

FLORIDA DEPARTMENT OF EDUCATION



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Freedom Middle School	District Name: Orange
Principal: Mr. Douglas Szcinski	Superintendent: Barbara M. Jenkins
SAC Chair: Mr. Michael Daniels	Date of School Board Approval: Pending

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.

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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	Douglas Szczinski	M.A.E., Administration and Supervision B.A., History Certifications: History 6-12, Principal K-12	3	8	2011-2012 School Grade A Reading Proficiency: 57% Reading Learning Gains: 69% Reading Lowest 25%: 71% Math Proficiency: 56% Math Learning Gains: 67% Math Lowest 25%: 63% Algebra I EOC Proficiency: 92.6%
Assistant Principal	Shannon Battoe	Ed.D., Educational Leadership M.S., Educational Leadership B.S., Exceptional Student Education, K-12, Specific Learning Disabilities Certifications: ESE/SLD K-12, Principal K-12	3	9	2011-2012 School Grade A Reading Proficiency: 57% Reading Learning Gains: 69% Reading Lowest 25%: 71% Math Proficiency: 56% Math Learning Gains: 67% Math Lowest 25%: 63% Algebra I EOC Proficiency: 92.6%
Assistant Principal	Franita W. Poke	Ed.S., Educational Leadership M.S., Reading Education Certifications: Elementary Education, Reading K-12, Ed Leadership All Levels, Principal K-12	7	7	2011-2012 School Grade A Reading Proficiency: 57% Reading Learning Gains: 69% Reading Lowest 25%: 71% Math Proficiency: 56% Math Learning Gains: 67% Math Lowest 25%: 63% Algebra I EOC Proficiency: 92.6%

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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Shannon Sacher	M.Ed., Educational Leadership B.A., English 6-12 Certifications: English 6-12, Reading Endorsement	2	1	2011-2012 School Grade A Reading Proficiency: 57% Reading Learning Gains: 69% Reading Lowest 25%: 71% Math Proficiency: 56% Math Learning Gains: 67% Math Lowest 25%: 63% Algebra I EOC Proficiency: 92.6%
Math and Science	Ernie Morris	B.A., Biology (Minor: Chemistry) B.S., Community Health Education, emphasis on epidemiology and statistics M.A., Higher Education Ed.S., Mathematics Certifications: Biology 6-12, Chemistry 6-12, Math 5-9, Math 6-12, Health K-12, Middle Grades Science 5-9	2	1	2011-2012 School Grade A Reading Proficiency: 57% Reading Learning Gains: 69% Reading Lowest 25%: 71% Math Proficiency: 56% Math Learning Gains: 67% Math Lowest 25%: 63% Algebra I EOC Proficiency: 92.6%
Curriculum Resource Teacher	Michelle Alford	M.S., Criminal Justices B.S., Criminology (Minor: Psychology)	2	1	2011-2012 School Grade A Reading Proficiency: 57% Reading Learning Gains: 69%

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		Certifications: ESOL K-12, ESE K-12, Middle Grades English 5-9			Reading Lowest 25%: 71% Math Proficiency: 56% Math Learning Gains: 67% Math Lowest 25%: 63% Algebra I EOC Proficiency: 92.6%
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Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Professional Development that focuses on Professional Learning Communities. PLCs will focus on teacher content areas as well as interdisciplinary teams; which will allow teachers time to discuss essentials of the content as well as how to deliver such instruction	Michelle Alford, CRT Shannon Sacher, Reading Coach Ernest Morris, Math/Science Coach	Yearlong: August 2012-May 2013
2. Professional Development that focuses on Lesson Study. Lesson Study will allow teachers the ability to focus on research lessons and developing next practices	Michelle Alford, CRT Shannon Sacher, Reading Coach Ernest Morris, Math/Science Coach	Yearlong: August 2012-May 2013
3. Professional Development that focus on Content Common Planning; which will provide teachers the opportunity to collaborate to identify essential benchmark and skills for their content/subject area. In addition, they will be able to work together to create data driven lessons to meet the needs of the learners.	Michelle Alford, CRT Shannon Sacher, Reading Coach Ernest Morris, Math/Science Coach	Yearlong: August 2012-May 2013
4. Professional Development that focuses on Professional Learning Communities. PLCs will focus on teacher content areas as well as interdisciplinary teams; which will allow teachers time to discuss essentials of the content as well as how to deliver such instruction	Michelle Alford, CRT Shannon Sacher, Reading Coach Ernest Morris, Math/Science Coach	Yearlong: August 2012-May 2013

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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
None	None

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
69	3% (2)	29% (20)	49% (34)	19% (13)	42% (29)	100% (69)	12% (8)	7% (5)	37% (25)

Teacher Mentoring Program/Plan

Please describe the school’s teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Kelly Delaney	Sarah Wissig	Ms. Wissig is a first year teacher, with a student population of students who are proficient in reading. Mrs. Delaney has a prior experience mentoring teachers. In addition, Mrs. Delaney is Reading endorsed.	<ol style="list-style-type: none"> 1. Monthly Mentor/Mentee meetings 2. Observations 3. Co-planning 4. Beginning Teacher portfolio (online)

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Gretchen Stopyra	Bradley Shreffler	Mr. Shreffler is a Language Arts teacher who is in the Alternative Certification Program. Mrs. Stopyra is has taught Language Arts and has experience with mentoring.	<ol style="list-style-type: none">1. Monthly Mentor/Mentee Meetings2. Observations3. ACP teacher portfolio (online)
Stephanie Garland	Kelly Delaney	Ms. Garland is a second year teacher to our district and is enrolled in the Alternative Certification Program. Mrs. Delaney is an experienced teacher and has a prior experience mentoring.	<ol style="list-style-type: none">1. Monthly Mentor/Mentee Meetings2. Observations3. ACP teacher portfolio (online)

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A In order to improve the academic achievement of our disadvantaged students, we have in place a mentoring program where faculty and staff are carefully matched with an at-risk or disadvantaged student. The mentor serves as a role model and academic coach, assisting students with goal-setting, conflict resolution, and good organizational and study habits.
Title I, Part C- Migrant In order to improve the academic achievement of our migrant students, we have two bilingual paraprofessionals to assist with our English Language Learner and Non-English Speaker students. Our bilingual paraprofessionals are scheduled into the classrooms to provide in-class (or pull-out) instructional support to these students at least on a weekly basis.
Title I, Part D In order to improve the academic achievement of our neglected and delinquent students, we have transferred SAFE duties to grade-level guidance counselors. We also provide targeted education and prevention programs and materials including suicide prevention, teen dating abuse and violence prevention, and anti-bullying education to those students in need. These services/programs are available through our guidance department to all students on campus, with a priority focus on our neglected and delinquent students.
Title II Teachers will participate in professional development that will focus on: Professional Learning Communities (Content and Interdisciplinary), Lesson Study and Common Planning
Title III Funds were used to purchase the Rosetta Stone Program, which will assist our ELL who are at the development stages of learning English. .
Title X- Homeless None
Supplemental Academic Instruction (SAI) SAI funds were used to purchase Intensive Reading positions; this impacts all of our Level 1 and Level 2 readers in the school as they are placed in reading classes which meet on a daily basis.
Violence Prevention Programs None
Nutrition Programs None
Housing Programs None
Head Start None

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Adult Education None
Career and Technical Education None
Job Training None
Other None

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<i>Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)</i> School-Based MTSS/RtI Team
<p>Identify the school-based MTSS leadership team. Douglas Szczinski, Principal; Franita Poke, Assistant Principal; Shannon Battoe, Assistant Principal, Michelle Alford, CRT, Ernest Morris, Math/Science Coach, Shannon Sacher, Reading Coach, Adrienne Hill, Intensive Math Instructor; Keyonata Granberry, Placement Specialist, Scott Baker, ESE Support Facilitator, Crystal Guthre, ESE Support Facilitator, Danielle Montelione, ESE Support Facilitator, Elizabeth Pagan, CCT, Evelyn Ramirez, ELL Paraprofessional, and Jean Precil, ELL Paraprofessional.</p>
<p>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? We have implemented a 3-tiered intervention process model that allows different team members to push-in or pull-out for interventions based on the students' areas of need. Instructional coaches provide co-teaching opportunities and lesson modeling for teachers. Teachers notify MTSS leadership team when they feel a student is in need of intervention. Those team members called upon then conference with the classroom teacher and develop a tailored plan of intervention.</p>
<p>Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the MTSS/RtI problem-solving process is used in developing and implementing the SIP? The MTSS leadership team collaborated heavily over the summer to develop a streamlined intervention process that notifies all team members and provides specific examples of steps taken at each tier of intervention. Such interventions include:</p> <ul style="list-style-type: none"> • Teacher coaching and mentoring • Professional development • Lesson study • Weekly classroom walkthroughs with focused feedback • Success Maker • Continuous Improvement Model • Mentoring program • SAFE • Tutoring
MTSS Implementation
<p>Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Marzano's art and science of teaching framework – weekly classroom walkthroughs Success Maker Benchmark and Mini-Assessments Teacher-created common assessments by department/grade level FAIR ORF/Maze My Access IMS EDW SMS</p>
<p>Describe the plan to train staff on MTSS. The MTSS leadership team will provide professional development activities to train staff on the MTSS/RtI process, procedures, and resources. Information is disseminated also via Share Point, email, and posted on the FMS Edmodo page.</p>

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Describe the plan to support MTSS.

The MTSS leadership team will meet bi-weekly to review MTSS/RtI progress and make changes as necessary. Team members will monitor the amount of intervention requests being logged through SharePoint and will use this data to guide future decisions about the intervention process.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Mr. Douglas Szcinski, Principal; Ms. Shannon Sacher, Reading Coach; Ms. Michelle Alford, CRT; Ms. Bethany Chappetta, Media Specialist; Mrs. Stephanie Tomes, Social Studies Instructor; Mrs. Kelly Delaney, Social Studies Instructor and Curriculum Leader; Mr. Justin Muenker, Social Studies Instructor; Ms. Jocelyn Lathers, Reading Instructor; Mrs. Sandy Thuringer, Reading Instructor; Mr. Thomas Tomaszewski, Language Arts Instructor; Ms. Danielle Montelione, ESE Support Facilitator; and Mr. William Swartz, Social Studies Instructor

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

The LLT will meet on a monthly basis to plan school wide literacy activities. This includes professional development for teachers as well as activities to increase student engagement in the ongoing reading process. The LLT has representatives from each grade level to assist in discerning the reading needs at each grade level. The LLT also encompasses Administration and Instructional Support staff to serve as a support and communication system for teacher needs in order to increase student engagement in literacy. The LLT utilizes a plethora of testing data to monitor student reading progress and sets literacy goals as needed.

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

The main goal of the LLT will be to increase the reading proficiency in all grade levels including specific subgroups. We will place emphasis on our lowest 25% as well as our Economically Disadvantaged subgroup. Reading will be incorporated into all content areas for a period of at least 20 minutes as week, with teacher tools in place to monitor student reading comprehension. In addition, non-content areas teachers will focus on incorporating explicit vocabulary instruction for a minimum of 20 minutes a week, with tools to monitor student comprehension and application of new knowledge. The LLT will assist instructors with understanding reading and vocabulary strategies as well as how to implement such strategies in the classroom.

