

Florida Department of Education



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Name: Southside Middle School	District Name: Duval
Principal: Dr. Darrell Perry	Superintendent: William Ed Pratt-Daniels
SAC Chair: Meltonia Patterson	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

List your school's 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.

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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	Darrell Perry	Degree: Ed. D Certification: Educational Leadership (all levels), School Principal (all levels), and Elementary Education 1-6	2	14	Southside Middle School, 2011-2012 school grade (D) 35% of all students met high standards in Reading, 32% in Math. 30% of all students met high standards in Science. Paxon Middle School, 2010-2011 school grade (D) 40% of all students met high standards in Reading, 40% in Math. 107% True Gains in total. 2009-2010 school grade (C) gained 21 points, 61% learning gains bottom quartile in Reading and 63% making learning gains in Math. Paxon Middle School, 2007-2009 (D). 2007 moved Smart Pope Livingston from a D to C.
Assistant Principal	Ivey Howard	Degree: Masters Certification: Educational Leadership (all levels), History 6-12, and Political Science 6-12	2	11	Southside Middle School, 2011-2012 school grade (D) 35% of all students met high standards in Reading, 32% in Math. 30% of all students met high standards in Science. Paxon Middle School, 2010-2011 school grade (D) 40% of all students met high standards in Reading, 40% in Math. 107% True Gains in total. 2009-2010 school grade (C), 61% learning gains bottom quartile in Reading and 63% making learning gains in Math. Southside Middle, 2005-2006 moved from a C to a B.
Assistant Principal	Tanya Thompson	Degree: Ed. S. Certification: Educational Leadership (all levels) and Elementary Education 1-6	4	4	Southside Middle School, 2011-2012 school grade (D) 35% of all students met high standards in Reading, 32% in Math. 30% of all students met high standards in Science. Southside Middle School, 2010-2011 school grade (C) 46% of all students met high standards in Reading, 43% in Math. 109% True Gains. 2009-10: School Grade (C), 481 points earned 50% Proficient in Reading, 48% Proficient in Math, 85% Proficient in Writing, 32% Proficiency in Science. Learning Gains: Reading 62% and Math 67%. 69% of the lowest 25% percent made gains in Reading, 68% of the lowest 25% made learning gains in Math.
Assistant Principal	Shanya Carley	Degree: Masters Certification: Educational Leadership (all levels) and Elementary Education K-6	3	3	Southside Middle School, 2011-2012 school grade (D) 35% of all students met high standards in Reading, 32% in Math. 30% of all students met high standards in Science. Southside Middle School, 2010-2011 school grade (C) 46% of all students met high standards in Reading, 43% in Math. 109% True Gains.

Highly Effective Instructional Coaches (add prior performance record)

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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)
Mathematics	LaToya Burton	Degree: Bachelors of Science/Mathematics Certification: Middle Grades 5-9	4	1	Southside Middle School, 2011-2012 school grade (D) 35% of all students met high standards in Reading, 32% in Math. Overall Learning gains in 61% in reading and 57% in math. Bottom quartile gains in reading 61% and in math 54%.
Reading	Deitra Demps	Degree: Masters in Curriculum and Instruction Certification: Middle Grades English 5-9; Reading Endorsed	1	6	District Coach 2009-2012 AMO and Performance Record N/A
Instructional Coach	Adrian Wells	Degree: Bachelors of Science in Journalism/ Public Relations English Language Arts Certification: English Language Arts Middle Grades 5-9; Reading Endorsed	7	1	Southside Middle School, 2011-2012 school grade (D) 35% of all students met high standards in Reading, 32% in Math. Overall Learning gains in 61% in reading and 57% in math. Bottom quartile gains in reading 61% and in math 54%.

Effective and 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. Recruit teachers who are already deemed Highly Qualified	Principal	August 2012	
2. Retain new teachers via Mentoring and Induction for Novice Teachers (MINT) program by conducting support through regularly meetings with PDF and Cadre.	Professional Development Facilitator (PDF)	May 2013	
3. Assign new teachers qualified mentors	Professional Development Facilitator	August 2012	Ongoing

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4. Retain teachers via training, teaming, and collaborative planning	Team Leaders, Department Chairs, PDF, IB Curriculum Integration Teacher	May 2013	On going
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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).
 *When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
19%(10)	Supporting the teachers in completing the Florida Reading Competencies.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
52	6%(3)	25%(13)	48%(25)	40%(11)	40%(21)	80%(42)	15%(8)	0%(0)	33%(17)

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
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Jones, Arlene	Guiel, James	High Performing Language Arts teacher with Social Studies teacher with NGCAR-PD training	Biweekly meetings, observations, paired with mentor, Cadre meetings, attend District TIP meetings, develop IPDP
Hendrix, Kelly	Martin, Kelly	High Performing Science Teacher and Department Chair working within the same department	Biweekly meetings, observations, paired with mentor, Cadre meetings, attend District TIP meetings, develop IPDP
Santos, ElisangEnglish Language Arts	Baker, Jean	High Performing ESOL teacher working within the same department	Biweekly meetings, observations, paired with mentor, Cadre meetings, attend District TIP meetings, develop IPDP
Shagam, Elizabeth	Burton, LaToya	High Performing Math Coach working within the same department	Biweekly meetings, observations, paired with mentor, Cadre meetings, attend District TIP meetings, develop IPDP
Smalls, David	Pilch, Charity	High Performing Intensive Math teacher working within the same department	Biweekly meetings, observations, paired with mentor, Cadre meetings, attend District TIP meetings, develop IPDP
Tenzel, Haydee	Wells, Adriane	High Performing Instructional Coach	Biweekly meetings, observations, paired with mentor, Cadre meetings, attend District TIP meetings, develop IPDP
Wilson, Fredrick	Pilch, Charity	High Performing Intensive Math teacher working within the same department	Biweekly meetings, observations, paired with mentor, Cadre meetings, attend District TIP meetings, develop IPDP
Winston, Jonathan	Whitworth, Elvira	High Performing Intensive Math teacher working within the same department	Biweekly meetings, observations, paired with mentor, Cadre meetings, attend District TIP meetings, develop IPDP

Coordination and Integration-Title I Schools Only

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

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Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI) Tutoring Before and During School, FCAT Saturday School, TEAM UP, Standards-Based Instruction, faculty and student incentives as deemed appropriate by the principal.
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team

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Identify the school-based MTSS Leadership Team.

Darrell Perry, Principal
Ivey Howard Assistant Principal of Curriculum
Shayna Carley, Assistant Principal of Student Services
Tanya Thompson, Assistant Principal of Student Services
Avis Matthews, School Psychologist
Na'Toria Campbell, Guidance Counselor
Haydee Tenzel, Guidance Counselor
Latoya Burton, Math Coach
Deitra Demps, Reading/ENGLISH LANGUAGE ARTS Coach
Carol Carter, General Education Teachers
Debra Walthour-Eason, General Education Teachers
Cassandra Manias, Exceptional Student Education (ESE) Teacher
Lindsey Romayanond, ESOL General Education Teacher

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?

Darrell Perry, Principal – Mr. Perry provides a common vision for the use of data-based problem solving, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Ivey Howard, Assistant Principal of Curriculum- Mr. Howard's expertise in curriculum and scheduling are essential to the smooth roll-out of Tier 1 and Tier 2 services.

Shayna Carley and Tanya Thompson, Assistant Principal of Student Services- support the principal and oversees the grade level teams for instructional, academic and behavioral concerns.

Avis Mathews, School Psychologist-brings experience and expertise to the problem-solving process.

Na'Toria Campbell and Haydee Tenzel, School Counselor- implement interventions as well as safety nets, counsels with individuals, parents, and teams to assure every student receives needed services.

Latoya Burton, Math Coach-support math teachers with the development and implementation of evidence based strategies that will help maximize students' success.

Deitra Demps, Reading Coach- supports ENGLISH LANGUAGE ARTS and reading teachers with the development and implementation of evidence based strategies that will help maximize students' success.

Cassandra Manias, ESE Lead Teacher- liaison for collecting student data, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Lindsey Romyanond, ESOL Lead Teacher- provide information about core instruction, participate in student data collection, delivers Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

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Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The MTSS Leadership Team will host monthly meetings to support faculty/staff and parents with developing evidence based strategies to address students' need at tier 2 or higher. The MTSS Leadership Team will assist faculty/staff with progress monitoring and data collection formats. The MTSS Team members will report to team and/or department meetings monthly to support teachers with progressing students through the multi-tiered system successfully and with fidelity.

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.

TIER 1: The baseline data is supplied from FCAT 2012 and District Benchmarks. Formative/ Progress Monitoring will be conducted via Curriculum Based Measurements, FAIR, and FCIM instructional focus mini-assessments and district mid-year benchmarks. The summative data will be generated from FCAT. Frequency of Data Days: twice a month for FCIM data analysis, monthly Benchmark or Progress Monitoring Assessment (PMA). CELLA results will also be used for ESOL students. Results from district mandated assessments will be entered into the Pearson Inform system to provide teachers with immediate results and comparisons to class, school and district. Teachers will track the mini-assessment data.

TIER 2: The baseline data is supplied from FCAT 2012, Reporting Network (PMRN/ FAIR), SRI and District Benchmarks. Progress Monitoring will be conducted via PMRN/ FAIR, SRI, Curriculum Based Measurements (FCIM and teacher assessments), and district mid-year benchmarks. Frequency of Data Days: two to four times a month for FCIM data analysis.

TIER 3: The baseline data is supplied from FCAT 2012, Reporting Network (PMRN/ FAIR), SRI and District Benchmarks. Progress Monitoring will be conducted via PMRN/FAIR, SRI, Curriculum Based Measurements (FCIM and teacher assessments), and district mid-year benchmarks. The summative data will be generated from FCAT and PMRN/FAIR. Frequency of Data Days: weekly data analysis.

For behavioral data, the Genesis system will provide statistics for attendance, referrals, and suspensions. The Foundations team also provides common area data as needed

Describe the plan to train staff on MTSS.

The MTSS Leadership Team will provide on-going staff training and support throughout the school year. Professional development will be provided during Professional Learning Communities and Early Release meetings. Topics will include discussing the problem solving process through the use of domains, creating effective interventions, differentiation in the classroom, documentation and accountability, as well as strengthening the core (behavior management/academic rigor). Teachers will have additional opportunities to discuss RtI implementation during team's common planning time. The RtI team will evaluate additional staff PD needs, based on observations and weekly meetings with teachers during the monthly RTI Leadership Team meetings

Describe plan to support MTSS.

The principal and administrators plans to support the MTSS Leadership Team by addressing the professional development needs as it rEnglish Language Artstes to RtI. The administrators will assist in the development of a systematic approach to ensure that the team is functioning with integrity.

Literacy Leadership Team (LLT)

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School-Based Literacy Leadership Team

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

Administrator/s Darrell Perry-Principal

Assistant Principal of Student Services Tanya Thompson

Instructional Coach Adrian Wells

Reading Coach Deitra Demps

English Language Arts Department Chair Arlene Jones

Media Clerk Gloria Gresham

Grade Level Teachers (ENGLISH LANGUAGE ARTS) Leigh Kirby, (SS) Elvisa Whitworth, (Intensive Reading) Anna Johnson-Abazie, Carol Carter, (SC) Kelly Hendrix, (ESOL) Claudia Gonzalez, and Jean Baker

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

In support of the district's reading goals and our school based reading goals, team members review current and longitudinal data to ensure the successful implementation of the core reading series and research based strategies for supporting students in the core curriculum. The team meets once a month to engage in the following activities: investigate an overall area of school -wide literacy concerns, review of data collected to determine next steps for overall student needs in that area. LLT will determine the effectiveness of the course of action determined by the team through progress monitoring of student learning. The team will work collaboratively with the Academic Leadership Team and each Department Chair.

