 Current Level of Performance:* **49%**	2013 Expected Level of Performance:* **46%**	5D.1. Service options for SWD's are limited to Learning Strategies, full-time placement in Varying Exceptionalities, Speech and Language therapy and specialized therapies as needed.	5D.1. Students will be served according to their IEP's	5D.1. Principal, ESE Dept. Chair, ESE teachers, APC	5D.1. Teacher observations, FAA exams	5D.1. ESE student progress reports to parents, 2013 FAA exams, lesson plans, iObservation evaluation data.
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.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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5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Lack of parental involvement	5E.1.. Parents will be invited to parent/teacher conferences for students who are not meeting academic or behavior expectations.	5E.1. Principal, Reading Coach, Testing Coordinator, APC, Guidance Counselors, MTSS Team	5E.1. Parent/teacher conference logs will be available for review.	5E.1.. 2013 Reading FCAT
Reading Goal #5E: *The percentage of students in the Economically Disadvantaged subgroup not proficient in reading will decrease by at least 3% .*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				Classroom observations, Evidence of lesson plan differentiation. Weekly monitoring, collegial support for further strategic planning	
	46%	*43%*					
			5E.2. Time constraints for required documentation	5E.2 MTSS will be applied to identify students in need of additional academic and/or behavioral support.	5E.2. Principal, Reading Coach, Testing Coordinator, APC, Guidance Counselors, MTSS Team	5E.2.. Classroom observations, Evidence of lesson plan differentiation. Weekly monitoring, collegial support for further strategic planning	5E.2.2013 Reading FCAT
			5E.3 Lack of transportation	5E.3 Before and after school tutoring will be provided.	5E.3 Principal, AP, Reading Coach, other designees(s)	5E.3 Students will complete the 2012 FCAT Reading skills test.	5E.3 2013 FCAT Reading Scores to assess learning gains

Reading 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FAHPERDS – Integrating Common Core in Physical Education	6-8	TBD	Physical Education	10/18/12-10/20/12	Classroom observations, Evidence of lesson plan differentiation. Weekly monitoring, collegial support for further strategic planning	Administrative Staff

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Professional Learning Community focus on Common Core, Essential Questions, Text Complexity	6-8	TBD	All Subject Areas	2012-2013 school year	Classroom observations, Evidence of lesson plan differentiation. Weekly monitoring, collegial support for further strategic planning	Administrative Staff
ESE teachers meet to collaborate on IEP development	6-8	ESE Department Head	ESE teachers	2112-2013 school year	Individual Student IEP	ESE Department Head and Administrative Staff

Reading 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
Common Core in PE	Registration; Substitute teachers	Title II	$535.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
IEP collaboration	Substitute teachers	Title II	$225.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
PLC's on Common Core, Essential Questions, Text Complexity	Substitutes; Consultants; Materials	Title II	$2,000.00
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

	$2760.00 Total:

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in Listening/Speaking.		1.1.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #1: The percentage of ELL students proficient in listening and speaking English will increase by at least 1% as indicated by performance on CELLA.	2012 Current Percent of Students Proficient in Listening/Speaking: *NA*					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in Reading.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #2: The percentage of ELL students proficient in Reading English will increase by at least 1% as indicated by performance on CELLA.	2012 Current Percent of Students Proficient in Reading : *NA.*					

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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
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
3. Students scoring proficient in Writing.	2012 Current Percent of Students Proficient in Writing :	2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #3: The percentage of ELL students proficient in writing English will increase by at least 1% as indicated by performance on CELLA.	*NA*					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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

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

End of CELLA Goals

Middle School Mathematics Goals

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

<table>
<tr><th colspan="3">Middle School Mathematics Goals</th><th colspan="5">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><td colspan="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:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="3">1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.

Mathematics Goal #1a:

<i>Students scoring at achievement level 3 will increase by 3%.</i></td><td>1a.1. SCMS lacks adequate amounts of currently adopted math materials that include the Next Generation Sunshine State Standards (NGSSS) and Common Core Standards</td><td>1a.1. SCMS faculty will utilize "Data Director" to analyze data to develop rigorous instruction and appropriate interventions based on analysis.</td><td>1a.1. Principal, APC, Department Heads, Other designee(s)</td><td>1a.1. Classroom observations, Evidence of lesson plans differentiation. Weekly monitoring, collegial support for further strategic planning</td><td>1a.1.2013 Math FCAT</td></tr>
<tr><td></td><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td><i>31%</i></td><td><i>34%</i></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

			1a.2. A significant number of students arrive at SCMS functioning below grade level in mathematics	1a.2.Baseline testing for progress monitoring and Initial Placement Measurements (IPM's) are conducted during the first three weeks of the school term.	1a.2. Principal, APC, Department Heads, Other designee(s)	1a.2. Classroom observations, Evidence of lesson plans differentiation. Weekly monitoring, collegial support for further strategic planning	1a.2. Progress Monitoring Quarterly Test through Riverside
			1a.3. Student performance data acquisition	1a.3. SCMS faculty will use "Data Director" to identify students in the core curriculum needing intervention or enrichment	1a.3. Principal, APC, Department Heads, Other designee(s)	1a.3.. Classroom observations, Evidence of lesson plans differentiation. Weekly monitoring, collegial support for further strategic planning	1a.3. Formal and informal observation, Observation instruments
			1.a.4. Time resources for documentation	1.a.4 MTSS will be applied to identify students in need of additional academic and/or behavior al support	1.a.4 Principal, Guidance Counselors, MTSS Team, Other Designee(s)	1.a.4 Classroom observations, Evidence of lesson plan differentiation. Weekly monitoring, collegial support for further strategic planning	1.a.4 2013 FCAT Math