Public School Choice

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

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

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

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

None

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

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

We have implemented a school-wide reading plan where students read independently for 20 minutes per week in each of their core classes. AR is used as a further incentive for independent reading. Monthly reading strategies are provided to the faculty and posted on Edmodo and SharePoint. Monthly professional development will be provided to train the staff in highly effective reading strategies. The school will host family literacy nights to encourage reading at home.

****High Schools Only***

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

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

None

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?

None

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](#).

None

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. Lack of adequate rigor in core classes	1A.1. Common planning, professional development and coaching for teachers	1A.1. CRT and coaches	1A.1. Coaching and professional development.	1A.1. Classroom walk-throughs
<u>Reading Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>By 2013, students scoring a Level 3 will increase by 5%.</i>	<i>In 2012, 40% (405) of the students scored a Level 3.</i>	<i>By 2013, 45% (456) of students will score a Level 3.</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 reading.			1B.1. <ul style="list-style-type: none"> Lack of student attendance Communication barriers such as receiving and giving instructional information Language acquisition issues for those dual enrolled as ESE and ESOL 	1B.1. <ul style="list-style-type: none"> ESE teacher consistently communicating with home (parents/guardian) Interdisciplinary collaborations with other service providers (OT/PT/Speech Therapist) 	1B.1. <ul style="list-style-type: none"> School Social Worker School Nurse ESE teacher Staffing Specialist Service providers 	1B.1. <ul style="list-style-type: none"> Monitor excused and unexcused attendance Weekly progress monitoring/reporting with work samples 	1B.1. <ul style="list-style-type: none"> Tracking by PCI reading assessments Math program assessments FAA practice materials
<u>Reading Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>By June 2013, the percent of students scoring at level 4, 5, and 6 (achieved) will increase by 3%.</i>	<i>In 2012, 50% (4) of the students scored achieved (level 4,5,6)</i>	<i>In 2013, 53% (5) of the students will score achieved (level 4,5, and 6)</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.

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		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. Students only read and write in Language Arts classes	2A.1. Incorporate cross-curricular reading and writing initiatives and SSR into all core content classes and Electives. Utilize AVID WICOR strategies to increase rigorous strategies into all content classes and electives.	2A.1. Instructional coaches, department chairs.	2A.1. Common planning, interdisciplinary PLCs	2A.1. SSR, AR, My Access
<u>Reading Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>By 2013, students scoring at or above a Level 4 will increase by 3%.</i>	<i>In 2012, 17% (172) of students scored at or above Level 4.</i>	<i>By 2013, 20% (202) of students will score at or above a Level 4.</i>					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1. <ul style="list-style-type: none"> • Attendance • Medical Concerns • Communication barriers such as receiving and giving instructional information • Language acquisition issues for those dual enrolled ESE and ESOL students. 	2B.1. <ul style="list-style-type: none"> • ESE teacher consistently communicating with home (parents/guardian) • Interdisciplinary collaborations with other service providers (OT/PT/Speech Therapist) 	2B.1. <ul style="list-style-type: none"> • School Social Worker • School Nurse • ESE Teacher • Staffing Specialist • Service Providers 	2B.1. <ul style="list-style-type: none"> • Monitor excused and unexcused attendance • Weekly progress monitoring/reporting with work samples 	2B.1. <ul style="list-style-type: none"> • Tracking by PCI reading assessments • Math program assessments • FAA practice materials
<u>Reading Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>By June 2013, the percent of students scoring at level 7 and above (commended) will increase by 3%.</i>	<i>In 2012, 37.5% (3) students scored commended level (7 and above)</i>	<i>In 2013, 40% (4) of the students will score commended (level 7 and above)</i>					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Lack of rigor and technology in Intensive Reading and Enrichment Reading classes.	3A.1. Incorporate technology into reading curriculum, increase high-complexity texts and questioning strategies into reading classes.	3A.1. Reading coach, reading teachers.	3A.1. Common planning and common assessments matched to adequate levels of rigor.	3A.1. Read 180, FAIR, Benchmark mini-assessments
<u>Reading Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By 2013, students making learning gains in reading will increase by 5%.	In 2012, 69% (699) students made learning gains in reading	In 2013, 74% (750) of students will make learning gains in reading.					
			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 reading.			<ul style="list-style-type: none"> • lack of student attendance • Communication barriers such as receiving and giving instructional information • Language acquisition issues for those dual enrolled ESE and ESOL students 	<ul style="list-style-type: none"> • ESE teacher consistently communicating with home (parents/guardian) • Interdisciplinary collaborations with other service providers (OT/PT/Speech Therapist) 	<ul style="list-style-type: none"> • School Social Worker • School Nurse • ESE teacher • Staffing Specialist • Service Providers 	<ul style="list-style-type: none"> • Monitor excused and unexcused attendance • Weekly progress monitoring/reporting with work samples 	<ul style="list-style-type: none"> • Tracking by PCI reading assessments • Math program assessments • FAA practice materials
<u>Reading Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June 2013, 3% of the students taking the FAA will demonstrate learning gains in reading.	In 2012, there was a 40% (4) learning gain among the returning students.	In 2013, 43% (5) of the students will demonstrate learning gains.					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Lack of supplemental materials.	4A.1. Purchasing supplemental materials for reading program including Latin Roots and Impact.	4A.1. Reading coach, reading teachers.	4A.1. Structured instructional plan incorporating supplemental materials into standard curriculum.	4A.1. Learning gains measured by progress monitoring tools included in supplemental materials
<u>Reading Goal #4A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>By 2013, students in the lowest 25% making learning gains in reading will increase by 3%.</i>	<i>In 2012, 71% (719) students in the lowest 25% made learning gains in reading.</i>	<i>In 2013, 74% (750) of students in the lowest 25% will make learning gains in reading.</i>					
	4A.2. Students are not provided with books matched to their independent reading Lexile.	4A.2. Measure student independent reading Lexile and match them to a properly leveled book.	4A.2. Reading teachers.	4A.2. Measure student Lexile, pair them to a book and repeat matching process as students grow in independent reading efficiency.	4A.2. Scholastic Reading Inventory (SRI)	4A.2.	
	4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%. Reading Goal #5A: <i>By 2017, we will reduce the number of students scoring a Level 1 or Level 2 in reading by 50%.</i>	Baseline data 2010-2011		In 2012, the number of students scoring a Level 1 or Level 2 in reading in reading was 38%.	By 2013, we will reduce the number of students scoring a Level 1 or Level 2 in reading down to 34%. This will be a 4% reduction in one year's time.	By 2014, we will reduce the number of students scoring a Level 1 or Level 2 in reading down to 30%. This will be a 4% reduction in one year's time.	By 2015, we will reduce the number of students scoring a Level 1 or Level 2 in reading down to 26%. This will be a 4% reduction in one year's time.	By 2016, we will reduce the number of students scoring a Level 1 or Level 2 in reading down to 22%. This will be a 4% reduction in one year's time.	By 2017, we will reduce the number of students scoring a Level 1 or Level 2 in reading down to 19%. This will be 3% reduction in one year's time.
	Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B: <i>By 2013, subgroups will increase satisfactory progress in reading by 3%.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	5B.1. White: Not enough emphasis placed on independent reading. Black: Not being engaged in the classroom. Hispanic: Second-language acquisition. Asian: Second-language acquisition. American Indian: n/a	5B.1. White: School wide literacy initiative, implementation of SSR. Black: Incorporate high-probability strategies for engaging reluctant learners. Hispanic: ESOL strategies and an additional ESOL support staff position. Asian: ESOL strategies and an additional ESOL support staff position. American Indian: n/a	5B.1. White: All faculty and d staff, classroom teachers, instructional coaches. Black: Instructional coaches, classroom teachers. Hispanic: CCT and ESOL paraprofessionals, classroom teachers. Asian: CCT and ESOL paraprofessionals, classroom teachers. American Indian: n/a	5B.1. White: Circulation numbers in media center, AR points. Black: Professional development and modeling of Marzano's Design Question 5 – strategies for student engagement. Hispanic: Monitor progress in second-language acquisition and fluency. Asian: Monitor progress in second-language acquisition and fluency. American Indian: n/a	5B.1. White: Destiny Accelerated Reader. Black: Classroom walk-throughs. Hispanic: Classroom walk-throughs, CELLA testing. Asian: Classroom walk-throughs, progress on mini-assessments and fluency tests. American Indian: n/a	
	<i>In 2012, the following subgroups did not make satisfactory progress in reading. White: 76% made satisfactory progress. Black: 60% made satisfactory progress.</i>		<i>In 2013, the following subgroups will increase the percentage of students making satisfactory progress in reading. White: 79% will make satisfactory progress.</i>					

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	<p><i>Hispanic: 70% made satisfactory progress. Asian: 81% made satisfactory progress. American Indian: n/a</i></p>	<p><i>Black: 63% will make satisfactory progress. Hispanic: 73% will make satisfactory progress. Asian: 84% will make satisfactory progress. American Indian: n/a</i></p>					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. Second-language acquisition and fluency.	5C.1. ESOL strategies and an additional ESOL support staff position, implementation (if possible) of Rosetta Stone.	5C.1. CCT and ESOL paraprofessionals, classroom teachers.	5C.1. Monitor progress in second-language acquisition and fluency. Measure progress made in Rosetta Stone.	5C.1. Classroom walk-throughs, progress monitoring tools included in ESOL curriculum and Rosetta Stone program.
Reading Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>By 2013, ELL students making satisfactory progress in reading will increase by 3%.</i>	<i>In 2012, only 33% of ELL students made satisfactory progress in reading.</i>	<i>In 2013, 36% of ELL students will make satisfactory progress in reading.</i>					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. Lack of ESE strategies being implemented in mainstream classrooms.	5D.1. Hire additional ESE support facilitators to train teachers on strategies and monitor students.	5D.1. ESE facilitators and classroom teachers.	5D.1. Provide professional development to teachers, to monitor effective use of strategies in classroom, and provide in-classroom tutoring and coaching to ESE students.	5D.1. Progress monitoring tools used in content areas – mini-assessments, grade point averages, etc.
Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>By 2013, the percentage of students with disabilities not making satisfactory progress in reading will decrease by 3%.</i>	<i>In 2012, 67% of SWD did not make satisfactory progress in reading.</i>	<i>In 2013, 63% of SWD will not make satisfactory progress in reading.</i>					
<i>By 2013, students with disabilities making satisfactory progress in reading will increase by 3%.</i>	<i>In 2012, only 34% of students with disabilities made</i>	<i>In 2013, 37% of students with disabilities</i>					