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

The major initiative this year for the LLT is to increase literacy across content areas by building a literacy culture through collegiality and collaboration. The school reading targets are to increase the number of students meeting high standards in Reading, increase the number of students making learning gains in reading and increase the number of lowest 25% making learning gains in reading. LLT course of action is to promote literacy through various school wide activities that will motivate students to read.

These initiatives will be accomplished through:

- 1) committed and supportive school leaders
- 2) balanced formal and informal assessments that guide learning of students and teachers
- 3) ongoing, job-embedded, researched-based professional development
- 4) highly effective teachers in every content area that model and provide explicit instruction to improve comprehension, and strategic and accelerated intervention.
- 5) student activities geared toward increasing independent reading
- 6) implementation of school-wide reading strategies

Public School Choice

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

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

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

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

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****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 Science and Social Studies will receive NGCAR-PD training.
Content area teachers will utilize the Super Six Reading Strategies.
All Level 1 and disfluent Level 2 students who scored below 15% on F.A.I.R MAZE are enrolled in Intensive Reading (Edge) classes.
Teachers attend weekly collaborative planning sessions which consist of all disciplines.
All teachers will be responsible for teaching the reading strategy of the month.
Social Studies teachers will plan and integrate Language Arts focus calendar concepts into Social Studies.

****High Schools Only***

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

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<p>1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</p>	<p>1a.1. Ensuring teachers provide rigorous bell-to-bell instruction connected to a research based instructional delivery model. Effectively incorporating all elements of the Gradual Release of Responsibility Model. Providing students an opportunity to fully demonstrate learning through rigorous tasks and assessments.</p>	<p>1a.1. Provide real-time data analysis based on Learning Schedule assessments and District Benchmark data. Train teachers how to prepare lessons and use instructional tools to increase critical thinking. Tools include but are not limited to: scaffolding approach, think-alouds, questioning, authentic writing assessments, and classroom discussions and debates. Monitor the English Language Arts program for rigor with</p>	<p>1a.1. English Language Arts Department Chair Reading Coach Instructional Coach Principal Assistant Principal All ENGLISH LANGUAGE ARTS teachers</p>	<p>1a.1. Analyze LSAs and monitor student s' progress to determine student proficiency levels. Develop next steps with students and conduct data chats. Examining student work in PLC. Key components for discussion included but not limited to: What does this student's response to the assignment tell you about his or her understanding/ misunderstanding?, How challenging and engaging was the task for the student? What are the next steps for this learner? Continued discussion related to effective use of literacy strategies, differentiated instruction, and critical thinking tools in Professional Learning Communities. Monitor and</p>	<p>1a.1. Analyzing data through: Insight/Inform Learning Schedule Pre-assessments and Post-assessments Teacher developed common assessments FCAT 2.0 Reading Test</p>		
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	<p>emphasis on explicit vocabulary instruction and comprehension.</p> <p>Successfully incorporate differentiate instruction strategies in all English Language Arts classes. Provide opportunities for remediation and enrichment and data-driven lesson planning.</p> <p>Incorporate IB Unit Planning reviewing the NGSSS, learning modules, objectives, demonstrate of learning, and the MYP unit question.</p> <p>Ensure</p>	<p>collection data for Florida Continuous Improvement Model Assessments.</p> <p>Coaches will support teachers' use of supplemental text to provide ELA students more opportunities for application of literacy strategies using informational text.</p>			
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		teachers' use supplemental text to provide students more opportunities for application of literacy strategies using informational text					
<u>Reading Goal #1a:</u> During the 2011-2012 school year, 35%(306) of students achieved proficiency in reading scoring a level 3. During the 2012-2013 school year, 42%(372) of students will achieve proficiency in reading scoring a level 3.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	35%(306)	42% (372)					

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		<p>1a.2. Ensuring teachers are trained in effective use of promoting Higher Order Questioning</p> <p>Effective use of wait time and probing to enhance thinking.</p>	<p>1a.2. Use higher order questioning in all Language Arts and Intensive Reading classes. Teachers will incorporate strategies to check for understanding, such as 3-2-1, entrance and exit tickets, and quick writes to monitor comprehension.</p> <p>Teachers will embed the appropriate scaffolding strategies to facilitate students' learning.</p>	<p>1a.2. Principal</p> <p>Assistant Principal</p> <p>Reading Coach</p> <p>Instructional Coach</p> <p>All English Language Arts teachers</p>	<p>1a.2. Analyze student work samples to determine the complexity of tasks and student responses. Key components for discussion included but not limited to: What does this student's response to the assignment tell you about his or her understanding/misunderstanding?, How challenging and engaging was the task for the student? What are the next steps for this learner?</p> <p>Bi-weekly team planning collaborating on scripting higher order thinking in lesson plans.</p> <p>Reflect and discuss portfolio work in PLCs.</p>	<p>1a.2. Higher order questions observation tool</p> <p>Portfolio work</p> <p>Baseline assessments, exit slips, formative and summative assessments</p> <p>CAST system evaluation</p>	
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		1a.3. Ensuring all teachers receive Reading Endorsement or NGCAR-PD training	1a.3. Schedule all 6 th grade students who scored a 3+ on the 5 th grade FCAT in Critical Thinking for the full school year to strengthen comprehension and critical thinking skills.	1a.3. Principal Assistant Principal of Curriculum All English Language Arts teachers	1a.3. Administer Learning Schedule Assessments and monitor students' progress. Reflect and discuss portfolio work in PLCs.	1a.3. District benchmark, PMS, and FAIR, assessments. CAST evaluation system	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		
Reading Goal #1b: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.</p>	<p>2a.1. Teachers understanding of how to incorporate rigor into their daily lessons. Providing students an opportunity to fully demonstrate learning through rigorous tasks and assessments. Teacher lack of understanding of IB unit planning process.</p>	<p>2a.1. Incorporate data chats to provide students with information regarding learning objectives, strands, strengths and weakness, goal setting, and next steps. Incorporate IB Unit Planning reviewing the NGSSS, learning modules, objectives, demonstrate of learning, and the MYP unit question.</p>	<p>2a.1. English Language Arts Chair Reading Coach Instructional Coach Principal Assistant Principal All ENGLISH LANGUAGE ARTS teachers</p>	<p>2a.1. Examining student work in PLC. Key components for discussion included but not limited to: What does this student's response to the assignment tell you about his or her understanding/ misunderstanding?, How challenging and engaging was the task for the student? What are the next steps for this learner? Incorporate Data Chats to support instructional decisions.</p>	<p>2a.1. District Benchmark Assessment, FAIR, and LSAs Leadership PLC/ Pop In weekly visit</p>		
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Reading Goal #2a:	2012 Current	2013 Expected					
Level of	Level of	Level of					
Performance:*	Performance:*	Performance:*					
<p>During the 2011-2012 school year, 11%(98) of students achieved mastery in reading scoring a level 4 or 5.</p> <p>During the 2012-2013 school year, 18%(159) of students achieved mastery in reading scoring a level 4 or 5.</p>							
	11%(98)	18%(159)					

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		<p>2a.2. Lack of clear understanding of the criteria for quality performance and how to embed structures within the classroom to promote self-assessment of learning.</p>	<p>2a.2. Incorporate Socratic seminars, class debates, and discussions to allow students to analyze, synthesize and evaluate text through authentic discussions.</p>	<p>2a.2. English Language Arts Chair Reading Coach Instructional Coach Principal Assistant Principal</p>	<p>2a.2. Monitor LSAs data to determine strand proficiency. Examining student work in PLC. Key components for discussion included but not limited to: What does this student's response to the assignment tell you about his or her understanding/misunderstanding?, How challenging and engaging was the task for the student? What are the next steps for this learner? Classroom observations focusing on Socratic seminars, class discussions, and debates.</p>	<p>2a.2. District Benchmark Assessments, LSAs, FAIR, Exit Slips, Formative and Summative Assessments</p>	
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		<p>2a.3 Knowledge of incorporating lesson plans that provides students enrichment and extended learning opportunities.</p>	<p>2a.3 Incorporate teacher-student conferences to discuss strategies to support critical thinking and evaluation of text. Incorporate use of Superintendent’s “Super Six” reading strategies into the daily lesson planning of all English Language Arts and Social Studies classrooms.</p> <p>Prescribed data-driven lesson planning for classroom teachers in support of the fundamental of reading.</p>	<p>2a.3 English Language Arts and Social Studies Department Chair</p> <p>Reading Coach</p> <p>Instructional Coach</p> <p>Social Studies and Language Arts teachers</p>	<p>2a.3 Benchmark assessment</p> <p>Student work analysis</p> <p>Classroom observations</p>	<p>2a.3 District Benchmark Assessments, LSAs, FAIR, Exit Slips, Formative and Summative Assessments</p>	
<p>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</p>	2b.1.	2b.1.	2b.1.	2b.1.	2b.1.		

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Reading Goal #2b: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>3a. FCAT 2.0: Percentage of students making Learning Gains in reading.</p>	<p>3a.1. Understanding of how to triangulate student data in order to provide goals and a learning plan for all students.</p>	<p>3a.1. Build rosters from monitoring current data for each assessment. Utilize RtI and FAIR data to differentiate instruction. Utilize small group instruction to target students' areas of weakness and incorporate data chats to discuss progress, goals, and next steps.</p>	<p>3a.1. Assistant Principal Reading Coach Reading Chair Language Arts Chair Principal</p>	<p>3a.1. Utilize Florida Continuous Improvement Model and develop instructional focus calendars per grade level. Assess students using Learning Schedule Pre-assessments and Post-assessments. Utilize FAIR Assessment data.</p>	<p>3a.1. Learning Schedule Pre-assessments and Post-assessments District Benchmark, LSAs, FAIR assessments Leadership Pop in weekly visits</p>		
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Reading Goal #3a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p>During the 2011-2012 school year, 61%(305) of students made learning gains in reading.</p> <p>During the 2012-2013 school year, 65%(576) of students will make learning gains in reading.</p>							
	61% (534)	65%(576)					

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		<p>3a.2. Lack of discussion about preparing students who are struggling between Content Area teachers, Intensive Reading teachers, and Social Studies teachers.</p> <p>Continued work toward alignment between Social Studies department and the English Language Arts department.</p>	<p>3a.2. Provide opportunity to collaborate bi-weekly during PLC by department.</p> <p>Promote content area reading through the Reading Leadership Team and track student progress.</p> <p>Social Studies compliments the work of ELA by supporting reading in the following ways: embedding language arts into the social studies instruction and embedding literacy strategies into daily instruction. Tools included but limited to: scaffolding approaches, higher order thinking, and NGCARPD literacy strategies.</p>	<p>3a.2. Principal Assistant Principal Reading Coach English Language Arts and Social Studies Department Chair</p>	<p>3a.2. Focus Walks examining student display of work, classroom discussion, and rigorous instruction.</p> <p>Examining student work in PLC. Key components for discussion included but not limited to: What does this student's response to the assignment tell you about his or her understanding/misunderstanding?, How challenging and engaging was the task for the student? What are the next steps for this learner?</p> <p>Refer students to Team-up and Saturday school as a tool to enhance critical thinking skills for struggling students.</p>	<p>3a.2. Student Feedback taken from classroom visits CAST evaluation system</p>	
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		<p>3a.3. Number of computers in each English Language Arts classroom</p> <p>Computer lab access</p>	<p>3a.3. Teachers will utilize access to the Florida Achieves assessment to support the FCIM Model. Teachers will be able to analyze data, develop timelines, and frequently assess students learning by re-teach and Enriching students when necessary.</p> <p>Teachers will have access to the learning labs so that students can FCAT Explorer and Florida Achieves.</p>	<p>3a.3. Principal Assistant Principal Reading Coach Instructional Coach Language Arts Chair</p>	<p>3a.3. Compass Odyssey Florida Achieves reports</p>	<p>3a.3. Compass Odyssey, Florida Achieves and FCAT Explorer to report progress and usage</p>	
<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</p>	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.		