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
Mathematics Goal #1b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of identified students proficient in math will increase by at least 1% as evidenced by performance on FAA.	0%	NA.					
			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. Mathematics Goal #2a: *41% of SCMS students will score at or above levels 4 and 5 in mathematics.*	2012 Current Level of Performance:* *38%*	2013 Expected Level of Performance:* *41%*	2a.1. SCMS lacks adequate amounts of currently adopted math materials that include the Next Generation Sunshine State Standards (NGSSS and Common Core Standards	2a.1. Teachers will involve students in rigorous instruction that is based on content specific standards and that requires the students to develop and utilize higher-level math and critical thinking skills.	2a.1. Principal, APC, Department Head, Other Designee(s)	2a.1. Classroom observations, review of planning materials and student work. Evidence of lesson plan differentiation. Weekly monitoring, collegial support for further strategic planning	2a.1. Teacher-made evaluation instruments and grades on assignments. 2013 Math FCAT
			2a.2.None	2a.2. Advanced 7th and 8th grade students can take high school credit courses in Algebra 1 and Geometry. And Qualifying 7th and 8th graders can take Honors Algebra 1.	2a.2.. Principal, APC, Department Head, Other Designee(s), Bridge-to-AP Program coordinator	2a.2. Classroom observations, review of planning materials and student work.	2a.2. Teacher and District made evaluation instruments and grades on assignments. 2013 Math FCAT
			2a.3None	2a.33Advanced 6th, 7th, and 8th graders who scored Level 4 or 5 on the Math FCAT may participate in the Bridge-to-AP Program wherein they take advanced	2a.3 Principal, APC, Department Head, Other Designee(s), Bridge-to-AP Program coordinator	2a.3 Classroom observations, review of planning materials and student work	2a.3 Teacher-made evaluation instruments and grades on assignments. 2013 Math FCAT

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				middle school courses and/or high school credit math courses.			
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2b.1. The test is quite lengthy and challenges the attention span of Alternate Assessment students.	2b.1. Students have extended time and appropriate breaks during the test(s).	2b.1. Test Coordinator, ESE teacher, Department chairperson, APC, Principal	2b.1. Student feedback, teacher observation and annual IEP reviews; iObservation	2b.1. End-of-year FAA results
Mathematics Goal #2b: *The percentage of identified students scoring at or above 7 will increase by at least 1% as evidenced by performance on FAA.*	2012 Current Level of Performance:* *83%*	2013 Expected Level of Performance:* *NA*					
			2b.2.	2b2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.			3a.1. SCMS lacks adequate amounts of currently adopted math materials that include the Next Generation	3a.1. Teachers will involve students in rigorous instruction that is based on content specific standards and that	3a.1. Principal, APC, Department Head, Other Designee	3a.1. Classroom observations, Evidence of lesson plan differentiation. Weekly monitoring, collegial support for further strategic planning	3a.1. Teacher-made evaluation instruments and grades on assignments. 2013 Math FCAT
Mathematics Goal #3a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	66%	69%	Sunshine State Standards (NGSSS and Common Core Standards	requires the students to develop and utilize higher-level math and critical thinking skills.			
The percentage of students making learning gains in math will increase by at least 3%							
			3a.2. Challenges encountered when implementing a new "way-of-work"	3a.2. Teachers will implement the Academic Opportunity for Improvement Policy	3a.2.. Principal, APC, Department Head, Other Designee	3a.2. Classroom observations, Evidence of lesson plan differentiation. Weekly monitoring, collegial support for further strategic planning	3a.2.. Teacher-made evaluation instruments and grades on assignments. 2013 Math FCAT
			3a.3. No Intensive class offered to Level 2 students, one to two days/week remediation is received through the computer lab	3a.3.Tutoring is offered to Level 2 students before and after school	3a.3.Principal, teacher and staff tutors, Dean of Students, testing coordinator	3a..3.Students participate in progress monitoring three times per year before FCAT	3a.3.2013 math FCAT
3b. Florida Alternate Assessment: **Percentage of students making Learning Gains in mathematics.**			3b.1. The test is quite lengthy and challenges the attention span	3b.1. Students have extended time and appropriate breaks during the test(s).	3b.1. Test Coordinator, ESE teacher, Department chairperson, APC, Principal	3b.1. Student feedback, teacher observation and annual IEP reviews; iObservation	3b.1.. End-of-year FAA results

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	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	of Alternate Assessment students.				
Mathematics Goal #3b: The percentage of students making learning gains on FAA will increase by at least 1%.	*83%*	*84%*					
			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.	3b.3.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.			4a.1. SCMS lacks adequate amounts of currently adopted math materials that include the Next Generation Sunshine State Standards (NGSSS) and Common Core Curriculum Standards	4a.1. Students who scored Level 1 on 2011 Math FCAT will receive remediation in separate Intensive Math class.	4a.1. Principal, APC, Test Coordinator, Other designee(s)	4a.1. Student progress on math skills will be tracked via participation in the Successmaker remedial math program.	4a.1. Successmaker program records, teacher evaluation of student progress; 2013 Math FCAT
Mathematics Goal #4a: The percentage of students in the lowest 25% making learning gains will increase by at least 3%	2012 Current Level of Performance:* *56%.*	2013 Expected Level of Performance:* *59%*					