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	<i>satisfactory progress in reading.</i>	<i>will made satisfactory progress in reading.</i>					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Lack of support at home.	5E.1. Mentor students on campus and provide parents with homework help and coaching tips to better assist their children.	5E.1. Guidance counselors, teacher mentors.	5E.1. Identify students, assign mentors, monitor student academics and performance.	5E.1. Content-based progress monitoring assessments and mentor-mentee meetings.
Reading Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By 2013, the percentage of Economically Disadvantaged students not making satisfactory progress in reading will decrease by 3%.	In 2012, 34% of Economically Disadvantaged students did not make satisfactory progress in reading.	In 2013, 31% of Economically Disadvantaged students will not make satisfactory progress in reading.					
By 2013, the percentage of Economically Disadvantaged students making satisfactory progress in reading will increase by 3%.	In 2012, only 66% of Economically Disadvantaged students made satisfactory progress in reading.	In 2013, 69% of Economically Disadvantaged students will make satisfactory progress in reading.	5E.2. Lack of educational materials at home.	5E.2. Provide tutoring 5 days a week.	5E.2. Classroom teachers and SES tutoring staff.	5E.2. Advertise tutoring opportunities and encourage students to participate.	5E.2. Attendance records/participation numbers in tutoring program.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Read 180 training	All grade levels	Ms. Sacher, Reading coach	All reading teachers	Monthly	Classroom walk-throughs	Ms. Sacher, reading coach; Mr. Szcinski, Principal

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Common Planning	All grade levels	Ms. Sacher, Reading coach, Ms. Alford, CRT; Mr. Morris, Math/Science Coach	School wide	Twice a month	Classroom walk-throughs, monitoring of lesson plans and common assessment data	Ms. Sacher, reading coach; Ms. Alford, CRT, Mr. Morris, Math/Science Coach, Mr. Szczinski, Principal
Lesson Study	All grade levels	Ms. Sacher, Reading coach, Ms. Alford, CRT; Mr. Morris, Math/Science Coach	School wide	Once a 9 weeks	Classroom walk-throughs, monitoring of lesson plans and common assessment data	Ms. Sacher, reading coach; Ms. Alford, CRT, Mr. Morris, Math/Science Coach, Mr. Szczinski, Principal

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Amount
Increase student Lexiles and build vocabulary development and reading fluency.	Read 180	School Budget	\$179,000.00
Increase student vocabulary through teaching root words, prefixes, and suffixes.	Latin Roots	School Budget	\$100.00
			Subtotal: \$180,000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Increase student engagement through integrating interactive applications into classroom practice.	Teacher iPads	School budget, Title I	\$56,000.00
			Subtotal: \$56,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Increase teacher efficacy through ongoing professional development and training in curriculum and strategies; collaboration in common planning, and common assessments.	Read 180 training Lesson study Common planning	School Budget School Budget School Budget	\$0 (included in purchase) \$0 \$0
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$236,000.00

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		1.1. Lack of student attendance	1.1. Referrals to Grade Level Guidance Counselors, Attendance letters sent home and Conferences held	1.1. Ms. Springer, Ms. Shah, Ms. Swanburg, and Mrs. Pagan	1.1. Analyze counselor referral data and conference results. Analyze Attendance/Truancy Reports	1.1. SharePoint tracking and EDW along with SMS Reports
CELLA Goal #1: <i>By June 2013, the percent of students scoring proficiency (733-830) will increase by 3%.</i>	2012 Current Percent of Students Proficient in Listening/Speaking: <i>In 2012, 76% (193) of the students scored at the proficient level in Oral Skills (Listening and speaking).</i>					
		1.2. Learning made difficult due to student's high affective filter and feeling of non-acceptance by new environment.	1.2. Positive Referral System (PURE Panther), Panther Mentor Program, Student Recognition & Praise	1.2. Admin. Team, Mr. Davis, Mr. Brazley, Ms. Pagan, All teachers	1.2. Weekly Progress Reports	1.2. SharePoint tracking and EDW
		1.3. Low motivation due to a lack of basic skills and poor academic record in the first language to transfer to the second language (English)	1.3. MTSS/RtI, School wide tutoring, Interventions, "Sed de Saber" English learning program.	1.3. Instructional Coaches, Ms. Sacher, Mr. Morris, Ms. Pagan, Paraprofessionals, Admin. Dean, Guidance Counselors	1.3. Progress monitoring, weekly PLC and data assessment	1.3. Sharepoint tracking, SuccessMaker records, Course recovery records, EDW
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1. Lack of student attendance	2.1. Referrals to Grade Level Counselors, Attendance letters sent home and Conferences held	2.1. Ms. Springer, Ms. Shah, Ms. Swanburg, Mrs. Pagan	2.1. Analyze counselor referral data and conference results. Absence and tardy records, Analyze Attendance/ Truancy Reports	2.1. SharePoint tracking and ED, SMS Reports
CELLA Goal #2: <i>By June 2013, the percent of students</i>	2012 Current Percent of Students Proficient in Reading: <i>In 2012, 35% (88) of the students scored at the proficient level in</i>					

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scoring proficiency (759-815) will increase by 3%.	Reading.					
		2.2. Learning made difficult due to student's high affective filter and feeling of non-acceptance by new environment.	2.2. Positive Referral System (PURE Panther), Panther Mentor Program, Student Recognition	2.2. Admin. Team, Mr. Davis, Mr. Brazley, Ms. Pagan	2.2. Weekly Progress reports.	2.2. SharePoint tracking and EDW.
		2.3. Low motivation due to a lack of basic skills and poor academic record in the first language to transfer to the second language (English)	2.3. MTSS/RtI, School wide tutoring, Interventions, "Sed de Saber" English learning program.	2.3. Instructional Coaches, Ms. Sacher, Mr. Morris, Ms. Pagan, Paraprofessionals, Admin. Dean, Guidance Counselors	2.3. Progress monitoring, weekly PLC and data assessment	2.3. SharePoint tracking, SuccessMaker records, Course recovery records, EDW

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		3.1. Lack of student attendance	3.1. Referrals to Grade Level Counselors, attendance letters sent home and Conferences held	3.1. Ms. Springer, Ms. Shah, Ms. Swanburg, Mrs. Pagan	3.1. Analyze counselor referral data and conference results. Absence and tardy records, attendance and truancy reports	3.1. SharePoint tracking and EDW, SMS
CELLA Goal #3: <i>By June 2013, the percent of students scoring proficiency (746-845) will increase by 3%.</i>	2012 Current Percent of Students Proficient in Writing :					
	<i>In 2012, 39% (100) of the students scored at the proficient level in Writing.</i>					
		3.2. Learning made difficult due to student's high affective filter and feeling of non-acceptance by new environment.	3.2. Positive Referral System (PURE Panther), Panther Mentor Program, Student Recognition and praise	3.2. Admin. Team, Mr. Davis, Mr. Brazley, Ms. Pagan, All teachers	3.2. Weekly Progress Reports	3.2. SharePoint tracking and EDW
	3.3. Low motivation due to a lack of basic skills and poor academic record in the first language to transfer to the second language (English)	3.3. MTSS/RtI, School wide tutoring, Interventions, "Sed de Saber" English learning program	3.3. Instructional Coaches, Ms. Sacher, Mr. Morris, Ms. Pagan, Paraprofessionals, Admin. Dean, Guidance Counselors	3.3. Progress monitoring, weekly PLC and data assessment	3.3. SharePoint tracking, SuccessMaker records, Course recovery records, EDW	

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Increase student English language proficiency through differentiated instruction.	Rosetta Stone, Keystone	District	\$0
			Subtotal: \$0
Technology			
Strategy	Description of Resources	Funding Source	Amount
Increase student English Language Proficiency through innovations	Mobile labs, clickers	School budget	\$0
			Subtotal: \$0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
MTSS/RtI and Instructional Support	Interventions' Instructional Coaches (Reading, Science, Math, ESOL) and paraprofessionals.	School Budget	\$0
			Subtotal:
			Total: \$0

End of CELLA Goals

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Elementary School Mathematics Goals

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

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

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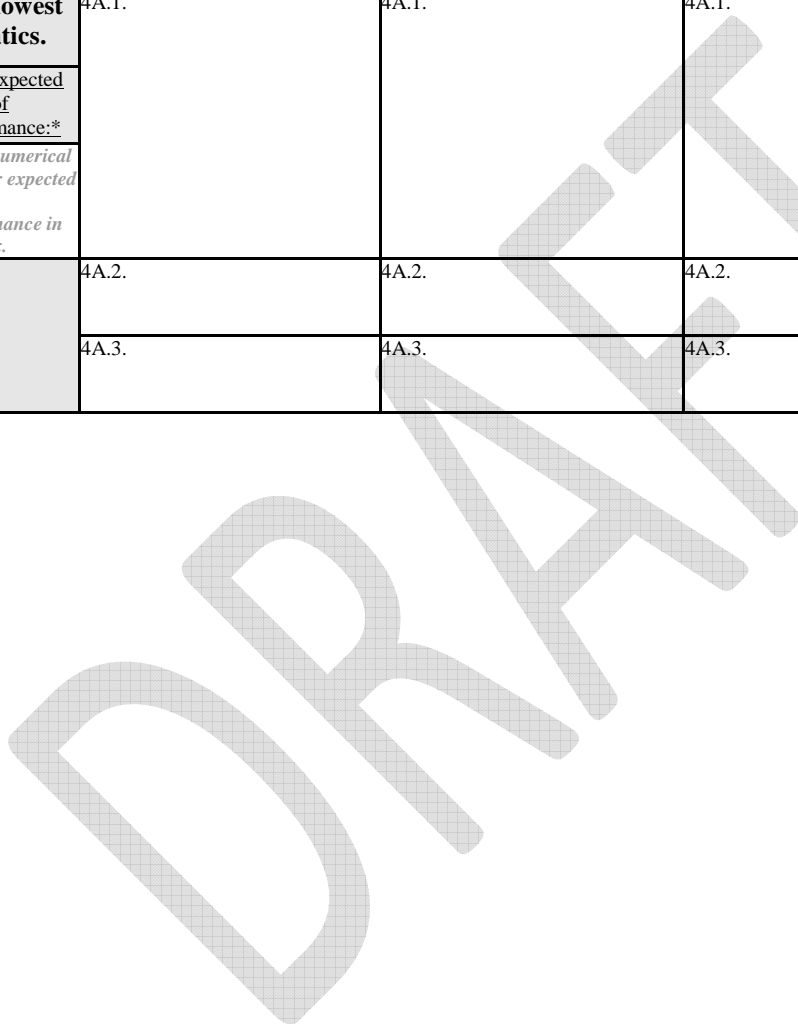
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation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

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

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



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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%. Mathematics Goal #5A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2010-2011							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1a.1. Instructional staff are not collectively sharing teaching strategies, assessments and planning lessons as a grade-level team.	1a.1. Teachers will collaboratively implement common lesson plans, assessments and determine student specific benchmark weaknesses using common assessments. Principal and Instructional Coach will select Professional Developmental that will specifically train staff on common assessment creation and lesson planning.	1a.1. Mr. Morris and math instructional staff.	1a.1. Common planning will take place once per week for each grade level. Math staff will also meet biweekly with science department to strategize, cross-disciplinary benchmarks.	1a.1. Teachers will generate common assessments that are specific to FCAT benchmark identified weakness. Common assessments will be graded using same rubric. Evaluation tools will be a product of both teacher collaboration and district/state provided assessments.
Mathematics Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>By 2013, we will increase the number of students scoring a level 3 from 56% to 60% students.</i>	<i>Current FCAT performance indicated that 56 % (567) students scored at a level 3.</i>	<i>Based on prior year performance 60 % (608) students will score at a level 3.</i>	1a.2. Student performance on FCAT 2.0 reading indicates an increase in level 1 and 2 readers.	1a.2. Teachers will implement organized note-taking using a common notebook and note taking strategies that are based on student need and departmental consensus..	1a. Mr. Morris, Ms. Sacher and MTSS/RtI team.	1.2. Staff will make changes as needed upon collaboration with the reading department coach. Math related articles that require comprehension and independent summarization will be used weekly outside of the textbook. Cornell-notes and other strategies will be teacher monitored by checking student notebooks.	1a.2. Comprehension quizzes based upon the reading