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<p>Reading Goal #3b: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	
<p>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:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</p>	<p>4a.1. Lack of discussion about preparing students who are struggling between Content Area teachers, Intensive Reading teachers, and Social Studies teachers. Little exposure and use of informational text. Teachers who may not be aware of how to accommodate Economically Disadvantaged students in their classrooms.</p>	<p>4a.1. Train teachers how to prepare lessons and use instructional tools to increase critical thinking. Tools include but are not limited to: scaffolding approach, think-alouds, questioning, authentic writing assessments, and classroom discussions and debates. Create student centered learning: student self-monitoring and reflection on their progress with teacher feedback. Incorporate the use of Superintendent's "Super</p>	<p>4a.1. Principal Reading Teachers Reading Coach Instructional Coach Assistant Principal Academic Leadership Team</p>	<p>4a.1. Leadership team and department monitoring of RtI. Monitoring students progress in school based programs such as Team-up, CROP, Saturday School and Morning Ramp-up. Ensure Coaches support teachers' use of supplemental text to provide students more opportunities for application of literacy strategies using informational text .</p>	<p>4a.1. Rti Team Meetings Leadership team reflection and data collection Benchmark, LSAs, FAIR, and Edge Assessments Baseline Assessments, Exit Slips, Formative and Summative Assessments Portfolio demonstrating evidence of student centered learning tool</p>		
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	<p>Six” reading strategies.</p> <p>Break up complex reading tasks into self-contained steps and provide additional support as needed; chunking.</p> <p>Provide additional opportunities to support economically disadvantaged students in programs such as morning ramp-up, Team-up, CROP, and Saturday School.</p> <p>Create student nurturing groups matching bottom quartile students with members of the Academic</p>					
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		Leadership Team.					
<u>Reading Goal #4a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grades 6-8, 75%(665) of students in the bottom quartile make learning gains in reading.							
	61% (533)	75%(665)					
		4a.2. Teacher lack of understand of how to analyze data a to group students according to areas of need.	4a.2. Implement the EDGE Intensive Reading curriculum with fidelity. Monitor small group instruction and adjust student groups as determined by the data. Incorporate student conferencing time into weekly lesson plans. Provide training to teachers on how to analyze LSAs and other data specs using Inform/Insight.	4a.2. Principal Reading Coach Instructional Coach Assistant Principal English Language Arts and Intensive Reading Teachers	4a.2. Academic Leadership Team Focus walks Monitor Intensive Reading use of data analysis and flexibility of grouping	4a.2. EDGE Cluster and Unit Assessments Leadership PLC pop in weekly visits	

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		<p>4a.3 Ability to craft rigorous assessments that correlate to rigorous learning tasks</p>	<p>4a.3. Utilize department Professional Learning time to create lessons that promote active rigorous learning task.</p> <p>Review district Intensive Reading materials to embed best practices and suggested engagement routines. Include but are not limited to: scaffolding approach, think-alouds, questioning, authentic writing assessments, and classroom discussions and debates.</p> <p>Incorporate IB Unit Planning reviewing the NGSSS, learning modules, objectives, demonstrate of learning, and the MYP unit question.</p>	<p>4a.3. Principal</p> <p>Assistant Principal</p> <p>Reading Coach</p> <p>Instructional Coach</p>	<p>4a.3. Focus Walks examining student display of work, classroom discussion, and rigorous instruction.</p> <p>Bi-weekly team planning collaborating on embedding rigorous learning task in lesson plans.</p>	<p>4a.3. EDGE Cluster and Unit Tests</p> <p>Portfolio demonstrating evidence of rigorous instruction</p> <p>Baseline assessments, exit slips, formative and summative assessments</p>	
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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: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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						

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<p><u>Reading Goal</u> <u>#5A:</u> <i>Enter narrative for the goal in this box.</i></p>							
<p>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:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>	<p>5B.1. Students ability to interpret their current scores and set realistic goals to reach proficiency.</p> <p>Aligning work between Social Studies department and English Language Arts department</p> <p>White: Black: Hispanic: Asian: American Indian:</p>	<p>5B.1. Monitor RtI Tier 1 Strategies</p> <p>Implement Goal setting through data chats.</p> <p>Incorporate use of Superintendent's "Super Six" reading strategies.</p> <p>Train teachers how to prepare lessons and use instructional tools to increase critical thinking.</p> <p>Tools include but are not limited to: scaffolding approach, think-alouds, questioning, authentic writing assessments, and classroom discussions and debates.</p>	<p>5B.1. Principal</p> <p>Assistant Principal</p> <p>Reading Coach</p> <p>Instructional Coach</p> <p>Social Studies and Language Arts teachers</p>	<p>5B.1. Portfolio work that reflects consistency in the Social Studies and English Language Arts departments working towards school-wide reading goals.</p> <p>Bi-weekly team planning collaborating on embedding rigorous learning task in lesson plans.</p>	<p>5B.1. Data Chats Form</p> <p>Portfolio Work</p> <p>CAST Evaluation system</p> <p>Baseline assessments, Exit Slips, Formative and Summative Assessments</p> <p>District Benchmark, LSAs, and FAIR</p> <p>Lesson Plans</p>		
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		Provide focus on prescribed data analysis and data driven lesson planning					
<u>Reading Goal #5B:</u> To decrease the number of students in each subgroup not making satisfactory progress in reading by 10% White 64%(157) Black 74%(261) Hispanic 70%(99) Asian 71%(47)	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>White 64%(157)</i> <i>Black 74%(261)</i> <i>Hispanic 70%(99)</i> <i>Asian 71%(47)</i>	<i>White:54%</i> <i>Black:64%</i> <i>Hispanic:60%</i> <i>Asian:61%</i> <i>American Indian:</i>					

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		5B.2. Full implementation of the Florida Continuous Improvement Model	5B.2. Analyze school data to implement focus calendars in order to focus on priority grade level benchmarks. Establish Focus calendars with Social Studies department.	5B.2. Principal Assistant Principal Reading Coach Instructional Coach English Language Arts Department Chair	5B.2. Discussion in Professional Learning Communities (PLC) Progress Monitoring Classroom Observations	5B.2. Teacher & Student Data Chats Documentation Data Progress Monitoring Tools Student Portfolios Student assessments	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. Increased number of ELLs with less than 2 years in the country and possible educational gaps increased due to Newcomer Program	5C.1. Sheltered instruction in all content areas through the Newcomer Program	5C.1. ESOL/ Newcomer Lead Teacher Classroom Teachers	5C.1. Ongoing frequent assessments of language development	5C.1. Curriculum-based assessments		

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Reading Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The ELL subgroup will continue making progress by achieving a level 3 or higher in reading.							
	53%(110)	45%(89)					

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		5C.2. Language	5C.2. Sheltered instruction in English for Regular ESOL students and paraprofessional help in other content area classes Proper placement of student in Intensive Reading or Developmental Language through ESOL based on test data. Incorporate use of Superintendent's "Super Six" strategies.	5C.2. ESOL/ Newcomer Lead Teacher Classroom Teachers Paraprofessionals	5C.2. Ongoing frequent assessment of reading skills	5C.2. School-wide assessments FAIR, benchmarks, etc. Curriculum based assessments and assignments	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5D.1. High caseloads for support facilitator</p> <p>Teachers ability to accommodate students with disabilities in their classrooms</p>	<p>5D.1. Increase classroom support</p> <p>Provide small group pull-out instruction whenever the class lesson pose great challenge.</p> <p>Extending time for assignments and due dates.</p> <p>Follow all IEP and 504 accommodations specified in IEPs or 504 plans.</p> <p>Give verbal information and explanation along with visual presentations.</p>	<p>5D.1. Principal</p> <p>Assistant Principals</p> <p>ESE Lead Teacher</p> <p>Guidance Counselors</p> <p>All teachers</p>	<p>5D.1. Monitor IEP and 504 mandated accommodations</p> <p>Monitor Rtl tier support</p>	<p>5D.1. Insight/Inform</p> <p>FAIR</p> <p>District Benchmark, LSAs, Exit Slips, Formative and Summative Assessments</p>		
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<u>Reading Goal #5D:</u> The SWD subgroup will continue to decrease the number of students not making progress by 10%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	69%(87)	59%(72)					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p>	<p>5E.1. Inadequate access to technology outside the classroom Lack of parental support Teachers ability to accommodate students with disabilities in their classrooms.</p>	<p>5E.1. Provide opportunities outside the regular school day to support economically disadvantaged students such as morning ramp-up, Team-up, CROP, and Saturday School. Incorporate the “Super Six” reading strategies Create student centered learning: student self-monitoring and reflection on their progress with teacher feedback.</p>	<p>5E.1. Principal Reading Coach Instructional Coach Assistant Principals ESE Support Facilitators</p>	<p>5E.1. Classroom Observations Professional Learning Community Data Chats Student self-reflection monitoring tool</p>	<p>5E.1. Data Chats Student Portfolios Baseline assessments, Exit Slips, Formative and Summative Assessments</p>		
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<u>Reading Goal #5E:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The ED subgroup will continue to decrease the number of students not making progress by 10%.							
	47%(313).	57%(379)					

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

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Rigor	6-8 ENGLISH LANGUAGE ARTS and Reading	Reading Coach Instructional Coach	English Language Arts Intensive Reading	Early Release PLC Meetings	Classroom Observations Lesson Plans	Principal Assistant Principals Reading Coach Instructional Coach
Unpacking the Standards	6-8 ENGLISH LANGUAGE ARTS and Reading	Reading Coach Instructional Coach	English Language Arts Intensive Reading	Early Release PLC Meetings	Classroom Observations	Principal Assistant Principals Reading Coach Instructional Coach
Analyzing FAIR Data/Instructional Implications	6-8 ENGLISH LANGUAGE ARTS Reading Social Studies	Reading Coach Instructional Coach	English Language Arts Intensive Reading Social Studies	Early Release PLC Meetings	Classroom Observations Lesson Plans Data Notebook	Principal Assistant Principals Reading Coach Instructional Coach
Gradual Release of Responsibility Instructional Delivery Model	6-8 ENGLISH LANGUAGE ARTS and Reading	Reading Coach Instructional Coach	English Language Arts Intensive Reading	Early Release PLC Meetings	Classroom Observations Lesson Plans	Principal Assistant Principals Reading Coach Instructional Coach
FCIM/Focus Lessons	6-8 ENGLISH LANGUAGE ARTS	Reading Coach Instructional Coach District Support	English Language Arts	Early Release PLC Meetings	Classroom Observations Lesson Plans	Principal Assistant Principals Reading Coach Instructional Coach
Effective Implementation of District Intensive Reading Curriculum/ EDGE	6-8	Reading Coach Instructional Coach District Coach	English Language Arts Intensive Reading Social Studies	Early Release PLC meetings	Lesson Plans Data Notebook Classroom Observations	Principal Assistant Principals Reading Coach Instructional Coach
Implementing Common Core Standards	6-8	Reading Coach Instructional Coach District Support	English Language Arts Intensive Reading Social Studies	Early Release PLC Meetings	Classroom Observations Lesson Plans	Principal Assistant Principals Reading Coach Instructional Coach