			4a.2. Lack of Parental Involvement	4a.2. Students who scored Level 2 on 2011 Math FCAT receive remediation in a Level 2 Math class. And before and after school tutoring will be made available to them.	4a.2. Principal, Test coordinator, APC, Math Department chairperson, APC, Other designee(s)	4a.2. Classroom observations, Evidence of lesson plan differentiation. Weekly monitoring, collegial support for further strategic planning and progress on the Successmaker Program	4a.2. Successmaker program records, teacher evaluation of student progress; 2012 Math FCAT
			4a.3None

4.a.4 Lack of before and after school transportation to FCAT tutoring

4.a.5students' inability to access internet at home | 4a.3. MTSS will be applied to identify students in need of additional academic and/or behavioral support.

4.a.4 FCAT tutoring sessions held before/after school for Level 2 students only.

4.a.5 Cable company is offering a low-cost internet access and a low-cost computer | 4a.3. Principal, MTSS Team, Teachers, Other Designee(s)

4.a.4Principal, AP, Other designee(s)

4.a.5 Principal, AP's, Tech coordinator, other designees | 4a.3. Classroom observations, Evidence of lesson plan differentiation. Weekly monitoring, collegial support for further strategic planning

4.a.4 Tutor's records, skills tests, Pearson lab records, other

4.a.5 Cable company accounts | 4a.3. MTSS Team records

4.a.4 2013 Math FCAT

4.a.5 2012 Math FCAT results |

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4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.			4b.1.	4b.1.	4b.1.	4b.1.	4b.1.	
Mathematics Goal #4b: *Students demonstrating learning gains on FAA will increase by at least 1%.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
	60%	*NA*						
			4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
			4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011 Do not complete without input from DOE							
Mathematics Goal #5A: *Enter narrative for the goal in this box.*								
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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5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**			5B.1. White: Low SES and/or reduced levels of parental involvement Black: Low SES and/or reduced levels of parental involvement Hispanic: Low SES, instability of home address and/or reduced levels of parental involvement Asian: None American Indian: NA	5B.1. Parents will be invited to parent/teacher conferences for students who are not meeting academic or behavior expectations	5B.1. Principal, Reading Coach, Testing Coordinator, APC, Guidance Counselors, MTSS Team	5B.1. Principal, Reading Coach, Testing Coordinator, APC, Guidance Counselors, MTSS Team	5B.1.2013 Math FCAT
Mathematics Goal #5B: *Student subgroups not proficient in FCAT math will each decrease by at least 3%*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White:22% Black:57% Hispanic:20% Asian:11% American Indian: NA	White: 19% Black: 54% Hispanic: 17% Asian: 8% American Indian: NA					
			5B.2.Lack of transportation	5B.2. Before and after school tutoring in Math will be made available.	5B.2. Principal, AP, Other designee(s)	5B.2. Student performance on math skills tests.	5B.2.2013 Math FCAT
			5B.3. Some students have limited internet access to online textbooks	5B.3. Local cable company offers low-cost internet access and a low-cost computer	5B.3.Principal, APC's, Math teachers, cable company, school tech-con	5B.3.Student completion and performance on web-based math content will be regularly assess by teachers	5B.3.2013 math FCAT
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			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.

making satisfactory progress in mathematics.							
Mathematics Goal #5C: NA	2012 Current Level of Performance:* *NA*	2013 Expected Level of Performance:* *NA.*					
			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. Lack of Parental involvement	5D.1. Parents will be involved in writing IEP's	5D.1. ESE department chairperson, District ESE contact, Principal, ESE teachers, regular classroom teachers.	5D.1. IEP writing process, MTSS processes	5D.1. MTSS team records, 2013 math FCAT
Mathematics Goal #5D: • *The percentage of SCMS students with disabilities not proficient in math will decrease by 3%*	2012 Current Level of Performance:* *61%*	2013 Expected Level of Performance:* *58%*					
			5D.2.Addressing the needs of every ESE student in regular and	5D.2. ESE teachers will be assigned ESE students as either Learning	5D.2. ESE department chairperson, Principal, APC, ESE teachers	5D.2. IEP writing and student progress monitoring processes, MTSS team records	5D.2.2013 math FCAT

			ESE classes according to their IEP's without adequate resources of time, personnel, equipment, and materials.	Strategies students or "consultation" students.			
			5D.3	5D.3.	5D.3.	5D.3.	5D.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
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E: *The percentage of SCMS students who are economically disadvantaged and not proficient in math will decrease by 3%*	2012 Current Level of Performance:* *49%*	2013 Expected Level of Performance:* *46%*	5E.1. Lack of Parental involvement	5E.1. Students who scored Level 1 or 2 on the 2011 Math FCAT will receive remediation in math.	5E.1. Principal, APC, Teacher(s), Other designee(s)	5E.1. Student progress on math skills will be tracked via participation in the Successmaker remedial math program. Classroom observations, Evidence of lesson plan differentiation. Weekly monitoring, collegial support for further strategic planning	5E.1. Successmaker program records, teacher evaluation of student progress, 2013 Math FCAT
			5E.2.	5E.2	5E.2.	5E.2.	5E.2.
			5E.3	5E.3	5E.3	5E.3	5E.3