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			1a.3. Students do not have the parent resources available to assist them with homework completion and study skills	1a.3. Tuesday and Thursday after school tutoring for one-hour. Tutoring available Monday, Wednesday and Friday by SES tutoring providers for 1.5 hours.	1a.3Mr. Morris, instructional staff at Freedom Middle and SES provider tutors.	1a.3. SES tutors will provide a student learning plan and create assessments to chart student achievement toward their goal	1a.3. Mr. Morris, SES facilitator will meet with SES tutors and update student learning profiles and track goals as they are met.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1. <ul style="list-style-type: none"> Lack of student attendance Communication barriers such as receiving and giving instructional information Language acquisition issues for those dual enrolled ESE and ESOL students 	1B.1. <ul style="list-style-type: none"> ESE teacher consistently communicating with home (parents/guardian) Interdisciplinary collaborations with other services providers (OT/PT/ Speech Therapist) 	1B.1. <ul style="list-style-type: none"> School Social worker School Nurse ESE Teacher Staff Specialist Services Providers 	1B.1. <ul style="list-style-type: none"> Monitor excused and unexcused attendance Weekly progress monitoring/reporting with work samples 	1B.1. <ul style="list-style-type: none"> Tracking by PCI reading assessments/ Math program and assessments FAA practice tool
Mathematics Goal #1B: <i>By June 2013, the percent of students scoring at level 4, 5, and 6 (achieved) will increase by 2%.</i>	<u>2012 Current Level of Performance:*</u> <i>In 2012, 50% (5) of the students scored (levels 4,5, and 6)</i>	<u>2013 Expected Level of Performance:*</u> <i>In 2013, 60% of the students will achieved (level 4, 5, and 7)</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
				1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</p> <p>Mathematics Goal #2A:</p> <p><i>By 2013, we will increase the number of students scoring levels 4 and 5 from 24% to 28%.</i></p>	<p>2012 Current Level of Performance:*</p> <p><i>Current FCAT performance indicates that 24% (280) students scored at levels 4 and 5.</i></p>	<p>2013 Expected Level of Performance:*</p> <p><i>Based on prior year performance 28% (303) students will score at levels 4 and 5.</i></p>	<p>2a.1. Teachers need training and strategies that will help them create lessons that are more rigorous and application based.</p>	<p>2a.1. Attend professional developments that provide strategies that incorporate rigor into the classroom curriculum.</p>	<p>2a.1. Mr. Morris, Mr. Szczinski and math staff personnel.</p>	<p>2a.1 Implement discussion on rigor into the common planning meetings and share lessons learned from attendance at professional developments.</p>	<p>2a.1. Teacher created common assessments that require written responses and application of knowledge beyond the classroom.</p>
			<p>2a.2. School staff is not comfortable with data analysis and how it guides instruction</p>	<p>2a.2. Implementation of PLC (Professional Learning Communities) that are specific to targeted instruction based upon interpreting student data.</p> <p>Continued consensus building in creating assessments and targeting weaknesses not only in the individual teacher classroom, but within the entire grade/subject area team.</p>	<p>2a.2. Mr. Morris and math instructional staff.</p>	<p>2a.2. Common planning meetings, PLC meetings that require teachers to bring their student data to meetings and discuss their teaching methodology and successes</p>	<p>2a.2. Teacher created common assessments that are specific to an identified benchmark weakness</p>
			<p>2a.3 2011 7th grade students only 57% scored at level 3</p>	<p>2a.3 3 Increase reading opportunities and classroom</p>	<p>2a.33 MTSS/RtI team, Ms. Sacher, Mr. Morris.</p>	<p>Continued consensus building in creating</p>	<p>2a.3 Reading quizzes related to topics specific to math,</p>

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		or above on FCAT 2.0 reading.	activities that require comprehension and vocabulary practice		assessments and targeting weaknesses not only in the individual teacher classroom, but within the entire grade/subject area team. Weekly reading activities that require comprehension and answering questions related to math.		
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.		2B.1.	2B.1.	2B.1.	2B.1.	2B.1.	
Mathematics Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	<ul style="list-style-type: none"> • Lack of student attendance • Communication barriers such as receiving and giving instructional information • Language acquisition issues for those dual enrolled ESE and ESOL students 	<ul style="list-style-type: none"> • ESE teacher consistently communicating with home (parents/guardian) • Interdisciplinary collaborations with other services providers (OT/PT/ Speech Therapist) 	<ul style="list-style-type: none"> • School Social worker • School Nurse • ESE Teacher • Staffing Specialist • Service providers 	<ul style="list-style-type: none"> • Monitor excused and unexcused attendance • Weekly progress monitoring/reporting with work samples 	<ul style="list-style-type: none"> • Tracking by PCI reading assessments/ • Math program and assessments • FAA practice tool
<i>By June 2013, the percent of students scoring at level 7 and above (commended) will increase by 2%.</i>	<i>In 2012, 25% (2) students scored commended (level 7 and above).</i>	<i>In 2013, 26% of the students will score commended (level 7 and above).</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3a.1. Prior years poor performance on FCAT	3a.1. Analyze previous year FCAT and identify level 1 and 2 students and place them in math intervention elective along with their grade level math.	3a.1. Mrs. Hill and MTSS/RtI team	3a.1. Student progress will be tracked daily within the MTSS/RtI software.	3a.1. Sharepoint tracking, SuccessMaker Fraction Nation records, Course recovery records,
<u>Mathematics Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>By 2013, we will increase the number of students making learning gains from 64% to 68%.</i>	<i>Current FCAT performance in 2012 17% (170) students made learning gains.</i>	<i>Based on prior year performance 21% (227) will make learning gains.</i>					
			3a.2. ELL and ESOL student language barriers to learning high-level math language.	3a.2. Identify students in need of assistance and alert ESOL director and paraprofessionals to assist.	3a.2. Ms. Ramirez, Mrs. Pagan, and Mr. Precil.	3a.2. Students will be provided necessary language learning materials and teachers will implement ESOL strategies as directed by ESOL staff.	3a.2. ESOL staff monitoring and meeting with classroom instructors to discuss strategies.
			3a.3. ESE students will need to meet the rigor of FCAT due to scoring changes.	3a.3. ESE intervention professionals will identify ESE students and their needs early in the year and provide teachers with information and strategies to implement in the classroom.	3a.3. Mrs. Granberry, Mrs. Guthrie, Mrs. Montelione, Mr. Baker, (ESE Support Facilitators) and MTSS/RtI team.	3a.3. Support facilitators will support teachers in implementing ESE strategies, interventions in and out of the classroom.	3a.3. ESE staff will track and monitor student data and make adjustments to academic plans as needed.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1. <ul style="list-style-type: none"> Lack of student attendance Communication barriers such as receiving and giving instructional information Language acquisition issues for those dual enrolled ESE and ESOL students 	3B.1. <ul style="list-style-type: none"> ESE teacher consistently communicating with home (parents/guardian) Interdisciplinary collaborations with other services providers (OT/PT/ Speech Therapist) 	3B.1. <ul style="list-style-type: none"> School Social worker School Nurse ESE Teacher Staffing Specialist Service providers 	3B.1. <ul style="list-style-type: none"> Monitor excused and unexcused attendance Weekly progress monitoring/reporting with work samples 	3B.1. <ul style="list-style-type: none"> Tracking by PCI reading assessments/ Math program and assessments FAA practice tool
<u>Mathematics Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>By June 2013, 21% of the students taking the FAA will demonstrate learning gains.</i>	<i>In 2012, there was a 20% (1) learning gain among returning students.</i>	<i>In 2013, 21% of the students will demonstrate learning gains.</i>					

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		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4a.1. Low motivation due to poor academic track record	4a.1 Positive Referral System SES and other afterschool tutoring to help students catch up in their learning.	4a.1.. Mr. Davis, Mr. Brazley and Administrative staff 4a.3. Administrative staff and teacher involvement.	4a.1. Provide free tutoring afterschool implementation of the no zeroes policy to allow students more time to complete assignments.	4a.1. SharePoint tracking and EDW
<u>Mathematics Goal #4A:</u>	4a.3 Inadequate nutrition	4a.3.Provide students with free breakfast and lunch					
<i>By 2013, we will increase the number of students in the lowest 25% making learning gains from 63% to 67%.</i>	<i>Current performance indicates that 63% (638) students made learning gains.</i>	<i>Based on prior year performance 67% (679) students will make learning gains.</i>					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017												
5A. In six years, school will reduce their achievement gap by 50%. Mathematics Goal #5A: <i>By the year 2017 we will reduce then number of students scoring at level 1 and 2 by 50%.</i>	Baseline data 2010-2011		In 2012, 37.5% of our students scored at a level 1 or 2.	By 2013 33% of our students will score at a level 1 or 2.	By 2014, 28% of our students will score at a level 1 or 2.	By 2015, 23% of our students will score at a level 1 or 2.	By 2016, 19% of our students will score at a level 1 or 2.	By 2017, 19% of our students will score at a level 1 or 2.												
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool													
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: <i>To reduce the achievement gap by ethnicity by 4% for each student subgroup</i>	<table border="1"> <thead> <tr> <th>2012 Current Level of Performance:*</th> <th>2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>White:37%</td> <td>White:33%</td> </tr> <tr> <td>Black:58%</td> <td>Black:54%</td> </tr> <tr> <td>Hispanic:51%</td> <td>Hispanic:47%</td> </tr> <tr> <td>Asian:41%</td> <td>Asian:37%</td> </tr> <tr> <td>American Indian: 41%</td> <td>American Indian: 37%</td> </tr> </tbody> </table>		2012 Current Level of Performance:*	2013 Expected Level of Performance:*	White:37%	White:33%	Black:58%	Black:54%	Hispanic:51%	Hispanic:47%	Asian:41%	Asian:37%	American Indian: 41%	American Indian: 37%	5B.1 Student lack of investment in school culture resulting in behavioral issues	5B.1 Positive Referral System	5B.1 Mr. Davis, Mr. Brazley and Administrative staff	5B.1 Progress Monitoring, Weekly PLC and Data assessment	5B.1 SharePoint tracking and EDW	
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*																		
	White:37%	White:33%																		
	Black:58%	Black:54%																		
Hispanic:51%	Hispanic:47%																			
Asian:41%	Asian:37%																			
American Indian: 41%	American Indian: 37%																			
		5B.2. Low motivation due to poor academic track record	5B.2. Positive Referral System SES and other afterschool tutoring to help students catch up in their learning	5B.2. Mr. Davis, Mr. Brazley and Administrative staff	5B.2. Provide free tutoring afterschool implementation of the no zeroes policy to allow students more time to complete assignments.	5B.2. SharePoint tracking and EDW														
		5B.3. Inadequate nutrition	5B.3. Provide students with free breakfast and lunch	5B.3. Nurse, Mrs. Salinas and guidance	5B.3. Free and Reduced Lunch Data. SAFE/guidance referrals. Absence and tardy records. Nurse's log.	5B.3. SharePoint tracking and EDW														