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NGCAR-PD	6-8	CIS Lead	English Language Arts Intensive Reading Social Studies	Before/After School	Lesson Plans Classroom Observation	Principal Assistant Principals Reading Coach Instructional Coach CIS Lead
IB Unit Plan Instruction	6-8	CIS Lead	English Language Arts Intensive Reading Social Studies	Early Release	Lesson Plans	Principal Assistant Principals Reading Coach Instructional Coach CIS Lead

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
Book of the Month	Novel Studies	IB	2000.00
Subtotal: 2000.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Headphones for Reading Classes	Headphones	IB	650.00
Subtotal: 650.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Total: 2650.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

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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. Number of ELLs in our school with less than 2 years in the country and with possible educational gaps has increased with the Newcomer Program	1.1. The Newcomer Program will provide sheltered instruction in all content areas with a focus on language development. This will help accelerate student achievement.	1.1. ESOL/ Newcomer Lead Teacher Classroom Teachers	1.1. Frequent assessments of oral language ability in English throughout the school year	1.1. Curriculum based assignments and activities.	
CELLA Goal #1: 21% of our ELLs will score proficient on the oral (listening/speaking) section as determined by AMO 2 State proficiency target by grade cluster (6-8).	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
	<i>Grade 7- 36% (14/39 students) Grade 8- 39% (11/29 students)</i>					
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	

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<p>2. Students scoring proficient in Reading.</p>	<p>2.1. Number of ELLs in our school with less than 2 years in the country and with possible educational gaps has increased with the Newcomer Program</p>	<p>2.1. The Newcomer Program will provide sheltered instruction in all content areas with a focus on language development. This will help accelerate student achievement.</p>	<p>2.1. ESOL/ Newcomer Lead Teacher Classroom Teachers</p>	<p>2.1. Frequent assessments of reading ability in English throughout the school year.</p>	<p>2.1 Curriculum based assessments</p>	
<p><u>CELLA Goal #2:</u> <i>21% of our ELLs will score proficient on the reading section as determined by AMAO 2 State proficiency target by grade cluster (6-8)</i></p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					
	<p><i>Grade 7- 8% (3/39 students) Grade 8- 16% (5/29 students)</i></p>					
		<p>2.2. 6th grade regular – non- newcomer ELLs adjusting to not only a new school setting with several teachers but language development issues as well.</p>	<p>2.2. Provide increased support for 6th grade ELLs to help with transition from elementary school to middle school through paraprofessional help in the classroom (content areas other than English) and focused help on acculturating to new environment.</p>	<p>2.2. ESOL/ Newcomer Lead Teacher Classroom Teachers Paraprofessionals</p>	<p>2.2. Frequent assessments of reading ability in English throughout the school year.</p>	<p>2.2. School-wide assessments given to all students- FAIR, benchmarks, etc. Curriculum based assessments- Pre-Test- Post Test to monitor achievement</p>
<p>Students write in English at grade level in a manner similar to non-ELL students.</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>	

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<p>3. Students scoring proficient in Writing.</p>	<p>2.1. Number of ELLs in our school with less than 2 years in the country and with possible educational gaps has increased with the Newcomer Program</p>	<p>2.1. The Newcomer Program will provide sheltered instruction in all content areas with a focus on language development. This will help accelerate student achievement.</p>	<p>2.1. ESOL/ Newcomer Lead Teacher Classroom Teachers</p>	<p>2.1. Frequent assessments of writing ability in English throughout the school year.</p>	<p>2.1. Curriculum based writing assignments</p>	
<p><u>CELLA Goal #3:</u> <i>21% of our ELLs will score proficient on the writing section as determined by AMAO 2 State proficiency target by grade cluster (6-8)</i></p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
	<p><i>7th grade- 6% (2/39 students) 8th grade- 27% (8/29 students)</i></p>					
		<p>2.2. 6th grade regular – non- newcomer ELLs adjusting to not only a new school setting with several teachers but language development issues as well.</p>	<p>2.2. Provide increased support for 6th grade ELLs to help with transition from elementary school to middle school through paraprofessional help in the classroom (content areas other than English) and focused help on acculturating to new environment.</p>	<p>2.2. ESOL/ Newcomer Lead Teacher Classroom Teachers Paraprofessionals</p>	<p>2.2. Frequent assessments of writing ability in English throughout the school year.</p>	<p>2.2. School-wide assessments given to all students- district writing prompts, etc. Curriculum based writing assignments to monitor achievement.</p>

CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievem						
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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		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
<u>Mathematics Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		<i>Enter numerical data for expected level of performance in this box.</i>					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		

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

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		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.	
<u>Mathematics Goal #2B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.	

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

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		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.		
Mathematics Goal #4: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011						

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<p><u>Mathematics Goal #5A:</u> <i>Enter narrative for the goal in this box.</i></p>							
<p>Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		
<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p>	<p>5B.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>		
<p><u>Mathematics Goal #5B:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>	<p><i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>					

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

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

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<u>Mathematics Goal #5E:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

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

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<p>1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</p>	<p>1a.1. All math teachers being able to make successful gains with all of their students regardless of FCAT level</p> <p>Rigorous assignments and assessments are not provided to prepare students adequately</p> <p>Lack of teacher knowledge with IB unit planning</p>	<p>1a.1. Math Department will utilize PLC time to analyze data and determine the needs of students.</p> <p>Students who scored a level 1 or 2 in Math will be placed into Intensive Math Classes where they will receive for data driven instruction based on their individual needs.</p> <p>Utilize Team Up and Crop Program to remediate and/ or enrich math concepts</p> <p>Common planning in PLC will allow teachers to create warm-up, mini lesson, and classroom activities that will used by all teachers for that particular grade level.</p>	<p>1a.1. Principal</p> <p>Assistant Principal of Curriculum</p> <p>Math Coach</p> <p>Math Department Chair</p> <p>Assistant Principals</p>	<p>1a.1. Students ability to properly respond to high order questioning using accountable math language.</p> <p>Use of manipulative and best teaching practices in all math classes.</p> <p>Use of student rubrics to help students understand the teachers' expectations and the anticipated learning outcomes.</p> <p>Ongoing Professional Development to ensure that teachers are aware of best practices that can be utilized in their classroom with their student population.</p> <p>Monthly monitoring of student progress to determine progress toward benchmark (On Target on LSA and Interim Benchmark Assessment). Data chats during PLC to determine strategies that can be utilized during instruction.</p>	<p>1a.1. Inform</p> <p>Bench mark test</p> <p>LSAs (Learning Schedule Assessments)</p> <p>Florida Continuous Improvement Model</p> <p>FCAT</p>	
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		<p>Determine core instructional needs by reviewing Benchmark and LSA (Learning Schedule Assessment) data for all students within bottom quartile.</p> <p>Plan differentiated instruction using evidence-based instruction/ intervention within the mathematics blocks. Teachers will provide increased academic rigor and focus lessons to ensure that we cover all strand weaknesses and benchmarks for all students.</p>					
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<u>Mathematics Goal #1a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>During our 2011-12 school year, 39% (346) of students in grades 6-8 will score at Achievement Level 3 in Mathematics.</p>							
	32% (280)	39% (346)					

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		<p>1a.2. Students receiving levels 1 and 2 will need remediation on their weakest math strands.</p>	<p>1a.2. Enrolling students in Intensive math; Plan supplemental instruction/ intervention for students not responding to core instruction. Ensure that all Level 1 and 2 students receive priority for enrollment in Team Up and Saturday School.</p> <p>Assign Compass Odyssey assignments to students who need additional remediation and/or enrichment</p> <p>Focus of instruction is determined by review of LSA and will include explicit instruction, modeled instruction,</p>	<p>1a.2. Principal Assistant Principals Math Coach Math Department Chair</p>	<p>1a.2. Monthly monitoring of student progress to determine progress toward benchmark (On Target on LSA and Interim Benchmark Assessment).</p> <p>Small group pullouts during class based on RTI tier/data. This will allow the teacher to enrich concepts with students who understand and remediate for students who do not understand the concept.</p>	<p>1a.2. Inform Bench mark test LSAs (Learning Schedule Assessments) Florida Continuous Improvement Model FCAT</p>	
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			<p>guided practice and independent practice.</p> <p>Supplemental instruction is provided in addition to core instruction. Small group pullouts with the bottom quartile students will be done during the calibration period prior to FCAT.</p>				
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		1a.3. Students will need additional resources and technology to help differentiate instruction.	1a.3. WiFi access will be available school-wide. Teachers will be able to plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence based, and provided in addition to core instruction. Compass Odyssey will be utilized to remediate and enrich concepts in the curriculum.	1a.3. Principal Asst. Principal of Curriculum Math Coach Math Department Chair Assistant Principals	1a.3. Monthly monitoring of student progress to determine progress toward benchmark (On Target on LSA and Interim Benchmark Assessment). Small group pullouts during class based on RTI tier/data. This will allow the teacher to enrich concepts with students who understand and remediate for students who do not understand the concept.	1a.3. Inform Bench mark test LSAs (Learning Schedule Assessments) Florida Continuous Improvement Model 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 group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</p>	<p>2a.1. Rigorous assignments and assessments are not provided to prepare students adequately.</p> <p>Lack of teacher knowledge with IB unit planning</p>	<p>2a.1. Increase Compass usage.</p> <p>Increase use of high interest and culturally aligned materials through IB unit plans.</p> <p>Common planning in PLC will allow teachers to create warm-up, mini lesson, and classroom activities that will be used by all teachers for that particular grade level.</p> <p>Determine core instructional needs by reviewing Benchmark and LSA (Learning Schedule Assessment) data for all students</p>	<p>2a.1. Principal</p> <p>Asst. Principal of Curriculum</p> <p>Math Coach</p> <p>Math Department Chair</p> <p>Assistant Principal</p> <p>IB Curriculum Integration Teacher</p>	<p>2a.1. Students' ability to properly respond to high order questioning using accountable math language.</p> <p>Use of manipulative and best teaching practices in all math classes.</p> <p>Use of student rubrics to help students understand the teachers' expectations and the anticipated learning outcomes.</p> <p>Ongoing Professional Development to ensure that teachers are aware of best practices that can be utilized in their classroom with their student population.</p> <p>Monthly monitoring of student progress to determine progress toward benchmark (On Target on LSA and Interim Benchmark Assessment).</p>	<p>2a.1. Inform</p> <p>Bench mark test</p> <p>Florida Continuous Improvement Model</p> <p>LSAs (Learning Schedule Assessments)</p> <p>FCAT</p> <p>Focus Walks focusing on student progress aligned with IB philosophy</p>		
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<u>Mathematics Goal</u> <u>#2a:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected Level</u> <u>of Performance:*</u>					
15% (133) or more of the students in grades 6-8 will achieve a level 4 or 5 on the 2012-13 Mathematics FCAT							
	<i>7% (63)</i>	<i>15% (132)</i>					