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Algebra 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.None	1.1. Algebra 1 teachers will follow the District-adopted course pacing guide to completion.	1.1Principal, APC, .Math department chairperson, Math teachers	1.1.Progress monitoring will occur periodically throughout the school term	1.1. 2013 Algebra End-of-Course Exam (EOC)
Algebra Goal #1: *34% or less of SCMS students taking Algebra 1 will score Level 3 in Algebra.*	2012 Current Level of Performance:* *35%*	2013 Expected Level of Performance:* *34%*					
			1.2.None	1.2.Algebra 1 teachers will conduct progress monitoring according to schedule.	1.2.Principal, APC, Testing Coordinator, Math Department Chairperson, others as designated	1.2.Progress monitoring will occur periodically throughout the term and the EOC will be administered at end-of year	1.2.Algebra 1 EOC
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.			2.1.None	2.1. Algebra 1 teachers will follow the District-adopted course pacing guide to completion.	2.1.1Principal, APC, .Math department chairperson, Math teachers	2.1. Progress monitoring will occur periodically throughout the school term	2.1. Algebra End-of-Course Exam (EOC
Algebra Goal #2: *66% or more of SCMS Algebra students will score Level 4 or 5 in Algebra.*	2012 Current Level of Performance:* *63%*	2013 Expected Level of Performance:* *66%*					

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			2.2.None	2.2. Algebra 1 teachers will conduct progress monitoring according to schedule.	2.2. Principal, APC, .Math department chairperson, Math teachers	2.2. Progress monitoring will occur periodically throughout the school term	2.2. Algebra End-of-Course Exam (EOC	
			2.3	2.3	2.3	2.3	2.3	

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target			**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years the school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**							
Algebra Goal #3A: SCMS was advised the FLDOE would provide information to complete this section. As of the date of public hearing on SIP this information has not been received. *Enter narrative for the goal in this box.*								

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	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra.**			3B.1. White: None Black: Hispanic: Asian: American Indian:	3B.1.According to initial results, ethnicity has little-to-no significant impact on student performance in Algebra at SCMS	3B.1.Principal, Algebra teachers, Math department chairperson, APC, testing coordinator	3B.1.Progress monitoring occurs periodically according to schedule	3B.1. Algebra EOC	
Algebra Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						

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The percentage of students in subgroups not proficient in Algebra will decrease by at least 1%.	White: 3% Black: 0% Hispanic: NA Asian: NA American Indian:	White: 2% Black: 0% Hispanic: NA Asian: NA American Indian:					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Algebra Goal #3C: *NA*	2012 Current Level of Performance:* *NA*	2013 Expected Level of Performance:* *NA*					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Algebra Goal #3D: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	NA	NA					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.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
3E. Economically Disadvantaged students not making satisfactory progress in Algebra.			3E.1.None	3E.1.Algebra text is available on CD. Local cable TV company makes available a low-cost computer and cable connectivity for Econ. Disadvantaged students.	3E.1.Parent, Algebra Teacher, Department Chairperson, Tech Coordinator, APC, Principal	3E.1.Progress monitoring in Algebra	3E.1.Algebra EOC
Algebra Goal #3E: *No more than 8% of economically disadvantaged students at SCMS will fail to make satisfactory progress in Algebra*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	9%	8%					
			3E.2.	3E.2	3E.2.	3E.2.	3E.2.
			3E.3	3E.3	3E.3	3E.3	3E.3

End of Algebra EOC Goals

Geometry End-of-Course Goals

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* 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.None	1.1. SCMS Geometry teachers will follow the District-adopted course pacing guide to completion.	1.1.Principal, math department chairperson, Geometry teachers, APC	1.1.Progress monitoring in Geometry will occur as scheduled	1.1.2013 Geometry End-of-Course Exam (EOC)
Geometry Goal #1: *100% of Geometry students at SCMS will score at or above Level 3*	2012 Current Level of Performance:* *100%*	2013 Expected Level of Performance:* *100%*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1.None	2.1. SCMS Geometry teachers will follow the District-adopted course pacing guide to completion.	2.1. Principal, math department chairperson, Geometry teachers, APC	2.1. Progress monitoring in Geometry will occur as scheduled	2.1. Geometry End-of-Course Exam (EOC)
Geometry Goal #2: *75% of SCMS Geometry students will score at Level 4 or 5 in Geometry*	2012 Current Level of Performance:* *100%*	2013 Expected Level of Performance:* *75%*					

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

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years the school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Geometry Goal #3A: SCMS was advised the FLDOE would provide information to complete this section. As of the date of public hearing on SIP this information has not been received. (Note: Do not enter any information here)							

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	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**		3B.1. White: None Black: None Hispanic: None Asian: None American Indian: NA	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.