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1. Prior years poor performance on FCAT indicates	5C.1. Analyze previous year FCAT and identify level 1 and 2 students and place them in math intervention elective along with their grade level math	5C.1. Mrs. Hill and MTSS/RtI team	5C.1. Student progress will be tracked daily within the MTSS/RtI software	5C.1. SharePoint tracking, SuccessMaker Fraction Nation records, Course recovery records
<u>Mathematics Goal #5C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>We will reduce the number of ELL students not making satisfactory progress from 65% to 61%.</i>	<i>Current performance data indicates that 65% (723) students did not make satisfactory progress.</i>	<i>Based on prior year performance 61% (660) students will not make satisfactory progress.</i>					
			5C.2. Language barriers to learning high –level math language.	5C.2. Identify students in need of assistance and alert CCT and paraprofessionals to assist	5C.2. Ms. Ramirez, Mrs. Pagan, and Mr. Precil.	5C.2. Students will be provided necessary language learning materials and teachers will implement ESOL strategies as directed by ESOL staff	5C.2. ESOL staff monitoring and meeting with classroom instructors to discuss strategies
			5C.3. ESE students will need to meet the rigor of FCAT due to scoring changes.	5C.3. ESE intervention professionals will identify ESE students and their needs early in the year and provide teachers with information and strategies to implement in the classroom.	5C.3. Mrs. Granberry, Mrs. Guthrie, Mrs. Montelione, Mr. Baker, (ESE Support Facilitators) and MTSS/RtI team.	5C.3. Support the teachers in implementing ESE strategies, interventions in and out of the classroom	5C.3. ESE staff will track and monitor student data and make adjustments to academic plans as needed
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. Prior year FCAT scores and lack of motivation due to academic challenges.	5D.1. ESE intervention professionals will identify ESE students and their needs early in the year and provide teachers will	5D.1. Mrs. Granberry, Mrs. Guthrie, Mrs. Montelione, Mr. Baker, (ESE support facilitators) and MTSS/RtI team.	5D.1. Support the teachers in implementing ESE strategies, interventions in and out of the classroom	5D.1. ESE staff will track and monitor student data and make adjustments to intervention process as needed.
<u>Mathematics Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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By 2013, we expect 34% (or less), of our SWD to not make satisfactory progress in mathematics	In 2012, 37.5% (404) SWD did not make satisfactory progress in mathematics.	In 2013, we expect 34% (or less), of our SWD to not make satisfactory progress in mathematics		information and strategies to implement in the classroom.			
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1. Students may not have the appropriate school supplies and may not be eating adequately.	5E.1. Referrals to guidance office in order to assist students in getting school supplies and lunch/breakfast opportunities.	5E.1. Guidance department staff	5E.1. Analyze guidance data to monitor supplies distributed and students needing lunch/breakfast opportunities.	5E.1. SharePoint tracking and EDW
<u>Mathematics Goal</u> #5E:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>By 2013, we will decrease the percentage of Economically Disadvantaged students not making progress from 22% to 18%.</i>	<i>Current FCAT performance indicates that 22% (245) students did not make satisfactory progress.</i>	<i>Based on prior year performance 18% (194) students will not make satisfactory progress.</i>					
			5E.2. Student lack of investment in school culture resulting in behavioral issues	5E.2. Positive Referral System	5E.2. Mr. Davis, Mr. Brazley and Administrative staff	5E.2. Progress Monitoring, Weekly PLC and Data assessment	5E.2. SharePoint tracking and EDW
			5E.3. Poor behavior due to poor academic track record	5E.3. SES and other afterschool tutoring to help students catch up in their learning.	5E.3. Mr. Morris, Mr. Davis, Mr. Brazley and Administrative staff.	5E.3. 3Progress Monitoring, Weekly PLC and Data assessment	5E.3. SharePoint tracking and EDW

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

High School 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
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1.1.	1.1.	1.1.	1.1.	1.1.
Mathematics Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <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 mathematics.			2.1.	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.

End of Florida Alternate Assessment High School Mathematics Goals

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

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1.			1.1. Instructional staff are not collectively sharing teaching strategies, assessments and planning lessons as a grade-level team.	1.1 Teachers will collaboratively implement common lesson plans, assessments and determine student specific benchmark weaknesses using common assessments. Principal and Instructional Coach will select Professional Developmental that will specifically train staff on common assessment creation and lesson planning.	1.1. Mr. Morris and math instructional staff.	1.1 Common planning will take place once per week for each grade level. Math staff will also meet biweekly with science department to strategize, cross-disciplinary benchmarks.	1.1 Teachers will generate common assessments that are specific to FCAT benchmark identified weakness. Common assessments will be graded using same rubric. Evaluation tools will be a product of both teacher collaboration and district/state provided assessments.
Algebra 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By June 2013, 63% (99) of our students will score at level 3.	2012 performance indicated that 59% (80) students scored level 3.	Current prediction for 2013 is 63% (99) students will score at level 3.					
			1.2. Student performance on FCAT 2.0 reading indicates an increase in level 1 and 2 readers.	1.2. Teachers will implement organized note-taking using a common notebook and note taking strategies that are based on student need and departmental consensus.	1.2. .Mr. Morris, Ms. Sacher and MTSS/RtI team.	1.2. Staff will make changes as needed upon collaboration with the reading department coach. Math related articles that require comprehension and independent summarization will be used weekly outside of the textbook. Cornell-notes and other strategies will be teacher monitored by checking student notebooks.	1.2. Comprehension quizzes based upon the reading.

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		1.3. Students do not have the parent resources available to assist them with homework completion and study skills	1.3. Tuesday and Thursday after school tutoring for one-hour. Tutoring available Monday, Wednesday and Friday by SES tutoring providers for 1.5 hours.	1.3. Mr. Morris, instructional staff at Freedom Middle and SES provider tutors.	1.3. SES tutors will provide a student learning plan and create assessments to chart student achievement toward their goal.	1.3. Mr. Morris, SES facilitator will meet with SES tutors and update student learning profiles and track goals as they are met.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.		2.1. Teachers need training and strategies that will help them create lessons that are more rigorous and application based.	2.1. Attend professional developments that provide strategies that incorporate rigor into the classroom curriculum	2.1. Mr. Morris, Mr. Szcinski and math staff personnel.	2.1. Implement discussion on rigor into the common planning meetings and share lessons learned from attendance at professional developments.	2.1. Teacher created common assessments that require written responses and application of knowledge beyond the classroom.
Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
<i>By June 2013, 29% (46) of our students will score at level 4 and 12% (19) students will score at a level 5.</i>	<i>2012 performance indicated that 25 % (34) students scored level 4 and also indicated that 8% (11) students scored level 5.</i>	<i>Current projection for 2013 is 29% (46) students will score at level 4 and 12% (19) students will score at a level 5.</i>				
		2.2. School staff is not comfortable with data analysis and how it guides instruction	2.2. Implementation of PLC (Professional Learning Communities) that are specific to targeted instruction based upon interpreting student data. Continued consensus building in creating assessments and targeting weaknesses not only in the individual teacher classroom, but within the	2.2. Mr. Morris and math instructional staff	2.2. Common planning meetings, PLC meetings that require teachers to bring their student data to meetings and discuss their teaching methodology and successes.	2.2. Common mini-assessments and a unit exam each quarter

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			entire grade/subject area team.			
		2.3. 2011 7th grade students only 57% scored at level 3 or above on FCAT 2.0 reading.	2.3. Increase reading opportunities and classroom activities that require comprehension and vocabulary practice	2.3. MTSS/RtI team, Ms. Sacher, Mr. Morris	2.3. MTSS/RtI training will be provided with follow up in PLCs and coaching to support consistent implementation with fidelity	2.3. Teacher created common assessments and district provided benchmarks for Algebra EOC readiness for FCAT.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%. <u>Algebra 1 Goal #3A:</u> <i>By June 2013, 100% of our students will make satisfactory progress in Algebra I.</i>	Baseline data 2010-2011		In 2012, 97% of our students made satisfactory progress in Algebra I.	In 2013, 100% of our students will make satisfactory progress in Algebra I.	In 2014, 100% of our students will make satisfactory progress in Algebra I.	In 2015, 100% of our students will make satisfactory progress in Algebra I.	In 2016, 100% of our students will make satisfactory progress in Algebra I.	In 2017, 100% of our students will make satisfactory progress in Algebra I.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1. <u>Algebra 1 Goal #3B:</u> <i>In 2012, only 2.94% of our students in Algebra did not make satisfactory progress; 97% of the students made satisfactory progress.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	3B.1. Students may not have the parent resources available to assist them with homework completion and study skills 3B.2. 3B.3.	3B.1. Tuesday and Thursday after school tutoring for one-hour. Tutoring available Monday, Wednesday and Friday by SES tutoring providers for 1.5 hours. 3B.2. 3B.3.	3B.1. Mr. Morris, instructional staff at Freedom Middle and SES provider tutors. 3B.2. 3B.3.	3B.1. SES tutors will provide a student learning plan and create assessments to chart student achievement toward their goal. 3B.2. 3B.3.	3B.1. Mr. Morris, SES facilitator will meet with SES tutors and update student learning profiles and track goals as they are met. 3B.2. 3B.3.	
	White: 100%	White: 100%						
	Black: 100%	Black: 100%						
	Hispanic: 99.85%	Hispanic: 100%						
Asian: 99.85%	Asian: 100%							
American Indian:	American Indian:							

