

# Florida Department of Education



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

Proposed for 2012-2013

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

### 2012-2013 SCHOOL IMPROVEMENT PLAN

#### PART I: CURRENT SCHOOL STATUS

##### School Information

School Name: 0531 Carwise Middle School	District Name: Pinellas County Schools
Principal: Garrison T. Linder	Superintendent: John A. Stewart, Ed.D.
SAC Chair: Michael Bertisch	Date of School Board Approval: Pending: October 9, 2012

##### **Student Achievement Data and Reference Materials:**

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

##### **Administrators**

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Garrison T. Linder	M.S. of Education in Admin. and Supervision from Stetson University.	19	25	Grade: A; Rdg > Level 3: 72; Math > Level 3: 71; Rdg Annual Learning Gains: 71; Math Annual Learning Gains: 71 Rdg (L25) Annual Learning Gains: 68; Math (L25) Annual Learning Gains: 59; Writing > Level 3.5: 90 ; Science > Level 3: 69

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Assistant Principal	Nancy Verigan	M.S. in EDLS from Nova University	6	14	Grade: A; Rdg > Level 3: 72; Math > Level 3: 71; Rdg Annual Learning Gains: 71; Math Annual Learning Gains: 71 Rdg (L25) Annual Learning Gains: 68; Math (L25) Annual Learning Gains: 59; Writing > Level 3.5: 90 ; Science > Level 3: 69
Assistant Principal	Judith Allen	M.S. in EDLS from USF	8	8	Grade: A; Rdg > Level 3: 72; Math > Level 3: 71; Rdg Annual Learning Gains: 71; Math Annual Learning Gains: 71 Rdg (L25) Annual Learning Gains: 68; Math (L25) Annual Learning Gains: 59; Writing > Level 3.5: 90 ; Science > Level 3: 69

### 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)
Language Arts	Michelle Tibbs-Brown	Reading/Language Arts	0	3 years in Florida; 6 years total	I was at a center; therefore, we did not have traditional AYP data. Our % of students meeting/exceeding for the past three years was 7%, 8% and 9%.
Reading	Mary Musser	Bachelor of Arts; Master of Education, Instructional Systems; Elementary Education K-6; Reading Endorsement	0	2	Served prior two years as an embedded literacy coach at Calvin Hunsinger, a K-12 EBD center that does not receive a school grade. The majority of students scored below grade level on the 2012 FCAT 2.0 Reading test, consistent with all prior years, with a 7 point drop in learning gains. Priority School Improvement Plan goals for 2011-12 were to increase independent reading and provide literacy enrichment. Successes in these areas include: --50% of elementary students participated in a take-home independent reading program, up from 0% previous year; --100% of middle school reading classes instituted regular in-class independent reading, up from 50% previous year; --Students in the only high school, regular diploma reading class increased average independent reading time by 600%; --For the first time, both an elementary and a middle school Battle of the Books team competed at the county level; --Three students submitted writing to the Cross Creek Chronicle, the Pinellas County annual elementary literary magazine. One was published.

### Highly Effective Teachers

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

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Description of Strategy	Person Responsible	Projected Completion Date
1. Recruit: Transition to Teaching, Collects/Reviews data to determine high-need academic areas	Principal	Ongoing
2. Retain: Implementation of recognition programs. (i.e. "Teacher of the Week" parking, Kudo Awards, breakfast, lunch, FCAT cake, birthday cards, etc.)	Principal	Ongoing

***Non-Highly Effective Instructors***

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
1	Provide support to take required certification tests.