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		<p>2a.2. Teachers will need to be able to teach, assess, and re-teach in a way to get immediate real time data.</p> <p>Teachers will need to be trained on gradual release and implementation of FCIM in their lessons</p>	<p>2a.2. Implementation of FCIM and focus lessons to be able to expose students to all strands, starting with their weakest strand.</p> <p>Provide opportunities for students to participate in, and reflect on, the assessment of their work.</p> <p>Increase use of high interest and culturally aligned materials through IB unit plans.</p> <p>Common planning in PLC will allow teachers to create warm-up, mini lesson, and classroom activities that will be used by all teachers for that particular grade level.</p>	<p>2a.2. Principal</p> <p>Assistant Principal of Curriculum</p> <p>Math Coach</p> <p>Math Department Chair</p> <p>LCP</p>	<p>2a.2. Students' ability to properly respond to high order questioning using accountable math language.</p> <p>Use of manipulative and best teaching practices in all math classes.</p> <p>Use of student rubrics to help students understand the teachers' expectations and the anticipated learning outcomes.</p> <p>Ongoing Professional Development to ensure that teachers are aware of best practices that can be utilized in their classroom with their student population.</p> <p>Monthly monitoring of student progress to determine progress toward benchmark (On Target on LSA and Interim Benchmark Assessment).</p>	<p>2a.2. Inform</p> <p>Benchmark test</p> <p>Florida Continuous Improvement Model</p> <p>LSAs (Learning Schedule Assessments)</p> <p>FCAT</p> <p>Unit Plans</p> <p>Data Notebook/Chats</p>	
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			Determine core instructional needs by reviewing Benchmark and LSA (Learning Schedule Assessment) data for all students				
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		2a.3. A strategy is needed to group students. Rigor will need to be increased in all classrooms.	2a.3. Teachers will provide differentiated instructions, increased academic rigor, and focus lessons to ensure that we cover all strand weaknesses and benchmarks for all students.	2a.3. Principal Assistant Principal of Curriculum Math Coach Math Department Chair LCP	2a.3. Students' ability to properly respond to high order questioning using accountable math language. Use of manipulative and best teaching practices in all math classes. Use of student rubrics to help students understand the teachers' expectations and the anticipated learning outcomes. Ongoing Professional Development to ensure that teachers are aware of best practices that can be utilized in their classroom with their student population. Monthly monitoring of student progress to determine progress toward benchmark (On Target on LSA and Interim Benchmark Assessment).	2a.3. Inform Benchmark test Florida Continuous Improvement Model LSAs (Learning Schedule Assessments) FCAT Unit Plans Data Notebook/Chats	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.</p>	<p>3a.1. All math teachers being able to make successful gains with all of their students regardless of FCAT level</p> <p>Rigorous assignments and assessments are not provided to prepare students adequately</p> <p>Lack of teacher knowledge with IB unit planning</p>	<p>3a.1. Determine core instructional needs by reviewing benchmark assessment data for all students within bottom quartile. Plan differentiated instruction using evidence-based instruction/ intervention within the mathematics blocks. Teachers will provide increased academic rigor and focus lessons to ensure that we cover all strand weaknesses and benchmarks for all students.</p> <p>Teachers will provide increased academic rigor and focus lessons to ensure that we cover all strand weaknesses and benchmarks for all students.</p>	<p>3a.1. Principal</p> <p>Assistant Principal of Curriculum</p> <p>Math Coach</p> <p>Math Department Chair</p> <p>LCP</p>	<p>3a.1. Use of manipulative and best teaching practices in all math classes.</p> <p>Use of student rubrics to help students understand the teachers' expectations and the anticipated learning outcomes.</p> <p>Ongoing Professional Development to ensure that teachers are aware of best practices that can be utilized in their classroom with their student population.</p> <p>Monthly monitoring of student progress to determine progress toward benchmark (On Target on LSA and Interim Benchmark Assessment).</p>	<p>3a.1. Inform</p> <p>Benchmark test</p> <p>Florida Continuous Improvement Model</p> <p>LSAs (Learning Schedule Assessments)</p> <p>FCAT</p>		
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<u>Mathematics Goal</u> <u>#3a:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected Level</u> <u>of Performance:*</u>					
<p>65% or more of the all students will make learning gains on the 2012-13 mathematics FCAT.</p>							
	57% (499)	65%(576)					

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		<p>3a.2. Students receiving levels 1 and 2 will need remediation on their weakest math strands.</p>	<p>3a.2. Enrolling students in Intensive math; Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of common assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental instruction is provided in addition to core instruction.</p>	<p>3a.2. Principal Assistant Principal of Curriculum Math Coach Math Department Chair LCP</p>	<p>3a.2. Monthly monitoring of student progress to determine progress toward benchmark (On Target on LSA and Interim Benchmark Assessment).</p>	<p>3a.2. Inform Benchmark test Florida Continuous Improvement Model LSAs (Learning Schedule Assessments) FCAT</p>	
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		3a.3. Students will need additional resources and technology to help differentiate instruction	3a.3. Increase Compass usage. Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence based, and provided in addition to core instruction. Involve all MYP teachers in curriculum planning.	3a.3. Principal Assistant Principal of Curriculum Math Coach Math Department Chair LCP	3a.3. Monthly monitoring of student progress to determine progress toward benchmark (On Target on LSA and Interim Benchmark Assessment).	3a.3. Inform Benchmark test Florida Continuous Improvement Model FCAT Collaborative Planning and Reflection IB learner profile attributes	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</p>	<p>4a.1. Lack of adequate collaboration between inclusion/resource and content area teachers in order to prepare students who are struggling with learning.</p>	<p>4a.1. Determine core instructional needs by reviewing common assessment data for all students within bottom quartile. Plan differentiated instruction using evidence-based instruction/intervention within the mathematics blocks. Teachers will provide increased academic rigor and focus lessons to ensure that we cover all strand weaknesses and benchmarks for all students. Provide additional opportunities to support bottom quartile students in programs such as morning ramp-up, Team-up, CROP, and Saturday School.</p>	<p>4a.1. Principal Asst. Principal of Curriculum Math Coach Math Department Chair LCP</p>	<p>4a.1. Monthly monitoring of student progress to determine progress toward benchmark (On Target on LSA and Interim Benchmark Assessment).</p>	<p>4a.1. Inform Benchmark test Florida Continuous Improvement Model LSAs (Learning Schedule Assessments) FCAT</p>		
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<u>Mathematics Goal</u> <u>#4a:</u>	<u>2012 Current</u> <u>Level of</u>	<u>2013 Expected Level</u> <u>of Performance:*</u>					
75% of the bottom quartile will make learning gains on the 2012-13 Mathematics FCAT.							
	54% (472)	75%(665)					

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		<p>4a.2. Students receiving levels 1 and 2 will need remediation on their weakest math strands.</p>	<p>4a.2. Enrolling students in Intensive math; Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of common assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental instruction is provided in addition to core instruction.</p>	<p>4a.2. Principal Asst. Principal of Curriculum Math Coach Math Department Chair LCP</p>	<p>4a.2. Monthly monitoring of student progress to determine progress toward benchmark (On Target on LSA and Interim Benchmark Assessment).</p>	<p>4a.2. Inform Benchmark test Florida Continuous Improvement Model LSAs (Learning Schedule Assessments) FCAT</p>	
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		4a.3. Students will need additional resources and technology to help differentiate instruction	4a.3. Increase Compass usage. Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence based, and provided in addition to core instruction.	4a.3. Principal Asst. Principal of Curriculum Math Coach Math Department Chair	4a.3. Monthly monitoring of student progress to determine progress toward benchmark (On Target on LSA and Interim Benchmark Assessment).	4a.3. Inform Benchmark test Florida Continuous Improvement Model LSAs (Learning Schedule Assessments) 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		

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<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p>	<p>5B.1. White: Black: Hispanic: Asian: American Indian: Lack of cohesive student groups Lack of appreciation for diversity</p>	<p>5B.1. Determine core instructional needs by reviewing common assessment data for all students within bottom quartile. Plan differentiated instruction using evidence-based instruction/intervention within the mathematics blocks.</p>	<p>5B.1. Principal Asst. Principal of Curriculum Math Coach Math Department Chair LCP</p>	<p>5B.1. Monthly monitoring of student progress to determine progress toward benchmark (On Target on LSA and Interim Benchmark Assessment). Vertical and Horizontal Articulation</p>	<p>5B.1. Inform Benchmark test Florida Continuous Improvement Model LSAs (Learning Schedule Assessments) FCAT</p>		
<p><u>Mathematics Goal #5B:</u> All student subgroups will increase adequate yearly progress percentages by 10% or more.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White: 31% Black:18% Hispanic:20% Asian:21%</p>	<p>White: 21% Black: 8% Hispanic: 10% Asian:11%</p>					

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		<p>5B.2. Students in the listed subgroups above will need remediation on their weakest math strands.</p>	<p>5B.2. Enrolling students in Intensive math; Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of common assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental instruction is provided in addition to core instruction.</p> <p>Provide additional opportunities to support economically disadvantaged students in programs such as morning</p>	<p>5B.2. Principal Assistant Principal of Curriculum Math Coach Math Department Chair LCP</p>	<p>5B.2. Monthly monitoring of student progress to determine progress toward benchmark (On Target on LSA and Interim Benchmark Assessment).</p>	<p>5B.2. Inform Bench mark test Florida Continuous Improvement Model LSAs (Learning Schedule Assessments) FCAT</p>	
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			ramp-up, Team-up, CROP, and Saturday School.				
		5B.3. Students will need additional resources and technology to help differentiate instruction.	5B.3. Increase Compass usage. Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence based, and provided in addition to core instruction.	5B.3. Principal Assistant Principal of Curriculum Math Coach Math Department Chair	5B.3. Monthly monitoring of student progress to determine progress toward benchmark (On Target on LSA and Interim Benchmark Assessment).	5B.3. Inform Bench mark test Florida Continuous Improvement Model LSAs (Learning Schedule Assessments) 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		

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<p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p>	<p>5C.1. Number of ELLs with less than 2 years in the country and possible educational gaps increased due to Newcomer Program</p>	<p>5C.1. Sheltered instruction in math to increase Newcomer student skills quickly and also improve language development.</p>	<p>5C.1. ESOL/ Newcomer Lead Teacher Newcomer Math Teacher</p>	<p>5C.1. Ongoing frequent assessments of language development and math skills.</p>	<p>5C.1. Curriculum-based assessments</p>		
<p><u>Mathematics Goal #5C:</u> All ELL students will increase adequate yearly progress percentages by 10% or more.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>41% (358)</p>	<p>51%(452)</p>					

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		5C.2. Language	5C.2. Sheltered instruction in English for Regular ESOL students to increase language skills. Paraprofessional help in regular math classes for our ELLs in Regular ESOL program.	5C.2. ESOL/ Newcomer Lead Teacher Math Teachers/ ESOL Language Arts Teachers	5C.2. Ongoing frequent assessments of math skills and language development.	5C.2. School-wide assessments FAIR, benchmarks, etc. Curriculum based assessments and assignments in both math and ESOL Language Arts.	
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. High caseloads for support facilitators	5D.1. Increase classroom support through Math Coach and Support Facilitators	5D.1. Principal Assistant Principal ESE Lead Teacher	5D.1. Benchmark Assessment Grades FCAT	5D.1. Insight/Inform Benchmark Assessment FCAT		

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<p><u>Mathematics Goal #5D:</u> All SWD students will increase adequate yearly progress percentages by 10% or more.</p>	<p><u>2012 Current Level of Performance-*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>76%(91)</p>	<p>66%(64)</p>					
<p>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:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		
<p>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</p>	<p>5E.1. A high percentage of our students need reinforcement of basic skills.</p>	<p>5E.1. Response to Intervention (RTI) Using Odyssey to build necessary background knowledge Utilization of Study Island Morning Tutoring Planning-period tutoring</p>	<p>5E.1. Teachers Math Coach RtI team</p>	<p>5E.1. Pre-Test (Diagnostic Data) Florida Achieves FCAT Explorer</p>	<p>5E.1. Module Post Tests Odyssey Reports Data Notebook LSAs Benchmarks</p>		