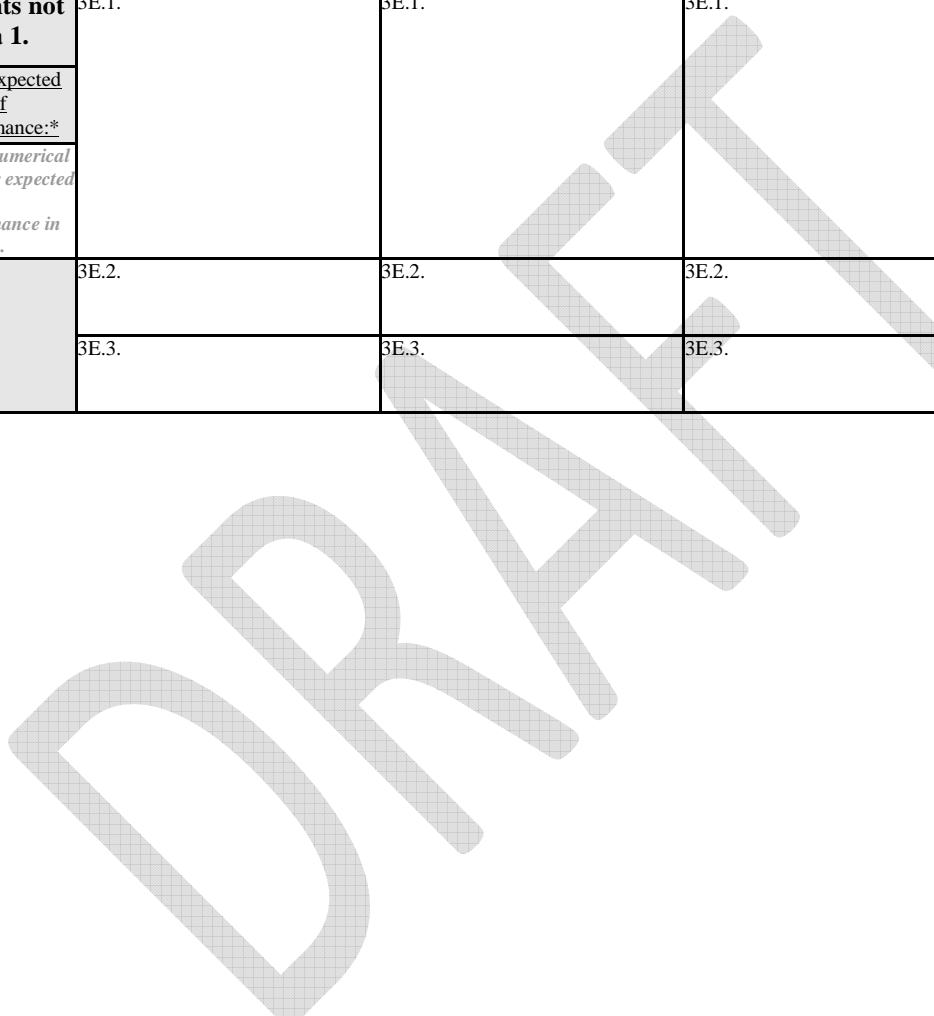
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process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

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

End of Algebra 1 EOC Goals



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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1. Instructional staff are not collectively sharing teaching strategies, assessments and planning lessons as a grade-level team.	1.1. Teachers will collaboratively implement common lesson plans, assessments and determine student specific benchmark weaknesses using common assessments. Principal and Instructional Coach will select Professional Developmental that will specifically train staff on common assessment creation and lesson planning.	1.1. Mr. Morris and math instructional staff.	1.1. Common planning will take place once per week for each grade level. Math staff will also meet biweekly with math department to strategize, cross-disciplinary benchmarks	1.1. Teachers will generate common assessments that are specific to FCAT benchmark identified weakness. Common assessments will be graded using same rubric. Evaluation tools will be a product of both teacher collaboration and district/state provided assessments.
Geometry Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By 2012, 38% of our students will score at a level 3.	2012 data indicates that 34% (8) students scored level 3.	Current projection for 2013 is that 38% (10) students will score at a level 3.					
			1.2. Student performance on FCAT 2.0 reading indicates an increase in level 1 and 2 readers.	1.2. Teachers will implement organized note-taking using a common notebook and note taking strategies that are based on student need and departmental consensus	1.2. Mr. Morris and science instructional staff.	1.2. Collaboration with the reading department coach, Ms. Sacher to ensure that strategies to increase reading skills are implemented. Working with the AVID program to implement strategies that positively impact student organizational skills.	1.2. Staff will make changes as needed upon collaboration with the reading department coach. Math articles that require comprehension and independent summarization will be used weekly outside of the textbook. Cornell-notes and other strategies will be teacher monitored by checking student notebooks.
			1.3. Students do not have the parent resources available to assist them with homework completion and study skills	1.3. Tuesday and Thursday after school tutoring for one-hour. Tutoring available Monday,	1.3. Mr. Morris, selected teachers and SES program tutors.	1.3. SES tutors will provide a student learning plan and create assessments to chart	1.3. Facilitator will meet with SES provider to update tutoring programs as students' progress

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			Wednesday and Friday by SES tutoring providers for 1.5 hours		student achievement toward their goal.	toward and meet their learning goals.	
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. Teachers need training and strategies that will help them create lessons that are more rigorous and application based.	2.1. Attend professional developments that provide strategies that incorporate rigor into the classroom curriculum	2.1. Mr. Morris, Mr. Szczinski and math staff personnel	2.1. Implement discussion on rigor into the common planning meetings and share lesson learned from attendance at professional developments.	2.1. Teacher created common assessments that require written responses and application of knowledge beyond the classroom.
Geometry Goal #2: <i>By 2012, 35% of our students will score at level 4 and 30% will score at a level 5.</i>	2012 Current Level of Performance:* <i>2012 performance indicated that 30% (7) students scored a level 4 and 26% (6) students scored a level 5.</i>	2013 Expected Level of Performance:* <i>Current projection for 2013 is 34% (9) students will score level 4 and 30% (8) students will score a level 5.</i>					
			2.2. Implementation of PLC (Professional Learning Communities) that are specific to targeted instruction based upon interpreting student data. Continued consensus building in creating assessments and targeting weaknesses not only in the individual teacher classroom, but within the entire grade/subject area team.	2.2. Mr. Morris and math instructional staff.	2.2. Common planning meetings, PLC meetings that require teachers to bring their student data to meetings and discuss their teaching methodology and successes	2.2. Teacher created common assessments that are specific to an identified benchmark weakness	2.2. PLC and departmental meeting that breakdown the data results of the exams and how teachers can change instruction to meet student need.
			2.3. Increase reading opportunities and classroom activities that require	2.3. 3MTSS/RtI team, Ms. Sacher, Mr. Morris.	2.3. MTSS/RtI training will be provided with follow up in PLCs and	2.3. Teacher created common assessments and district provided	2.3. Teacher driven instruction based on each nine-week quarter EOC

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		comprehension and vocabulary practice		coaching to support consistent implementation with fidelity	benchmarks for Geometry EOC readiness for FCAT.	benchmark.
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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017				
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2011-2012	In 2013, 100% of our students will make satisfactory progress in Geometry.	In 2014, 100% of our students will make satisfactory progress in Geometry.	In 2015, 100% of our students will make satisfactory progress in Geometry.	In 2016, 100% of our students will make satisfactory progress in Geometry.	In 2017, 100% of our students will make satisfactory progress in Geometry.				
<u>Geometry Goal #3A:</u> <i>In 2012, 96% of our students made satisfactory progress in Geometry.</i>										
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.		1.1. Students do not have the parent resources available to assist them with homework completion and study skills	1.1 Tuesday and Thursday after school tutoring for one-hour.	1.1. Mr. Morris, selected teachers and SES program tutors.	1.1. SES tutors will provide a student learning plan and create assessments to chart student achievement toward their goal.	1.1 Facilitator will meet with SES provider to update tutoring programs as students' progress toward and meet their learning goals.				
<u>Geometry Goal #3B:</u>	<table border="1"> <thead> <tr> <th>2012 Current Level of Performance:*</th> <th>2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td><i>In 2012, 65% of our students made satisfactory progress in Geometry. 2% of our Hispanic students and 2% of our Asian students did NOT make satisfactory progress.</i></td> <td><i>In 2013, 100% of our students will make satisfactory progress in Geometry.</i> White: 100% Black:100% Hispanic:100% Asian:100% American Indian:</td> </tr> </tbody> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	<i>In 2012, 65% of our students made satisfactory progress in Geometry. 2% of our Hispanic students and 2% of our Asian students did NOT make satisfactory progress.</i>	<i>In 2013, 100% of our students will make satisfactory progress in Geometry.</i> White: 100% Black:100% Hispanic:100% Asian:100% American Indian:					
2012 Current Level of Performance:*	2013 Expected Level of Performance:*									
<i>In 2012, 65% of our students made satisfactory progress in Geometry. 2% of our Hispanic students and 2% of our Asian students did NOT make satisfactory progress.</i>	<i>In 2013, 100% of our students will make satisfactory progress in Geometry.</i> White: 100% Black:100% Hispanic:100% Asian:100% American Indian:									
In 2012, only 4% of our students did not make satisfactory progress in Geometry; In 2012, 96% of our students made satisfactory progress in Geometry.										

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	White:100% Black:100% Hispanic:98% Asian:98% American Indian:						
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Geometry Goal #3E: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <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 Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Assessments	Math 6-12	Cathy Erkens	Mr. Morris and math instructional staff.	9/6/12, 2/13/13, 4/15/13	During interdepartmental meeting with math and science will implement strategies that develop common exam creation.	Mr. Morris, Mr. Szczinski, Dr. Battoe and Mrs. Poke.
Common Core Conference	Math 6-12	District Personnel and PARCC presenters	Mr. Morris, Mrs. Garland, Mrs. Kucala,	10/8,10/9	Increasing rigor in the classroom through the knowledge gained from the conference.	Mr. Morris, Mr. Szczinski, Dr. Battoe and Mrs. Poke.
Data driven instruction	Math 6-12	Florida Council of Teachers of Mathematics	Dr. Miller, Mrs. Mevorach	10/18,10/19/,10/20	Teacher leaders will share knowledge gained with their colleagues during departmental meetings.	Mr. Morris, Mr. Szczinski, Dr. Battoe and Mrs. Poke.

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
SuccessMaker	Remediation software to improve math knowledge for Level 1 and 2 FCAT students.	School Budget	\$38,000.00
Fraction Nation	Remediation software to improve math skill relating to fraction and computation math for all Level 1 and Level 2 students.	School Budget	\$10,000.00
			Subtotal: \$48,000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
IPADs	Technology to enhance the use of multisensory presentation of math topics during instruction.	School Budget	*accounted for in Reading budget
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$48,000.00

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1a.1. Instructional staff are not collectively sharing teaching strategies, assessments and planning lessons as a grade-level team.	1a.1. Teachers will collaboratively implement common lesson plans, assessments and determine student specific benchmark weaknesses using common assessments. Principal and Instructional Coach will select Professional Developmental that will specifically train staff on common assessment creation and lesson planning.	1a.1. Mr. Morris and science instructional staff.	1a.1. Common planning will take place once per week for each grade level. Science staff will also meet biweekly with math department to strategize, cross-disciplinary benchmarks.	1a.1. Teachers will generate common assessments that are specific to FCAT benchmark identified weakness. Common assessments will be graded using same rubric. Evaluation tools will be a product of both teacher collaboration and district/state provided assessments.
Science Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By 2013, 39% (147) of Freedom Middle School students will score at level 3.	2012 performance indicated there were 35% (128) of Freedom Middle School 8 th grade students who scored at a level 3.	Current projection for 2013 is 39% (147) of Freedom Middle School students will score at level 3.	1a.2. Student performance on FCAT 2.0 reading indicates an increase in level 1 and 2 readers.	1a.2. Teachers will implement organized note-taking using a common notebook and note taking strategies that are based on student need and departmental consensus.	1a.2. Mr. Morris and science instructional staff.	1a.2. Collaboration with the reading department coach, Ms. Sacher to ensure that strategies to increase reading skills are implemented. Working with the AVID program to implement strategies that positively impact student organizational skills.	1a.2. Staff will make changes as needed upon collaboration with the reading department coach. Science articles that require comprehension and independent summarization will be used weekly outside of the textbook. Cornell-notes and other strategies will be teacher monitored by checking