Geometry Goal #3B: *Percentages of SCMS subgroups not making satisfactory progress in Geometry will remain at 0%*	2012 Current Level of Performance:* White: 0% Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* White: 0% Black: Hispanic: Asian: American Indian:

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			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Geometry Goal #3C: *NA*	2012 Current Level of Performance:* *NA*	2013 Expected Level of Performance:* *NA*					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Geometry Goal #3D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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NA	*NA*	*NA*					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.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
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Geometry Goal #3E: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	*NA*					
			3E.2.	3E.2	3E.2.	3E.2.	3E.2.
			3E.3	3E.3	3E.3	3E.3	3E.3

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD 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	Person or Position Responsible for Monitoring
ESE teachers meet to collaborate on	6-8	ESE Department	ESE teachers	2112-2013 school year	Individual Student IEP	ESE Department Head and Administrative Staff

IEP development		Head			

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
IEP collaboration	Substitute teachers	Title II	$225.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Mathematics Goals

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Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents next to the percentage (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. Science instruction provided to students in elementary school varies in depth and coverage of content	1a.1. Teachers will involve students in rigorous instruction that is based on content specific NGSSS and that requires the students to develop and utilize higher-level math and critical thinking skills.	1a.1. Principal, APC, Science department chairperson, Science teachers, Other designee(s)	1a.1. Classroom observations, Evidence of lesson plan differentiation. Weekly monitoring, collegial support for further strategic planning	1a.1. Teacher-made evaluations, student projects, 2013 Science FCAT
Science Goal #1a: *At least 44% of 8th grade SCMS students will demonstrate proficiency in Science on the 2013 Science FCAT.*	2012 Current Level of Performance:* *41%*	2013 Expected Level of Performance:* *44%*					
			1a.2. Student retention of information learned in 6th and 7th grade (The Science FCAT is two years after the students have covered some of the required material.)	1a.2.8th grade teachers will review important standards from the 6th and 7th grade curriculum with 8th grade students prior to FCAT testing	1a.2. Principal, APC, Science department chairperson, Science teachers, Other designee(s)	1a.2. Classroom observations, Evidence of lesson plan differentiation. Weekly monitoring, collegial support for further strategic planning	1a.2. Teacher-made evaluations, student projects, 2013 Science FCAT
			1a.3.None	1a.3. Students can participate in the Academic Opportunity	1a.3. Principal, APC, Science department	1a.3. Classroom observations, Evidence of lesson plan differentiation.	1a.3. Teacher-made evaluations, student projects, 2013 Science

			For Improvement program which is a program that enables students to re-take tests when they score lower than 70%. This will enable them to re-study, and master content.	chairperson, Science teachers, Other designee(s)	Weekly monitoring, collegial support for further strategic planning	FCAT
		1.a.4. None	1.a.4. 8th Grade teachers will meet to identify areas on the FCAT science test that need extra attention. Teachers will review standards important concepts from grade 6 and 7, and focus on areas of weakness prior to FCAT testing	1.a.4. Science department chairperson, Science teachers, Other designee(s)	1.a.4. Improved scores on 8th grade Science FCAT	1.a.4.2013 Science FCAT
		1.a.5 None	1.a.5 Science teachers will meet to develop common assessment for selected major strands in the science standards	1.a.5 Science department chairperson, Science teachers, Other designee(s)	1.a.5 5 Improved scores on 8th grade Science FCAT	1.a.5 2013 Science FCAT
		1.a.6 Lack of student transportation	1.a.6 Before and after school tutoring will be made available	1.a.6. Principal, AP, Tutors, Other Designee(s)	1.a.6 Improved scores on 2013 Science FCAT	1.a.6. 2013 Science FCAT
		1.a.7. None	1.a.7. Science teachers will identify areas of strength/weakness of students' Science knowledge and research skills.	1.a.7. 8th grade Science teachers	1.a.7. Progress monitoring Assessment	1.a.7. 2013 8th grade Science FCAT

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1b. **Florida Alternate Assessment:** Students scoring at Level 4, 5, and 6 in science.			1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
Science Goal #1b: *The percentage of identified students scoring at Level 4, 5, and 6 in Science will increase by at least 1% as evidenced by performance on FAA.*	2012 Current Level of Performance:* *NA*	2013 Expected Level of Performance:* *NA*					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.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
2a. **FCAT 2.0:** Students scoring at or above Achievement Levels 4 and 5 in science.			2a.1. None.	2a.1. FCAT Level 4 and 5 students have the ability and opportunity to participate in the Bridge To AP program, which is a more rigorous and challenging curriculum.	2a.1.. Principal, APC, Bridge program coordinator, Science department chairperson, Science teachers, Other designee(s)	2a.1. Classroom observations, Evidence of lesson plan differentiation. Weekly monitoring, collegial support for further strategic planning	2a.1. Teacher-made evaluations, student projects, 2013 Science FCAT
Science Goal #2a: *At least 22% of SCMS 8th graders will achieve Level 4 or Level 5 on the 2013 Science FCAT*	2012 Current Level of Performance:* *19%*	2013 Expected Level of Performance:* *22%*					
			2a.2.None	2a.2. Advanced 8th grade students may qualify for the Earth/Space Science high school credit course	2a.2. Principal, APC, Science department chairperson, Science teachers, Other designee(s	2a.2. Classroom observations using iObservation, Evidence of lesson plan differentiation. Weekly monitoring, collegial support for further	2a.2.. Teacher-made evaluations, student projects, 2013 Science FCAT

					strategic planning	
		2a.3 None	2a.3 Science Dept. is implementing ADI and Common Core standards to improve students' reading ability.	2a.3 Science teachers, Department chairperson, APC, Principal	2a.3 Classroom observations using iObservation, Evidence of lesson plan differentiation. Weekly monitoring, collegial support for further strategic planning	2a.3 Teacher-made evaluations, student projects, 2013 Science FCAT
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2b: *The percentage of identified students scoring at Level 7 in Science will increase by at least 1% as evidenced by performance on FAA.*	2012 Current Level of Performance:* *80%*	2013Expected Level of Performance:* *81%*	2b.1. The test is quite lengthy and challenges the attention span of Alternate Assessment students.	2b.1. Students have extended time and appropriate breaks during the test(s).	2.1. Test Coordinator, ESE teacher, Department chairperson, APC, Principal	2b.1. Student feedback, teacher observation and annual IEP reviews; iObservation	2b.1.End-of-year FAA
		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