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Mathematics Goal #5E: The percentage of Economically Disadvantaged students not making AYP in mathematics will decrease by 10%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	75%(502)	65%(432)					

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

* 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		

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<p>1. Students scoring at Achievement Level 3 in Algebra.</p>	<p>1.1. Students have limited knowledge of Pre-algebra standards</p> <p>Rigorous assignments and assessments are not provided to prepare students adequately</p> <p>Lack of teacher knowledge with IB unit planning</p>	<p>1.1. Math Department will utilize PLC time to analyze data and determine the needs of students.</p> <p>Common planning in PLC will allow teachers to create warm-up, mini lesson, and classroom activities that will be used by all teachers for that particular grade level.</p> <p>Determine core instructional needs by reviewing Benchmark and LSA (Learning Schedule Assessment) data for all students</p> <p>Use of Florida Continuous Improvement Model to target Pre-Algebra standards through mini lesson cycle</p>	<p>1.1. Math Department Chair</p> <p>Math Coach</p> <p>Administrators</p>	<p>1.1. Lesson Plans</p> <p>Observations</p> <p>Students ability to properly respond to high order questioning using accountable math language.</p> <p>Use of manipulative and best teaching practices in all math classes.</p> <p>Use of student rubrics to help students understand the teachers' expectations and the anticipated learning outcomes.</p> <p>Ongoing Professional Development to ensure that teachers are aware of best practices that can be utilized in their classroom with their student population.</p> <p>Monthly monitoring of student progress to determine progress toward benchmark (On Target on LSA and Interim Benchmark Assessment). Data chats during PLC to determine strategies that can be utilized during instruction.</p>	<p>1.1. Assessments</p> <p>Student Work</p> <p>Inform</p> <p>Bench mark test</p> <p>LSAs (Learning Schedule Assessments)</p> <p>Florida Continuous Improvement Model</p> <p>FCAT</p>		
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Algebra Goal #1: 85% of the students enrolled in Algebra will score a level 3.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	36%(62)	85%(88)					
		1.2. Students need development in being metacognitive learners	1.2. Teachers will receive professional development in metacognitive strategies to implement with students.	1.2. Administrators Math Coach	1.2. Review of lesson plans Collaborative planning discussions	1.2. Informal observations	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.</p>	<p>2.1. Comprehension of the various types of questions asked in class or on assessments.</p> <p>Students have limited knowledge of Pre-algebra standards</p> <p>Rigorous assignments and assessments are not provided to prepare students adequately</p> <p>Lack of teacher knowledge with IB unit planning</p>	<p>2.1. Provide reading strategies and problem solving strategies that assist with understanding what questions are asking.</p> <p>Low level 3's will be enrolled in Intensified Algebra class.</p> <p>Math Department will utilize PLC time to analyze data and determine the needs of students.</p> <p>Common planning in PLC will allow teachers to create warm-up, mini lesson, and classroom activities that will used by all teachers for that particular grade level.</p> <p>Determine core instructional needs by reviewing</p>	<p>2.1. Math Coach Administrators</p>	<p>2.1. Documentation of classroom observations</p> <p>Students ability to properly respond to high order questioning using accountable math language.</p> <p>Use of manipulative and best teaching practices in all math classes.</p> <p>Use of student rubrics to help students understand the teachers' expectations and the anticipated learning outcomes.</p> <p>Ongoing Professional Development to ensure that teachers are aware of best practices that can be utilized in their classroom with their student population.</p> <p>Monthly monitoring of student progress to determine progress toward benchmark (On Target on LSA and Interim Benchmark Assessment). Data chats during PLC to determine strategies that can be utilized during instruction.</p>	<p>2.1. Observation forms with teacher feedback</p> <p>Assessments</p> <p>Student Work</p> <p>Inform</p> <p>Bench mark test</p> <p>LSAs (Learning Schedule Assessments)</p> <p>Florida Continuous Improvement Model</p> <p>FCAT</p>		
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		Benchmark and LSA (Learning Schedule Assessment) data for all students					
		Use of Florida Continuous Improvement Model to target Pre-Algebra standards through mini lesson cycle					

Geometry End-of-Course Goals

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

Geometry EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Geometry.	1.1.	1.1.	1.1.	1.1.	1.1.		

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

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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 year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Geometry Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following 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: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		
<u>Geometry Goal #3B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		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: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	

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

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Geometry Goal #3E: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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
Differentiated Instruction	6, 7, 8	District support, Math Department Chair	Math Department	Team/grade level meetings during common planning time and early release during PLC	Class room observations	LCP, Math Department Chair

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Prioritizing the Curriculum	6, 7, 8	District support, Math Department Chair	Math Department	Team/grade level meetings during common planning time and early release during PLC	Lesson plans and classroom observations	LCP, Math Department Chair
FCIM and Focus Lessons	6, 7, 8	LCP and Math Department Chair	Math Department	Team/grade level meetings during common planning time and early release during PLC	Lesson plans and classroom observations	LCP, Math Department Chair
RtI	6, 7, 8	RtI Committee	Math Department	Team/grade level meetings during common planning time and early release during PLC	Student data and lesson plans	LCP
Rigor	6, 7, 8	District Support, Math Department Chair	Math Department	Team/grade level meetings during common planning time and early release during PLC	Classroom observations	LCP, Math Department Chair
CHAMPs for Middle School Teachers	6, 7, 8	District Support, CHAMPs Trainer	Math Department	Team/grade level meetings during common planning time and early release during PLC	Classroom observations	LCP, Math Department Chair
IB Unit Plan Instruction	6-8	CIS Lead	Math Department	Early Release	Lesson Plans	CIS Lead Math Coach Administration

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

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Provide instructional material to create rigorous lesson plans and adhere to district's pacing guide.	Glencoe/McGraw-Hill Florida Math Connects Plus Course 1-3 Glencoe/McGraw-Hill Florida Algebra 1 Glencoe/McGraw-Hill Florida Geometry Algebraic Thinking	District	1000.00
Subtotal:1000.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Provide research-based software to help struggling students.	Compass Odyssey	District	N/A
Provide research-based software to help struggling students and provide immediate feedback for assessments	FCAT Explorer/FCIM	District	N/A
Subtotal:0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Provide support of instructional strategies and best practices to teachers	Prioritizing the curriculum (PLC training) for 6 th , 7 th , and 8 th grades collaborative planning through grade level team meetings during common planning and departmental professional learning communities during early release department meetings.		N/A
Subtotal:0.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: \$1000.00			

End of Mathematics Goals

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)).

April 2012

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

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<p>1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.</p>	<p>1a.1. Lack of Comprehension of Scientific Thinking</p>	<p>1a.1. All students will complete hands-on lab activities weekly and use a common lab report format to document hands-on investigations . Students will demonstrate understanding of scientific thinking with supportive evidence shown through journal and extended response writing. All students will participate in the school-wide science fair to demonstrate the ability to apply the scientific</p>	<p>1a.1. Principal Department Chair Assistant Principal Science Teachers</p>	<p>1a.1. Tracking of Assessment Results</p> <ul style="list-style-type: none"> ● Benchmark ● Common Assessments ● LSA's <p>Continuous monitoring of student achievement through weekly grade level team meetings and monthly science PLC meeting</p> <p>Student/Teacher conference logs documenting use of goal setting and learning accountability and responsibility.</p>	<p>1a.1. Leadership PLC/ Pop In Weekly Visits</p> <p>FCAT, LSA and Benchmark data</p> <p>Student Portfolio work, exit slips, baseline and summative data, and student self reflection pieces</p>		
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		thinking process. Incorporate the use of relevant daily bell-ringers, exit slips, collaborative assessments, and high order questioning into lesson plans.					
Science Goal #1a: 37% of all 8th graders will score a level 3 or higher in Science.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>In grade 8, 30% (78) of students achieved proficiency in Science by scoring a level 3</i>	<i>In grade 8, 37% (104) of students will achieve proficiency in Science by scoring a level 3</i>					

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		<p>1a.2. Science lacks a unified approach to rigorous common instruction</p>	<p>1a.2. Effectively use common planning time weekly with grade level specific content area</p> <p>Incorporate 5E's model in weekly lesson plans</p> <p>Utilize an Instructional Focus Calendar constructed collaboratively to hone in on deficient benchmark strands.</p> <p>Students not responding adequately to core instruction will be provided supplemental, small group science re-teaching twice per week for 30 minutes during period or before/after school tutorial sessions.</p> <p>Quarterly IB Unit Planning designed to focus on common areas of interaction as they relate to the science curriculum.</p> <p>The Science PLC will Categorize the Curriculum with</p>	<p>1a.2. Principal Department Chair Assistant Principal Science teachers</p>	<p>1a.2. Administration will monitor the implementation of the Instructional Focus Calendar's upcoming focus through classroom walk through</p>	<p>1a.2. Detailed lesson plans demonstrating effective planning and rigorous instructional activities along with high order anticipated questions</p> <p>CAST system evaluation</p> <p>Weekly minutes from team meetings</p>	
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			embedded ongoing formative and in-class assessment data to determine student growth and instructional focus.				
		1a.3	1a.3.	1a.3.	1a.3.	1a.3.	
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: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</p>	<p>2a.1. Providing students already above proficiency a rigorous instructional plan</p>	<p>2a.1. Quarterly IB Unit Planning designed to focus on common areas of interaction as they relate to the science curriculum to provide additional rigor to further engage high performing students.</p> <p>The Science PLC will Categorize the Curriculum with embedded ongoing formative and in-class assessment data to determine student growth and instructional focus.</p> <p>Provided extended learning</p>	<p>2a.1 Principal Department Chair Assistant Principal Science Teachers</p>	<p>2a.1. Teacher and Student generation and monitoring of FCAT Explorer Science results, and Florida Achieves results</p> <p>LSAs administered at the end of each science unit.</p> <p>Continuous monitoring of student achievement through weekly grade level team meetings and monthly science PLC meeting</p> <p>Student/Teacher conference logs documenting use of goal setting and learning accountability and responsibility.</p>	<p>2a.1. Leadership PLC/ Pop In Weekly Visits</p> <p>FCAT, LSA and Benchmark data</p> <p>Student Portfolio work, exit slips, baseline and summative data, and student self reflection pieces</p> <p>Detailed lesson plans demonstrating effective planning and rigorous instructional activities along with high order anticipated questions</p> <p>CAST system evaluation</p> <p>Weekly minutes from team meetings</p>		
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		opportunities such as labs, projects, and research topics to further the learning of high performing students					
Science Goal #2a: In grade 8, 10% (26) of students will achieve mastery in Science scoring a level 4 or 5.	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	In grade 8, 1% (3) of students achieved mastery in Science scoring a level 4 or 5.	In grade 8, 10% (26) of students will achieve mastery in Science scoring a level 4 or 5.					
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2b.1.	2b.1.	2.1.	2b.1.	2b.1.		