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						student notebooks.	
			1a.3. Students do not have the parent resources available to assist them with homework completion and study skills.	1a.3. Tuesday and Thursday after school tutoring for one-hour. Tutoring available Monday, Wednesday and Friday by SES tutoring providers for 1.5 hours.	1a.3. Mr. Morris, selected teachers and SES program tutors.	1a.3. Tutoring will be in small group instruction within the media center and teacher classrooms.	1a.3. SES tutors will provide a student learning plan and create assessments to chart student achievement toward their goal.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Science Goal #1B: <i>Because in 2012, 100% of the students scored at level 4, 5, and 6. By June 2013, the percent of students scoring at level 4, 5, and 6 (Achieved) will decrease (and students scoring a 7 or above will increase).</i>	2012 Current Level of Performance:* <i>In 2012, 100% (3) of the students scored (level 4, 5, and 6).</i>	2013 Expected Level of Performance:* <i>In 2013, 66% (2) of the students will score achieved</i>	<ul style="list-style-type: none"> Lack of student attendance Communication barriers such as receiving and giving instructional information. Language acquisition issues for those dual enrolled ESE and ESOL students 	<ul style="list-style-type: none"> ESE teacher consistently communicating with home (parents/guardian) Interdisciplinary collaborations with other service providers (OT/PT/Speech therapist) 	<ul style="list-style-type: none"> School Social worker School Nurse ESE teachers Staffing Specialist Service providers 	<ul style="list-style-type: none"> Monitor excused and unexcused attendance Weekly progress monitoring/reporting with work samples 	<ul style="list-style-type: none"> Tracking by PCI reading assessments Math Program assessments FAA Practice Material
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2a.1. Teachers need training and strategies that will help them create lessons that are more rigorous and application based.	2a.1.Attend professional developments that provide strategies that incorporate rigor into the classroom curriculum.	2a.1.Mr. Morris, Mr. Szczinski and science staff personnel.	2a.1 Implement discussion on rigor into the common planning meetings and share lessons learned from attendance at professional developments.	2a.1. Teacher created common assessments that require written responses and application of knowledge beyond the classroom.
<u>Science Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
<i>By 2013, we will increase the number of students scoring a level 4 to (13%) and increase the number of students scoring a level 5 to (8%).</i>	<i>2012 performance indicated there were 10% (34) students at level 4 and 5% (16) at level 5.</i>	<i>2013 performance expectation is 13% (44) students will score at a level 4 and 8% (27) will score at a level 5.</i>					
			2a.2. School staff is not comfortable with data analysis and how it guides instruction	2a.2. Implementation of PLC (Professional Learning Communities) that are specific to targeted instruction based upon interpreting student data. Continued consensus building in creating assessments and targeting weaknesses not only in the individual teacher classroom, but within the entire grade/subject area team.	2a.2.Mr. Morris and science instructional staff.	2a.2.Common planning meetings, PLC meetings that require teachers to bring their student data to meetings and discuss their teaching methodology and successes.	2a.2.Teacher created common assessments that are specific to an identified benchmark weakness.
			2a.3 2011 7th grade students only 57% scored at level 3 or above on FCAT 2.0	2a.3 Increase reading opportunities and classroom activities that require	2a.3MTSS/RtI team, Ms. Sacher, Mr. Morris.	2a.3 MTSS/RtI training will be provided with follow up in PLCs and	2a.3 Teacher created common assessments and district provided

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			reading.	comprehension and vocabulary practice.		coaching to support consistent implementation with fidelity.	benchmarks for science readiness for FCAT.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.	
Science Goal #2B: <i>By June 2013, the percent of students scoring at level 7 and above (commended will increase by 1%.</i>	2012 Current Level of Performance:* <i>In 2012, no student scored a 7 and above</i>	2013 Expected Level of Performance:* <i>In 2013 33% (1) will score a 7 and above.</i>	<ul style="list-style-type: none"> Lack of student attendance Communication barriers such as receiving and giving instructional information. Language acquisition issues for those dual enrolled ESE and ESOL students 	<ul style="list-style-type: none"> ESE teacher consistently communicating with home (parents/guardian) Interdisciplinary collaborations with other service providers (OT/PT/Speech therapist) 	<ul style="list-style-type: none"> School Social worker School Nurse ESE teachers Staffing Specialist Service providers 	<ul style="list-style-type: none"> Monitor excused and unexcused attendance Weekly progress monitoring/reporting with work samples 	<ul style="list-style-type: none"> Tracking by PCI reading assessments Math Program assessments FAA Practice Material 	
				2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
				2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

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

End of Florida Alternate Assessment High School Science Goals

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

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

Biology 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology 1.			1.1.	1.1.	1.1.	1.1.	1.1.
Biology 1 Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	1.2.	1.2.	1.2.	1.2.	1.2.
	<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>					
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology 1 Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	2.2.	2.2.	2.2.	2.2.	2.2.
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Planning Meetings	6 th grade	Mr. Morris	6 th grade science instructors	Weekly every Thursday	Implementation of discussed strategies into the classroom.	Mr. Morris, Mrs. Poke, Mr. Young
Common Planning Meetings	7 th and 8 th grade	Mr. Morris	7 th and 8 th grade science instructors	Weekly every Tuesday	Implementation of discussed strategies into the classroom.	Mr. Morris, Mrs. Poke, Mr. Young

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
IPADs	Technology to enhance the use of multisensory presentation of math topics during instruction.	School Budget	*documented in the reading budget
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

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End of Science Goals

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Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1.Students who lack proficient grade level writing skills.	1A.1.School based intervention programs: - Teacher small group and differentiated instruction - ESE facilitator and ESOL CCT student pull out and push in classroom programs. - Instructional Support staff small group intervention sessions. - School wide tutoring	1A.1. Classroom Teachers: Ruiz-Acosta, Tomaszewski, Lores and Luquis ESE Facilitators: Baker ESOL CCT: Pagan CRT: Alford	1A.1. Progress monitoring through weekly PLC and data assessment.	1A.1. Teacher scoring student writing based on FCAT Writing Rubric
Writing Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>In 2013, 83% will meet high standards in writing, a 3% increase from the previous year.</i>	<i>In 2012, 80% (297) of students met high standards in writing.</i>	<i>In 2013, 83% (308) of students are expected to meet high standards in writing.</i>					
			1A.2. Students who lack technology proficiency, which impairs student's ability to effectively use web based writing program, My Access.	1A.2. School based intervention programs: - Teacher small group and differentiated instruction - ESE facilitator and ESOL CCT student pull out and push in classroom programs. - Instructional Support staff small group intervention sessions. - School wide tutoring	1A.2. Classroom Teachers: Ruiz-Acosta, Tomaszewski, Lores and Luquis ESE Facilitators: Baker ESOL CCT: Pagan CRT: Alford	1A.2. Progress monitoring through weekly PLC and data assessment.	1A.2. My Access Writing Program – scoring.
			1A.3. Low motivation due to poor academic track record	1A.3. School based intervention programs: - Teacher small group and differentiated	1A.3. Classroom Teachers: Ruiz-Acosta, Tomaszewski, Lores and	1A.3. Progress monitoring through weekly PLC and data assessment.	1A.3. SharePoint tracking, Course recovery records, Tutoring records and EDW

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			instruction ESE facilitator and ESOL CCT student pull out and push in classroom programs. Instructional Support staff small group intervention sessions. School wide tutoring	Luquis ESE Facilitators: Baker ESOL CCT: Pagan CRT: Alford		
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.		1B.1. <ul style="list-style-type: none"> Lack of student attendance Communication barriers such as receiving and giving instructional information Language acquisition issues for students dual enrolled as ESE and ESOL 	1B.1. <ul style="list-style-type: none"> ESE teacher consistently communicating with home (parent/guardian) Interdisciplinary collaborations with other service providers (OT/PT/Speech Therapist) 	1B.1. <ul style="list-style-type: none"> School Social Worker School Nurse ESE Teacher Staffing Specialist Services Providers 	1B.1. <ul style="list-style-type: none"> Monitor excused and unexcused attendance Weekly progress monitoring/reporting with work samples 	1B.1. <ul style="list-style-type: none"> Tracking by PCI reading assessments Math program assessments FAA practice materials
Writing Goal #1B: In June 2013, 2% the percent of students scoring at the level of 4 and above will increase with learning gains.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	In 2012, 100% of the students scored a 4 or higher	In 2013, 100% of the student will increase their learning gains in the scoring group of 4 or higher.				
			1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT Writing Rubric	6-8 th Grade/ Language Arts and Social Studies	Michelle Alford and Amelia Wilson	Language Arts and Social Studies teachers	Once a month starting in October 2012 continuing through February 2013	1. Teachers will score in class writing assignment. 2. Teachers will collaborate on scoring school wide 8 th grade practice writing sessions.	Amelia Wilson, Language Arts Curriculum Leader Michelle Alford, CRT
My Access (Writing Program)	8 th Grade/ Language Arts and Social Studies	Michelle Alford	Language Arts and Social Studies teachers	Twice a month	Teachers will address My Access data in Content and Interdisciplinary PLC	Amelia Wilson, Language Arts Curriculum Leader Michelle Alford, CRT
AVID Critical Reading and Writing Strategies	8 th Grade/ Language Arts and Social Studies	School or District Coordinator	Language Arts and Social Studies teachers	Monthly	1. Teachers will collaborate on AVID writing strategies.	Michelle Alford, CRT and School AVID Coordinator

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
My Access	Web-based artificial intelligence writing scoring program	School Budget	\$4,000
			Subtotal: \$4,000
Technology			
Strategy	Description of Resources	Funding Source	Amount
Increase student achievement through innovations	Mobile Mini-Laptop labs	School Budget	0
			Subtotal:
Professional Development			

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Strategy	Description of Resources	Funding Source	Amount
Writing Strategies	Professional Development on strategies to increase students writing skills using AVID Critical Reading and Writing Strategies.	School Budget	0
FCAT Writing Rubric	To address the evaluation changes to the FCAT Writing Exam as well as learn how to access students writing based on FCAT Writing evaluation tool –rubric.	School Budget	0
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
MTSS/RtI and Instructional Support	Intervention instructors (ESE and ESOL) and CRT	School Budget	0
Subtotal:			
Total:			\$4,000.00

End of Writing Goals

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

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

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Civics.			1.1.	1.1.	1.1.	1.1.	1.1.
Civics 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 Civics.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics 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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Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

End of Civics Goals

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

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

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

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

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

End of U.S. History Goals

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Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Continued downward trends in the economy may result in family situations which increase both absences and tardiness.	1.1. Referrals to Guidance.	1.1. Ms. Springer, Ms. Swanburg, Ms. Shah	1.1. Analyze Guidance referral data and conference of results. Absence and tardy records.	1.1. SharePoint tracking and EDW reports.
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
<i>In the 2012-13 year the number of students absent for more than ten day will be reduced by 50% and the number of excessive tardies will be less than 10 students.</i>	1025 (94.8%)	1039 (96%)					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	399 (36.87%)	200 (18.48%)					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	No Data	<10					
			1.2 Low motivation due to poor academic track record	1.2 MTSS/RTI (No Zero Policy), School wide tutoring, Success Maker/ Interventions	1.2 Mr. Morris (coach) Ms. Sacher (coach) Ms. Hill and Ms. Alford	1.2 Progress Monitoring, Weekly PLC and Data	1.2 SharePoint tracking and EDW reports.
			1.3. Student lack of investment in school culture.	1.3. Positive Referral System (PURE Panther), Panther Patriot Mentor Program, School Beatification (FLAIR) and Student	1.3. Mr. Davis, Ms. Brazley and Ms. Pagán.	1.3 Weekly Progress Reports	1.3. SharePoint tracking and EDW reports.