Biology End-of-Course (EOC) Goals

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

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

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1. Students scoring at Achievement Level 3 in Biology.			1.1.None	1.1.Argument Driven Inquiry (ADI) model of instruction will be used in Biology	1.1.Science teachers, Dept. Chairperson, APC, Principal	1.1.Progress monitoring via Data Director	1.1.Biology End of Course Exam (EOC)
Biology Goal #1: *At least 35% of SCMS students taking the Biology EOC will score Level 3.*	2012 Current Level of Performance:* NA	2013 Expected Level of Performance:* 35%					
			1.2. Biology Honors is a high school credit course being taught with a great deal of rigor to middle school students who will reveal their readiness for such a difficult challenge as the school year unfolds.	1.2. Teachers will involve students in rigorous instruction that is based on content specific NGSSS and that requires the students to develop and utilize higher-level math and critical thinking skills.	1.2. Principal, APC, Science department chairperson, Science teachers, Other designee(s)	1.2. Classroom observations, Evidence of lesson plan differentiation. Weekly monitoring, collegial support for further strategic planning	1.2. Teacher-made evaluations, District progress monitoring, student projects.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology.			2.1.None	2.1.Argument Driven Inquiry (ADI) model of instruction will be used in Biology	2.1.Science teachers, Department Chairperson, APC, Principal	2.1.Progress Monitoring via Data Director	2.1.Biology EOC
Biology Goal #2: *At least 65% of SCMS students taking the Biology EOC will score Levels 4, or 5.*	2012 Current Level of Performance:* NA	2013 Expected Level of Performance:* 65%					
			2.2.Biology Honors is a high school credit course being taught	2.2. Teachers will involve students in rigorous instruction that is based on	2.2. Principal, APC, Science department chairperson, Science	2.2. Classroom observations, Evidence of lesson plan differentiation. Weekly	2.2. Teacher-made evaluations, District progress monitoring,

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

		with a great deal of rigor to middle school students who will reveal their readiness for such a difficult challenge as the school year unfolds	content specific NGSSS and that requires the students to develop and utilize higher-level math and critical thinking skills	teachers, Other designee(s)	monitoring, collegial support for further strategic planning	student projects.
		2.3	2.3	2.3	2.3	2.3

End of Biology EOC Goals

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
ADI Training	6-8/Science	FSU	6,7,8 grade Science teachers	9/21/12	Lesson plans, labs, iObservation	Science Department Chairperson

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
ADI Training	Implementation materials	Science Lab fees	$500
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Service microscopes	Service contract or work order	General fund	TBD
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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ADI Training	Substitutes	Substitute funds	$240 (estimated)
Biology workshop	Substitutes	Substitute funds	$210 (estimated))
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents next to the percentage (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. Writing Goal #1a: *86% of SCMS 8th grade students will score Level 3 or above on the 2013 Writing FCAT.*	2012 Current Level of Performance:* *83%*	2013 Expected Level of Performance:* *86%*	1a.1.None	1a.1. Implement Writes Upon Request (WUR) four times per year in grades 6 and 7; three times in grade 8 with feedback for improving scores following each administration.	1a.1.. Language Arts teachers and Language Arts Department Chair.	1a.1. Writes Upon Request #1, Writes Upon Request #2, Writes Upon Request #3, and Writes Upon request #4 results will be reviewed by Language Arts teachers and administration. Writes Upon Request #3 for 8th grade will be graded by the state -Florida Writes.	1a.1.2013 FCAT Writing results.
			1a.2.None	1a.2. Focus on the conventions of writing across the curriculum in all content areas with emphasis on strategies that help students meet criteria for scoring 4 and above on WUR and FCAT.	1a.2..Principal, APC, Department chairpersons, all teachers	1a.2. Students needing writing remediation will be given opportunities in their intensive and regular language arts classes for support.	1a.2.2013 FCAT Writing test results.
			1a.3.	1a.3.	1a.3.	1a.3.	1a.3.

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1b. **Florida Alternate Assessment:** Students scoring at 4 or higher in writing.			1b.1. The test is quite lengthy and challenges the attention span of Alternate Assessment students.	1b.1. Students have extended time and appropriate breaks during the test(s). 1. B.1.a. Students complete "Writes Upon Request" (WUR) 4 times per year	1b.1. Test Coordinator, ESE teacher, Department chairperson, APC, Principal	1b.1. Progress monitoring an WUR via Data Director	1b.1.Final WUR ; FAA Writing
Writing Goal #1b: *The percentage of identified students scoring at Level 4 in writing will increase by at least 1% as evidenced by performance on FAA.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	80%	*81%*					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The Language Arts (LA) department will meet four times during the year. The department head will lead training on scoring WUR. LA teachers will use 4 days (1 per each 9-week period) to grade WUR.	6-8	LA Department Head	LA teachers	2112-2013 school year	WUR data	Administrative Staff