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

Florida Alternate Assessment High School Science Goals

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

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

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

End of Florida Alternate Assessment High School Science Goals

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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		
1. Students scoring at Achievement Level 3 in Biology.	1.1.	1.1.	1.1.	1.1.	1.1.		
Biology Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

End of Biology EOC Goals

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning							
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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
Science PLC	All Science	Department Chairperson	All Science Teachers	Weekly	Minutes of Meetings	Dept. Chairperson
Grade Level PLC	All Science	Department Chairperson	All Science Teachers	Weekly	Minutes of Meetings or common lesson plans	Dept. Chairperson LCP
RTI/FCIM	All Science	Dept. Chair	All Science Teachers	RTI scenarios bi-weekly in dept PLC – use of school purchased flip charts	Lesson Plans	Department. Chairperson LCP
Science Strategies – Interactive Notebooks, Science CRISS Strategies, Science AVID Strategies, etc.	All Science	Dept. Chair	All Science Teachers	Weekly Strategy	Minutes and Lesson Plans	Department Chairperson LCP
IB Unit Plan training	All Science	CIS Lead	All Science Teachers	Early Release	Lesson Plans	CIS Lead Department Chair Administration

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Amount
Provide Valuable Warm-ups	Science Dailies from FLED Tools		0.00
Provide Valuable resources and materials for teaching science concepts	Textbooks and Resource Materials		0.00
Subtotal: 0.00			

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Technology			
Strategy	Description of Resources	Funding Source	Amount
Compass Odyssey, FCAT Explorer, Florida Achieves	Computers in Class		0.00
			0.00
Subtotal: 0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Workshops and TDE	In-house Training		0.00
Subtotal: 0.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: 0.00			

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		

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<p>1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</p>	<p>Ia.1. Accurately scoring student writing samples to provide an accurate measurement of student proficiency to determine next steps for students.</p> <p>New scoring requirements for proficiency in writing</p>	<p>Ia.1. Provide writing scoring training for all Language Arts teachers to provide an in-depth analysis of the writing rubric and state calibration papers.</p> <p>Common PLC planning to routinely evaluate student work and calibrate rubrics</p> <p>Fully implement the use of research based writing strategies such as FRIESS, graphic organizers, expository/persuasive essay format, FOSS, and 4-square planning</p> <p>Teachers' use of the problem solving cycle to address barriers and implement</p>	<p>Ia.1. Administrators Teachers Reading Coach Instructional Coach</p>	<p>Ia.1. District Writing Prompt Data Student Writing Samples</p>	<p>Ia.1. District Writing Prompt Focus Walks</p>		
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		appropriate writing tools to improve achievement levels					
<u>Writing Goal #1a:</u>							
With a total of 282 students in 8th grade, 45% (81) of students will score at Achievement Level 3.0 or high in writing.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>With a total of 259 students in 8th grade, 70% (181) scored a 3.0 or higher on Florida Writes.</i>	<i>With a total of 282 students in 8th grade, 45% (81) will score of 3.0 or higher on Florida Writes.</i>					
		1a.2. Grammar skills deficiencies	1a.2. Provide training for teachers to fully understand the vision and editing process. Ensure opportunities for authentic writing for students to demonstrate mastery of grammatical norms.	1a.2. Administrators Teachers Reading Coach Instructional Coach	1a.2. District Writing Prompt Data Student Writing Samples	1a.2. District Writing Prompt Focus Walks	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		

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Writing Goal #1b: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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
Understanding and Implementing Common Core Standards	All	Instructional Coach Reading Coach	Reading Teachers, ENGLISH LANGUAGE ARTS Teachers, Social Studies Teachers, Leadership Team	Weekly PLC Training, Weekly Data Chats, Bi-weekly Early Dismissal Days	Classroom Walkthroughs, PLCs, Data Notebooks, Lesson Plans	RtI Facilitator, Reading Coach, School Instructional Coach, Administration

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Common Core/NGSSS Writing Rubric	8 th	Instructional Coach Reading Coach	8 th Grade ENGLISH LANGUAGE ARTS Teachers	Quarterly and on going	Student Portfolios, District Timed Writing Prompts, Classroom Walkthroughs, PLCs, Data Notebooks, Lesson Plans	School Instructional Coach, Administration
Consensus Scoring	6-8	Instructional Coach Reading Coach	6-8 ENGLISH LANGUAGE ARTS Teachers Social Studies Teachers ESE Teachers	AM Professional Development	Monitor District Writes Results	LCP/Department Chair
Planning Writing Lessons	6-8	Instructional Coach Reading Coach	6-8 ENGLISH LANGUAGE ARTS Teachers ESE Teachers	Professional Learning Community	Observations, Lesson Plans, Student Portfolios	LCP/Department Chair

Writing Budget (Insert rows as needed)

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

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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						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>1. Students scoring at Achievement Level 3 in Civics.</p>	<p>1.1. Content area reading ability</p>	<p>1.1. Determine instructional needs based on formal and informal assessments as well as Benchmark results in reading. Differentiate instruction so that weak strands are taught, assessed, re-taught and learned; ensure instruction is challenging for high performers so that they do not have losses.</p>	<p>1.1. Principal Assistant Principals Social Studies Department Reading Coach</p>	<p>1.1. Continuous monitoring for understanding and progress through formal and informal assessments, as well as Benchmark results in reading.</p>	<p>1.1. Classroom assessments Insight Benchmark reading</p>		
<p><u>Civics Goal #1:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					

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		1.2. Additional support in reading and comprehension for Level 1 students	1.2. Provide instruction that focus on the required content and improving reading/ comprehension skills. Enroll Level 1 and disfluent Level 2 students in Intensive Reading classes.	1.2. Principal Assistant Principals Social Studies Department Reading Coach ESE Support	1.2. Continuous monitoring for understanding and progress through formal and informal assessments, as well as Benchmark results in reading	1.2. Classroom assessments Insight Benchmark reading	
		1.3. Limited technology resources to differentiate instruction and deepen understanding of the taught content	1.3. Increase Compass Odyssey usage to support the content and concepts taught. Teachers will use the available technology within the classroom to target every learning style and deliver information to every student.	1.3. Principal Assistant Principals Social Studies Department Reading Coach ESE Support	1.3. Continuous monitoring for understanding and progress through formal and informal assessments, as well as Benchmark results in reading.	1.3. Classroom assessments Insight Benchmark reading	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</p>	<p>2.1. Providing students with rigorous assignments so that they do not make any losses</p>	<p>2.1. Increase Compass Odyssey usage. Increase use of high interest and culturally aligned materials through IB unit plans. Provide students with choices to select a challenging assignment (differentiate instruction).</p>	<p>2.1. Principal Assistant Principals Social Studies Department Reading Coach IB Curriculum Integration Specialist</p>	<p>2.1. Continuous monitoring for understanding and progress through formal and informal assessments, as well as Benchmark results in reading.</p>	<p>2.1. Classroom assessments Insight Benchmark reading IB projects/ Focus Walks to ensure progress aligned with IB philosophy</p>		
<p>Civics Goal #2: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		<p>2.2. Teachers will need to be able to teach, assess, and re-teach in a way to get immediate real time data</p>	<p>2.2. Daily Exit Tickets as well as informal assessments for understanding. Provide varied opportunities for students to reflect on their work.</p>	<p>2.2. Principal Assistant Principals Social Studies Department Reading Coach</p>	<p>2.2. Continuous monitoring for understanding and progress through formal and informal assessments, as well as Benchmark results in reading.</p>	<p>2.2. Classroom assessments Insight Benchmark reading</p>	

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		2.3 Students will have access to the Computer Lab for research and completion of projects	2.3 Schedule Computer Lab time and provide students with varied tasks/ assignments (differentiating).	2.3 Principal Assistant Principals Social Studies Department Reading Coach	2.3 Continuous monitoring for understanding and progress through formal and informal assessments, as well as Benchmark results in reading.	2.3 Classroom assessments Insight Benchmark reading	
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Civics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.							
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
	NGCAR-PD	6 th , 7 th , 8 th	Schultz Center	Teachers who have not completed the training yet	2012/2013	Completion of the course/ Focus Walks for implementation	Principal/ Assistant Principal
	FAIR Data Analysis	6 th , 7 th , 8 th	Reading Coach or as applicable	Social Studies Department	2012/2013	Implementation of Data-driven instruction Correct analysis and utilization of FAIR Data	Principal/ Assistant Principal Reading Coach
	Rigor	6 th , 7 th , 8 th	Grade level PLCs	Grade levels	2012/2013	Focus Walks for implementation	Principal/ Assistant Principal Reading Coach

Civics Budget (Insert rows as needed)

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

U.S. History End-of-Course (EOC) Goals

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

U.S. History EOC Goals	Problem-Solving Process to Increase Student						
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	Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in U.S. History.	1.1. Content area reading ability	1.1. Determine instructional needs based on formal and informal assessments as well as Benchmark results in reading. Differentiate instruction so that weak strands are taught, assessed, re-taught and learned; ensure instruction is challenging for high performers so that they do not have losses.	1.1. Principal Assistant Principals Social Studies Department Reading Coach	1.1. Continuous monitoring for understanding and progress through formal and informal assessments, as well as Benchmark results in reading.	1.1. Classroom assessments Insight Benchmark reading		
U.S. History Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2. Level 1 readers will need additional support in reading/ comprehension	1.2. Students Level 1 and 2 are enrolled in Intensive Reading classes; ESE support will be provided within the classroom setting as needed. The instruction will focus on the required content and improving reading/ comprehension skills	1.2. Principal Assistant Principals Social Studies Department Reading Coach ESE Support	1.2. Continuous monitoring for understanding and progress through formal and informal assessments, as well as Benchmark results in reading.	1.2. Classroom assessments Insight Benchmark reading	
		1.3. Students will need technology resources to differentiate instruction and deepen understanding of the taught content	1.3. Increase Compass Odyssey usage to support the content and concepts taught. Teachers will use the available technology within the classroom to target every learning style and deliver information to every student.	1.3. Principal Assistant Principals Social Studies Department Reading Coach ESE Support	1.3. Continuous monitoring for understanding and progress through formal and informal assessments, as well as Benchmark results in reading.	1.3. Classroom assessments Insight Benchmark reading	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</p>	<p>2.1. Providing students with rigorous assignments so that they do not make any losses</p>	<p>2.1. Increase Compass Odyssey usage. Increase use of high interest and culturally aligned materials through IB unit plans. Provide students with choices to select a challenging assignment (differentiate instruction).</p>	<p>2.1. Principal Assistant Principals Social Studies Department Reading Coach IB Curriculum Integration Specialist</p>	<p>2.1. Continuous monitoring for understanding and progress through formal and informal assessments, as well as Benchmark results in reading.</p>	<p>2.1. Classroom assessments Insight Benchmark reading IB projects/ Focus Walks to ensure progress aligned with IB philosophy</p>		
<p><u>U.S. History Goal #2:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		<p>2.2. Teachers will need to be able to teach, assess, and re-teach in a way to get immediate real time data</p>	<p>2.2. Daily Exit Tickets as well as informal assessments for understanding. Provide varied opportunities for students to reflect on their work.</p>	<p>2.2. Principal Assistant Principals Social Studies Department Reading Coach</p>	<p>2.2. Continuous monitoring for understanding and progress through formal and informal assessments, as well as Benchmark results in reading.</p>	<p>2.2. Classroom assessments Insight Benchmark reading</p>	

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		2.3 Students will have access to the Computer Lab for research and completion of projects	2.3 Schedule Computer Lab time and provide students with varied tasks/ assignments (differentiating).	2.3 Principal Assistant Principals Social Studies Department Reading Coach	2.3 Continuous monitoring for understanding and progress through formal and informal assessments, as well as Benchmark results in reading.	2.3 Classroom assessments Insight Benchmark reading	
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U.S. History Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.							
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
	NGCAR-PD	6 th , 7 th , 8 th	Schultz Center	Teachers who have not completed the training yet	2012/2013	Completion of the course/ Focus Walks for implementation	Principal/ Assistant Principal
	FAIR Data Analysis	6 th , 7 th , 8 th	Reading Coach or as applicable	Social Studies Department	2012/2013	Implementation of Data-driven instruction Correct analysis and utilization of FAIR Data	Principal/ Assistant Principal Reading Coach
Rigor	6 th , 7 th , 8 th	Grade level PLCs	Grade levels	2012/2013	Focus Walks for implementation	Principal/ Assistant Principal Reading Coach	