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			Recognition.			
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Attendance Professional Development

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

Attendance Budget (Insert rows as needed)

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

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1. Lack of student attendance.	1.1. Referrals to Guidance	1.1. Ms. Swanburg, Ms. Springer and Ms. Shah	1.1. Counseling and assistance intervention	1.1. SharePoint tracking and EDW reports
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
	<i>Did not have ISS</i>	175					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	<i>Did not have ISS</i>	80					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	625	312					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	176	88					
			1.2. Student lack of investment in school culture resulting in behavioral issues	1.2. Positive Referral System (PURE Panther), Panther, Mentor Program, School Beatification (FLAIR) and Student Recognition.	1.2 Mr. Davis, Mr. Brazley and Ms. Pagán.	1.2 Weekly Progress Reports	1.2. SharePoint tracking
			1.3. Poor behavior due to poor academic track record	1.3. MTSS/RtI in class, School wide tutoring, Success Maker/ Interventions, Academic based, In	1.3 Academic Coacher (Mr. Morris, Ms. Sacher and Ms. Alford. Mr. Davis (ISS)	1.3 Progress Monitoring, Weekly PLC and Data assessment	1.3. SharePoint tracking

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		School Suspension			
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Suspension Professional Development

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

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

End of Suspension Goals

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Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention			1.1.	1.1.	1.1.	1.1.	1.1.
Dropout Prevention Goal #1: <i>Enter narrative for the goal in this box.</i> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

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

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Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1.	1.1.	1.1.	1.1.	1.1.
Parent Involvement Goal #1: <i>By June 2013, at least 50% of the parents at Freedom Middle School will participate in at least one school event.</i>	<u>2012 Current Level of Parent Involvement:*</u> N/A	<u>2013 Expected Level of Parent Involvement:*</u> <i>By June 2013, at least 50% of the parents at Freedom Middle School will participate in at least one school event.</i>	Students feel a lack of disconnect from a group or organization, due to a lack of parental engagement in school activities or loss of communication	Offer a variety of after school activities designed to engage both students and parents in an effort to bridge the gap and rebuild communication within the household. Offer at least one AVID parent night a quarter that promotes college readiness and culturally relevant strategies to increase parent engagement.	Douglas Szcinski Principal Franita Poke Assistant Principal Dr. Shannon Battoe Assistant Principal Bethany Chappetta Title I Parent Involvement Coordinator Ms. Marr, AVID Coordinator	Collect participation data Analyze survey data	Progress monitoring forms to track parent involvement at school functions. Parent attendance sign-in sheets
			1.2.	1.2.	1.2.	1.2.	1.2.
			Low Parental Involvement	Increase membership in parent organizations (i.e. PTSA (Parent, Teacher, Student Association), SAC (School Advisory Council), and Parent Involvement Committee) through community outreach.	Douglas Szcinski Principal Franita Poke Assistant Principal Dr. Shannon Battoe Assistant Principal	Collect participation data Analyze parent surveys	Sign-in sheets ADDitions Volunteer reports Parent Survey Forms

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			Distribute surveys to assess parent interest in volunteer opportunities at Freedom Middle School.	Bethany Chappetta Title I Parent Involvement Coordinator		
		1.3. 78% of our students are on Free and Reduced lunch. With such a large percentage of our families in need, many parents work multiple jobs to make ends meet and are unable to attend school functions in the evening.	1.3. Survey the parents to identify days, times, and locations they would be available to participate. Use a variety of mediums to communicate with parents in order to keep them informed about ongoing events in Spanish and English.	1.3. Douglas Szcinski Principal Bethany Chappetta Title I Parent Involvement Coordinator Elizabeth Pagan ESOL Compliance Hector Baez Technology Coordinator	1.3. Analyze parent surveys Track parent participation on online forums	1.3. Parent Survey Forms Online tracking

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SAC/PTSA/PIC Membership Drive	All Grade Levels	Douglas Szcinski Bethany Chappetta Stephanie Garland	School-wide	August – October	Analyze membership participation data to determine percent of staff and parents involved. Email Faculty and Staff bi-weekly until desired outcome is met.	Douglas Szcinski Principal Stephanie Garland PTSA/Staff Liaison
Mentor/Mentee Professional Development	All Grade Levels	Michelle Alford	School-wide (New teachers and their mentors)	August – May	Review classroom teacher communication data.	Douglas Szcinski Principal Michelle Alford

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

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						CRT
Staff Development on Reading Strategies and Interventions	All Grade Levels	Michelle Alford Shannon Sacher	School-wide	October-November	Progress Monitoring on how the staff incorporates learned strategies and interventions.	Douglas Szcinski Principal Michelle Alford CRT Shannon Sacher Reading Coach

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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Low Parental Involvement	Evening enrichment activities/finger foods	Title I Parent Involvement	\$2500
			Subtotal: \$2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Staff Development	Training Supplies	Title I Parent Involvement	\$500
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Membership Drives and Parent Surveys	Supplies	Title I Parent Involvement	\$300
			Subtotal: \$300.00
			Total: \$3,300.00

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>STEM Goal #1:</p> <p><i>By 2013, we will increase the percentage of students in STEM from 6 % (59) students to 13% (150) students.</i></p>	<p>1.1. Current requirements to gain entry into STEM require a Level 3 or higher FCAT 2.0 student in math and science.</p>	<p>1.1. To incorporate the rigors of STEM expectations into the curriculum of the math and science classroom</p>	<p>1.1. Mr. Morris, math instructional staff and science instructional staff.</p>	<p>1.1.Data driven instruction dependent on student scores on common assessments.</p>	<p>1.1. FCAT 2.0 and math benchmarks EOC benchmarks, and science subject area benchmark exam(s) data.</p>
	<p>1.2.STEM requires software purchases and need for consumables for student projects.</p>	<p>1.2. Train staff on writing grants and researching available grants.</p>	<p>1.2.Mr. Guzman</p>	<p>1.2. Grant workshops and grant writing professional development opportunities.</p>	<p>1.2.Documentation of grants received</p>
	<p>1.3. Program growth requires an instructor hired full time.</p>	<p>1.3. To increase funding opportunities and budget allocation to securing full time instructional personnel.</p>	<p>1.3. Principal and Assistant principal staff</p>	<p>1.3. Grant writing, budget allocation and securing district support.</p>	<p>1.3.Documentation of grants received</p>

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Virtual Academy for Project Lead The Way	6 th -8 th	Florida State University—Panama City Campus Branch	Mr. Edwin Guzman	Weekly	Implementation of learned strategies into the classroom.	Mr. Guzman, Mr. Szczinski and Mr. Morris
Project Lead the Way	6th-8 th grade	Florida State University—Panama City Campus Branch	Mr. Guzman	7/14/12-7/20/2012	Implementation of learned strategies into the classroom.	Mr. Guzman, Mr. Szczinski and Mr. Morris

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STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>CTE Goal #1:</p> <p><i>By 2013, we will increase the amount of time students have to access computer software to meet the demands of the CTE coursework.</i></p>	<p>1.1. Students have limited knowledge of computing software and computer usage beyond hardware devices.</p>	<p>1.1. Students will be presented opportunities to demonstrate professional usage of computer application in their academics and real-world situations. Students will receive instruction based on knowledge gained from professional development</p>	<p>1.1.Mrs. Mays</p>	<p>1.1.Review of lesson plans to document strategies.</p>	<p>1.1. Diagnostic software that charts student growth in areas of software applications and programing based on the individual student performance.</p>
	<p>1.2. Students have limited access to software outside of the classroom.</p>	<p>1.2. Provide opportunities outside of class for students to use computers Students will be able access the media center in the morning, lunch and after school. Students will also be able to stay for tutoring afterschool and use the computers..</p>	<p>1.2.Mrs. Mays</p>	<p>1.2. Monitor and record media center computer use to document access.</p>	<p>1.2.Increased access and success in CTE coursework.</p>
	<p>1.3. Students have limited English proficiency to understand the terminologies related to the software.</p>	<p>1.3. Implement ELL strategies into the classroom that will assist students in understanding the technological language of computer usage. ELL interventions to improve note-taking and teaching strategies</p>	<p>1.3.Mrs. Mays, ELL staff personnel.</p>	<p>1.3. Review samples of note-taking from portfolio to show progressive growth in technological language and note-taking development.</p>	<p>1.3. Vocabulary tests that monitor language comprehension. Students demonstrate evidence of being able to navigate the software effectively.</p>

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		that fosters language development and comprehension skills			
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CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SAMS 2010 Training	6 th -12 th	Kathy Deuer, instructor for career and Technical education for OCPS	Instructors of CTE for OCPS	9/05/2012	Implementation into classroom instruction.	Mrs. Mays
CAPE Academy	6 th -12 th	Kathy Deuer	Instructors of CTE for OCPS	9/18/2012	Implementation into classroom instruction.	Mrs. Mays

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CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.

Evidence-based Program(s)/Materials(s)

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Technology

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Professional Development

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Other

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Total:

End of CTE Goal(s)

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Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1. Scheduling conflicts, and lack of interest in the program.	1.1. Students across all grade levels will have access to the AVID program. 1.2. AVID Coordinator will promote the program to the elementary schools. 1.3. API will adjust master schedule to allow for courses	1.1. Guidance Counselors, AVID Coordinator and API	1.1. Guidance Counselors and API will monitor enrollment.	1.1. Enrollment Reports/Performance Data
Additional Goal #1:	2012 Current Level :*	2013 Expected Level :*					
<i>Increased AVID enrollment by 3%</i>	<i>Current AVID enrollment is at 110</i>	<i>AVID enrollment will increase to 113</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

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

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: \$236,000.00
CELLA Budget	Total: \$0
Mathematics Budget	Total: \$48,000.00
Science Budget	Total: \$0
Writing Budget	Total: \$4,000
Civics Budget	Total: \$0
U.S. History Budget	Total: \$0
Attendance Budget	Total: \$0
Suspension Budget	Total: \$0
Dropout Prevention Budget	Total: \$0
Parent Involvement Budget	Total: \$3,300.00
STEM Budget	Total: \$0
CTE Budget	Total: \$0
Additional Goals	Total: \$0
	Grand Total: \$290,300.00

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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

Are you reward school? Yes No

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

Describe the activities of the SAC for the upcoming school year.
SAC will monitor and assist with the parent involvement activities. SAC will monitor and assist with Title 1 and AVID Parent Nights.

Describe the projected use of SAC funds.	Amount
None	0