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ESE teachers meet to collaborate on IEP development	6-8	ESE Department Head	ESE teachers	2112-2013 school year	Individual Student IEP	ESE Department Head and Administrative Staff

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
Training on and scoring WUR using FLDOE and District protocols	FLDOE FCAT Writing Scoring protocols	Title II	$2,700.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Writing Goals

Civics
End-of-Course (EOC) Goals

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

Civics EOC Goals	Problem-Solving Process to Increase Student Achievement

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Civics.			1.1. No Test results for 2011-2012	1.1. The implementation of LCS District progress monitoring will prepare our students for the 2013-2014 DOE End of Course Civics exam	1.1. Principal, APC, Social Studies Department Chair, Social Studies teachers.	1.1. Classroom observations, District Pacing Guide, monthly Civics support meetings within LCS.	1.1. Leon County Schools Civics progress monitoring data and diagnostic test through DataDirector.
Civics Goal #1: *80% of students will score a 70% or above on the LCS Final Progress Monitoring Civics Exam*	2012 Current Level of Performance:* *NA*	2013 Expected Level of Performance:* *NA*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1. No Test results for 2011-2012	2.1. The implementation of LCS District progress monitoring will prepare our students for the 2013-2014 DOE End of Course Civics exam	2.1. Principal, APC, Social Studies Department Chair, Social Studies teachers	2.1. Classroom observations, District Pacing Guide, monthly Civics support meetings within LCS.	2.1...Leon County Schools Civics progress monitoring data and diagnostic test through DataDirector.
Civics Goal #2: 95% of students will score a 80% or above on the LCS Final Progress Monitoring Civics Exam	2012 Current Level of Performance:* *NA*	2013 Expected Level of Performance:* *NA*					
			2.2.	2.2.	2.2.	2.2.	2.2.

		2.3	2.3	2.3	2.3	2.3

Civics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The Social Studies Department will attend the Florida Council for the Social Studies meeting in Orlando, Florida. This year's focus will be the new Sunshine State Standards and bringing increased reading into History.	6-8	TBD	Social Studies teachers	10/26/2012-10/28/2012	Classroom observations, Evidence of lesson plan differentiation. Weekly monitoring, collegial support for further strategic planning	Principal, APC, Social Studies Department Chair
Holocaust Training	6-8	TBD	Social Studies & Language Arts Teachers	10/20/12	Classroom observations, Evidence of lesson plan differentiation. Weekly monitoring, collegial support for further strategic planning	Principal, APC, Social Studies Department Chair

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
Florida Council for the Social Studies Conference with Reading, Common Core and SSS focus	Registration costs; Conference materials; per diem	Title II	$1,200.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Holocaust Training Workshop	Substitute teachers	Title II	$400.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Civics Goals

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Overcoming the apparent attitude that the importance of school attendance is secondary to many, if not most, other life activities.	1.1. Develop a positive reinforcement system for students who are present at school and in classes.	1.1. Principal, Assistant Principal for Administration (APA), Classroom teachers, Guidance counselor, parents	1.1. Monthly analysis of attendance statistics	1.1. Comparison of end-of-year attendance statistics between 2011-12 and 2012-13
Attendance Goal #1: ***Increase the Attendance rate to 97.5% .*** Decrease Excessive absence rate to 10% or less	2012 Current Attendance Rate:* ***96.15%(699) present*** 2012 Current Number of Students with Excessive Absences (10 or more) ***12.5% (91)***	2013 Expected Attendance Rate:* ***97.5% (730) present*** 2013 Expected Number of Students with Excessive Absences (10 or more) ***10% (75)***					

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	2012 Current Number of Students with Excessive Tardiness (10 or more)	2013 Expected Number of Students with Excessive Tardiness (10 or more)				
	NA	*NA*				
			1.2. (See 1.1 above)	1.2. Develop a positive reinforcement system for students who are on time to school and to classes.	1.2. Principal, Assistant Principal for Administration (APA), Classroom teachers, Guidance counselor, parents	1.2. Monthly analysis of student tardiness data	1.2. Comparison of end-of-year excessive tardiness statistics between 2011-12 and 2012-13
			1.3. (See 1.1 above)	1.3. Closely monitor parent request for extended holiday leave.	1.3. Principal, APA	1.3. Monthly analysis of attendance statistics	1.3. Comparison of end-of-year excessive absence statistics between 2011-12 and 2012-13

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	Person or Position Responsible for Monitoring

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.
Evidence-based Program(s)/Materials(s)

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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 Attendance Goals

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension			
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1. Improving communication among school, parents and students concerning	1.1 Provide additional Incentives, such as Howl-Outs. Fieldtrips and Pep Rallies	1.1. APA, Guidance Counselors, and Dean of Students	1.1. Comparison of suspension statistics between 2010-11 and 2011-12 school terms	1.1.. "Educator's Handbook" and "Genesis" Disciplinary Software
Suspension Goal #1: *Reduce the total number of in-school*	2012 Total Number of In –School Suspensions *0% (0)*	2013 Expected Number of In- School Suspensions *0% (0)*					

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suspensions and the total number of in-school suspended students.	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School	behavioral expectations and consequences					
	0% (0)	*0% (0)*						
Reduce the total number of out-of-school	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions						
	78	*65*						
Suspensions and the total number of out-of-school suspended students	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School						
	6.4% (47)	*5% (38)*						
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