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

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Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
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 U.S. History 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						
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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. Students and their families moving out of our school zone area.	1.1. Host attendance conferences and implement a monitoring plan.	1.1. Teachers Counselor Administrator	1.1. Reduction in attendance conferences and increase in attendance rates will be tracked and monitored.	1.1. Attendance Report Student Withdrawal Report		
<p><u>Attendance Goal #1:</u></p> <p>Although there was an increase in the number of students with excessive absences in 2012, there was a positive change in the reporting process that allowed the school to report up to date attendance data.</p> <p>This indicates that continuous tracking and monitoring of student attendance is necessary to obtain the most accurate data.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<i>57% (885)</i>	<i>75% (898)</i>					

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	<u>2012 Current</u> Number of Students with Excessive Absences (10 or more)	<u>2013 Expected</u> Number of Students with Excessive Absences (10 or more)					
	9 % (80)	7% (71)h					
	<u>2012 Current</u> Number of Students with Excessive Tardies (10 or more)	<u>2013 Expected</u> Number of Students with Excessive Tardies (10 or more)					
	17%(153)	8% (76)					
		1.2. Out of date or inaccurate parent/ guardian contact information	1.2. Require students to take home a school registration form and emergency card for their parents/guardians to complete and return it to the school.	1.2. Teachers Counselor Administrators	1.2. The updated contact information from the registration form and emergency card will be entered in Genesis.	1.2. Student Demographic Report	

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

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Attendance Intervention Team	ALL	Assistant Principal of Curriculum	School wide	Monthly	Monthly Meetings with Truancy Officer	Assistant Principal of Curriculum
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Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Attendance Intervention Meetings	School-based		N/A
Attendance Contracts	School-based		N/A
Subtotal: 0.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
OnCourse	School-based		N/A
Subtotal: 0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Technology (OnCourse) Trainings	School-based		N/A
Subtotal: 0.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Attendance Clerk-to track and monitor student attendance	School-based		N/A
Subtotal: 0.00			
Total: 0.00			

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>1. Suspension</p>	<p>I.1. Limited parental support Teachers low usage of CHAMPs</p>	<p>I.1. Identified teachers will attend CHAMPs training as needed so they can implement CHAMPs strategies Faculty and staff will teach students of rituals and routines of common areas as often as needed. Behavioral strategies discussed quarterly with students. Develop a strong foundations team that will attend all mandatory trainings and share out to entire faculty and staff.</p>	<p>I.1. Teachers Academic Coaches Foundations Chair RtI Chair Administrators</p>	<p>I.1. Monitoring of student behavior inside and outside of classroom. Classroom walkthroughs to ensure the fidelity of implementation of CHAMPS.</p>	<p>I.1. Monitoring of the number of discipline referrals written by teachers.</p>		
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<u>Suspension Goal #1:</u> Our goal this year is to decrease suspensions by 2%.	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	76%(667)	56%(500)					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	32% (282)	30% (265)					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	11%(98)	8%(72)					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	11%(80)	8% (64)					
		1.2. Teacher compliance	1.2. Provide ongoing training for referable vs. non-referable offenses	1.2 Assistant Principals	1.2. Data comparison	1.2. Focus Walks	

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity							
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Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Bullying	All	PDF Facilitator	School-wide	Early Release TBD dates	Quality Control Focus Walks	T. McCray-Admin. I. Howard-Admin. S. Carley-Admin.
CHAMPS Classroom Management/ Expected Behaviors	All grades All subjects	District Support, Academic coaches, Administrators	School-wide, instructional and non-instructional faculty and staff	August 2012 through June 2013	Ongoing classroom monitoring by the administration and academic coaches	Administration and academic coaches

Suspension Budget (Insert rows as needed)

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

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

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout Prevention <u>Dropout Prevention Goal #1:</u> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	1.1. Lack of school-based dropout prevention programs and resources.	1.1. Select at least twenty-two students with one or more retentions to participate in the dropout prevention program, Standards Based Promotion.	1.1. Teachers Team Up/Boys & Girls Program Guidance Counselor Administrators	1.1. Students’ progress will be monitored monthly. A collection of individual student data: attendance, grades, and behavior will be analyzed to determine whether or not student successfully meets the promotion criteria.	1.1. Standards Based Promotion Portfolios		

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<p>In the 2010-2011 school year, approximately (337) students were overage for their grade level and about 2% (7) students dropped out of school.</p> <p>Continuous interventions and Safety Nets are needed to support our “at risk” students, and prevent them from future retentions and dropping out of school.</p>	<p><u>2012 Current Dropout Rate:*</u></p>	<p><u>2013 Expected Dropout Rate:*</u></p>					
	<p>2%(17)</p>	<p>1% (9)</p>					
	<p><u>2012 Current Graduation Rate:*</u></p>	<p><u>2013 Expected Graduation Rate:*</u></p>					

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		1.2. Students are reluctant to attempt non-traditional education programs	1.2. Conference with students and parents to offer alternative education programs that will accelerate students' promotion and provide them with technical training that can be used in the work-force.	1.2. Guidance Counselor Administrators Teachers	1.2. Track students who withdraw to attend an alternative education route.	1.2. Withdrawal Report	
		1.3. Students lacking credits needed for middle school promotion to high school.	1.3. Offer course recovery options	1.3. Guidance Counselor Administrators Teachers	1.3. Monitor the progress of students enrolled in credit/course recovery programs.	1.3. Compass Odyssey Reports Promotion/Retention Report	

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
Response to Intervention	All	PD Facilitator	School-wide	Response to Intervention	All	PD Facilitator
Technology in the Classroom	ALL	PD Facilitator	School-wide	Early Release Days	Staff Surveys	C. McDonald-Technology

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

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

Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Family Engagement	Parent Meetings		0.00
Guest Speakers	Provide information about educational options and careers		0.00
Subtotal: 0.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: 0.00			

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

* 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		
<p>1. Parent Involvement <u>Parent Involvement Goal #1:</u> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>1.1. Getting parents to attend various planned activities.</p>	<p>1.1 To build an alliance with parents by providing information, skills, and resources to promote student success. Use students as presenters to discuss projects or completed work. Provide light dinner or snacks and possible child care so parents can attend.</p>	<p>1.1 Administrators Guidance Counselor</p>	<p>1.1. We monitor attendance at all events with the use of sign-in sheets to have documentation.</p>	<p>1.1. A collection of the different sign-logs</p>		

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<p>Our goal for parental involvement is to have an average of 15% parental involvement in after and during school activities.</p>	<p><u>2012 Current level of Parent Involvement:*</u></p>	<p><u>2013 Expected level of Parent Involvement:*</u></p>					
	<p>10% (84)</p>	<p>15% (132)</p>					
		<p>1.2. Working parents not able to attend evening meetings</p>	<p>1.2. Provide morning and evening meetings</p>	<p>1.2. Assistant Principals</p>	<p>1.2. Parent survey and attendance</p>	<p>1.2. Parent sign-in sheet and feedback form</p>	

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		<p>1.3. Students not transporting information/flyers home</p>	<p>1.3. Provide mail outs when feasible and provide information on parent link</p> <p>Communicate/ Newsletters personal contact via phone: will provide bilingual representation.</p> <p>Create global environment that welcome participations signs that greet parents and families warmly at all locations around the school.</p> <p>Create Game Nights- Monopoly, scrabble, bingo, and more</p>	<p>1.3. Administrators</p> <p>IB Curriculum Integration Teacher</p> <p>AVID Site Coordinator</p>	<p>1.3. Parent attendance</p>	<p>1.3. Parent sign-in and feedback form</p> <p>Collect participation data and review</p>	
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Parent Involvement Professional Development

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

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
Increased Parental	6-8	PD Facilitator	School-wide	October	Staff Survey, Principal Monitoring Meeting	Assistant Principal

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
Mail outs	Printouts, stamps, supplies		\$3,500
Morning, evening meetings	Refreshments and incentives		\$4,500
Subtotal: \$8,000			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: Subtotal: \$8,000			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:8,000			

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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				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: <i>Enter narrative for the goal in this box.</i>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each</small>						

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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

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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				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<u>CTE Goal #1:</u> Upgrade technology labs to fully implement a CTE program.	1.1. Training for teachers Infrastructure Scheduling	1.1. Upgrade current infrastructure Train CTE teachers	1.1. CTE Teachers Administration IB Coordinator	1.1. Coaching and Mentoring Collaborative Unit Plans in Place	1.1. Classroom Observations
<u>CTE Goal #2</u> Upgrade TV production studio to fully implement pre-journalism and CTE program.	Lack of teacher understanding for IB Unit Planning Understanding of Technology Standards	Collaborate with feeder high school to align our CTE programs. Standards Training	Instructional Coach		
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional						
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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
IB Training	6-8/ Technology	CIS Lead	CTE Teachers	Common Planning Time and Early Release	Classroom Observation Lesson Plans	CIS Lead Instructional Coach Administration
CTE Training	6-8/	District CTE	CTE Teachers	Common Planning Time and Early Release	Classroom Observation	CIS Lead Instructional Coach Administration
Technology and Looking at Standards Training	Technology	Instructional Coach	CTE Teachers	Common Planning Time and Early Release	Classroom Observation	CIS Lead Instructional Coach Administration

CTE Budget (Insert rows as needed)

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

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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 CTE Goal(s)

Additional Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p>1. Additional Goal</p>	<p>1.1 Training Teachers understanding of IB unit planning</p>	<p>1.1 Plan and deliver effective instruction to implement quarterly integrated units. Plan and deliver effective instruction to integrate all Areas of Interaction. Align instructional delivery and student learning activities with curriculum goals and objectives to provide rigorous and effective instruction. Align instructional delivery and student learning activities with curriculum goals and</p>	<p>1.1 CIS Lead Assistant Principals Principal</p>	<p>1.1 Periodic class visits and review of unit and lesson plans. Quarterly observation of lesson delivery.</p>	<p>1.1 Walk-through instrument Student Portfolio and work samples Teacher Unit and Lesson Plans</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		objectives to provide rigorous and effective instruction.					
Additional Goal #1: To obtain IB authorization	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
		100%					
		1.2.	1.2.	1.2.	2.1.	2.1.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Additional Goals Professional Development

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

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Ongoing collaboration (peer planning, departmental and grade level meetings)	6-8	PLC and CIS	School-wide	Early Release	IB Focus Walks	CIS
Increase extended and project-based learning opportunities by planning and delivering rigorous instruction for Cross-curricular and real-life connections of the Areas of Interaction through integrated units.	6-8	PLC and CIS	School-wide	Early Release	IB Focus Walks	CIS

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:			

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

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:
Mathematics Budget	Total:
Science Budget	Total:
Writing Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
Additional Goals	Total:
	Grand Total:

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.
The SAC at Southside Middle School is responsible for the development of educational priorities and assessing the schools needs. The SAC continually reviews the School Improvement Plan and all relevant data to recommend needed resources that will support the overall school mission and goals.

Describe the projected use of SAC funds.	Amount
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One source for SAC is to pay for Saturday School. The goal of Saturday School is to attract bubble student, lowest 25%, and students in need of additional support. Additional funds are needed for providing morning and afternoon snacks to students.	\$4,100