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

Suspension Budget (Insert rows as needed)

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

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

End of Suspension Goals

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 Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.* ***SCMS will at least***	2012 Current level of Parent Involvement:*	1.1. Working parents Single parent Transportation Social economic	1.1. Parent Conferences	1.1. Guidance & Classroom Teachers	1.1. MTSS Program	1.1. MTSS checklist & documentation Climate Survey Evaluation from Parents
	2013 Expected level of Parent Involvement:*					

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maintain the number of volunteers and volunteer hours earned during the most recently concluded school year.	*354 volunteers* *3826 volunteer hours*	*354 volunteers* *3826 volunteer hours*					
			1.2. Transportation Single Parent Social Economic Communication (Deaf and Hard of Hearing Students	1.2.A host of activities that parents, teachers & staff are involved in at Swift Creek: Orientation, Open House, List Serve, Wednesday's Handouts, Teachers & school websites, Parent Portal, Marquee postings, Meet & Greet, Pastries for Parents, Pancake Breakfast and American Education Breakfast	1.2. Principal/Teachers & other designees	1.2. Record numbers of parents who attend the activities.	1.2. Feedback from parents Climate Survey
			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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Parent Involvement Budget

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

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

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement

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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: *100% of SCMS Geometry students will score at Level 3 or above in Geometry*	1.1.None	1.1. SCMS Geometry teachers will follow the District-adopted course pacing guide to completion.	1.1.. Principal, math department chairperson, Geometry teachers, APC	1.1. Progress monitoring in Geometry will occur as scheduled	1.1. Geometry End-of-Course Exam (EOC)
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.
Evidence-based Program(s)/Materials(s)

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement

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Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: *SCMS will students participate in Career Education through Social Studies classes, Family and Consumer Sciences, Art, Music, and Computer Applications courses.*	1.1. Many students who require remediation do not have the opportunity to take a quality elective career education course.	1.1.Continue to provide Intensive and Remedial instruction to lower-performing students to enable them to take quality elective courses in career education.	1.1.Principal, Department chairpersons, teachers, tutors	1.1.Records will be kept of career and technical education course completion	1.1.Report cards
	1.2.None	1.2.Schedule students into Career and Technical education courses	1.2.Principal, APC, Department chairpersons, career and technical teachers	1.2. Schedule students into career and Technical education courses.	1.2.Student schedules
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity					
Please note that each Strategy does not require a professional development or PLC activity.					
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Florida Music Educators' Conference	6-8	TEC Rep	Music teachers	Mid-year 2012-13	Complete PD follow-up documentation	TEC Rep

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
Attend Florida Music Educators' Conference	Registration; Substitute teacher; Per diem	Title II	$1,160.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Florida American Choral Director's Association State Conference	Registration; Substitute teacher	Title II	$205.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
FETC	Registration; Substitute teacher	Title II	$735.00
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Drawing with Scissors and Beginning Drawing Workshops	Substitute teachers	Title II	$180.00
			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)).

<table>
<tr><th colspan="3">Additional Goal(s)</th><th colspan="5">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><th colspan="3">Based on the analysis of school data, identify and define areas in need of improvement:</th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td colspan="3">**1. Additional Goal**</td><td>1.1.</td><td>1.1.</td><td>1.1.</td><td>1.1.</td><td>1.1.</td></tr>
<tr><td>Additional Goal #1:

Enter narrative for the goal in this box.</td><td>2012 Current Level :*

Enter numerical data for current goal in this box.</td><td>2013 Expected Level :*

Enter numerical data for expected goal in this box.</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td colspan="2"></td><td>1.2.</td><td>1.2.</td><td>1.2.</td><td>1.2.</td><td>1.2.</td></tr>
<tr><td></td><td colspan="2"></td><td>1.3.</td><td>1.3.</td><td>1.3.</td><td>1.3.</td><td>1.3.</td></tr>
</table>

Additional Goals Professional Development

<table>
<tr><th colspan="6">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.</th></tr>
<tr><th>PD Content /Topic and/or PLC Focus</th><th>Grade Level/Subject</th><th>PD Facilitator and/or PLC Leader</th><th>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</th><th>Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</th><th>Strategy for Follow-up/Monitoring</th><th>Person or Position Responsible for Monitoring</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

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

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

End of Additional Goal(s)

65

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total: $2760
Mathematics Budget	
	Total: $225
Science Budget	
	Total: $616
Writing Budget	
	Total: $2700
Attendance Budget	
	Total: $00
Suspension Budget	
	Total: $00
Dropout Prevention Budget	
	Total: N/A
Parent Involvement Budget	
	Total: $00
Civics Budget	
	Total: $1600
CTE Budget	
	Total: $1365
	Grand Total: $9,266

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

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☐Priority	☐Focus	☐Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

☒ Yes   ☐ No

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

Describe the activities of the SAC for the upcoming school year.
The 2012-13 SAC will represent the stakeholders of the Swift Creek community in advising and holding the Principal accountable in decisions that affect student achievement and the expenditure of A+ funds, assuming said funds are allocated. The SAC also reviews and analyzes school assessment data, votes to commit funds to school improvement initiatives, and monitors and evaluates the School Improvement Plan.

Describe the projected use of SAC funds.	Amount
School Improvement Dollars	1914.84
Rollover (Previous School Years Allocated Dollars)	TBD
Total	1914.84

DRAFT