***Staff Demographics***

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
70	0	25.7 (18)	34.3 (24)	40 (28)	41.1.1 (29)	99 (69)	15.7 (11)	.029 (2)	17.1% (12)

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***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
Brett Bryant	Bronwyn Main, Kristin Padinske	Technology, location	Observation of mentee’s instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons
Pam Fergusson	Fran O’Connor, Sara Simmons	Location, grade level, teaching experience	

**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.

<p>Title I, Part A                  Title I, Part A funds are utilized, in conjunction with district operating funds and other federal resources, to support teaching and learning, parental engagement, and professional development. Title I services are coordinated and integrated with other resources through the Division of Teaching and Learning, Student Assignment, and Research and Accountability.</p>
<p>Title I, Part C- Migrant                  NA in Pinellas</p>
<p>Title I, Part D                  The district receives Title I, Part D funds which provide transition services from alternative education programs to zoned schools. In addition, a portion of Title I, Part A funds is reserved for services to neglected and delinquent students. Funds are targeted to support continuous education services to students in neglected and delinquent facilities through tutoring, instructional materials and resources, and technology.</p>

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<b>Title II</b> The district receives funds to increase student achievement through professional development for teachers and administrators. Title II funds provide math and science coaches, as required by Differentiated Accountability, in some of the district's lowest performing schools. A portion of Title I, Part A funds is used to provide additional reading and math coaches in targeted schools based on FCAT results.
<b>Title III</b> Title III funds provide educational materials, bilingual translators, summer programs, and other support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools.
<b>Title X- Homeless</b> The district receives funds to provide resources for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).
<b>Supplemental Academic Instruction (SAI)</b> SAI funds are coordinated with Title I, Part A funds to provide extended learning opportunities for students before/during/after school and during the summer.
<b>Violence Prevention Programs</b>
<b>Nutrition Programs</b> Title I coordinates with district food services to provide breakfast and lunch to students in Title I summer extended learning camps.
<b>Housing Programs</b>
<b>Head Start</b> Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy.
<b>Adult Education</b>
<b>Career and Technical Education</b>
<b>Job Training</b>
<b>Other</b>

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

#### School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal- Garrison Linder; Assistant Principals- Nancy Verigan and Judy Allen; Guidance Counselors- Jennifer McGinnis (SBLT facilitator), Margaret Laird and Dawn Simmons; School Psychologist- Sharon Headley; School Social Worker- Susan Dye; General Education- Jason Obara and Jesse Schroeder; Department Heads- Brandi Alahouzos, JoAnn Niles, Adam Tedora, Jacob Merkel, Pam Fergusson, Christine Vehar and Lori Waters

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?

-Facilitator – generates agenda and leads team discussions

-Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data

-Technology Specialist – brokers technology necessary to manage and display data

-Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access

-Time Keeper –helps team begin on time and ensures adherence to agreed-upon agenda

Meeting time: 2<sup>nd</sup> and 4<sup>th</sup> Tuesdays of every month

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

The SBLT will be responsible for managing and coordinating these efforts between all school teams as well as reviewing and revising the School Improvement Plan.

#### MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

The RtI Team meets bi-monthly from 8:45 a.m. to 10:00 a.m. to determine how to develop and maintain an effective problem solving system. The team also collaborates with other schools to share best practices at district meetings, etc. Baseline data used: FCAT, PMRN, disciplinary actions, Portal and EDS. Mid-year data used: FAIR, DAR, disciplinary infractions and common area assessments. End of year data used: FAIR, FCAT, disciplinary infractions, final grades, Focus, End of Course exams

Describe the plan to train staff on MTSS.

Professional development will be provided during a faculty meeting at the beginning of the school with additional training sessions held throughout the year (various Wednesday afternoons and various faculty meetings.)

Describe the plan to support MTSS.

The department heads, which are part of the School Based Leadership Team, will communicate and assist with training the staff through department meetings.

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### *Literacy Leadership Team (LLT)*

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).  Gary Linder/Principal, Judy Allen/Assistant Principal, Nancy Verigan/Assistant Principal, Mary Musser, Michelle Tibbs-Brown, Christine Vehar, JoAnn Niles, Colleen Ryburn, Rose DeNaro, Cindy Bowen, Tracie Russo, Jacob Merkel, Jesse Schroeder, Rick Gillmore, Toyann Quirk, Sara Simmons, Gloria Burke, Brandi Alahouzos, Fran O'Connor, Barb Alexander, Johanna Anderson, Bronwyn Main, AJ Zahra, Sue Elsey
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern: <ul style="list-style-type: none"><li>• Support for text complexity</li><li>• Support for instructional skills to improve reading comprehension<ul style="list-style-type: none"><li>○ Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons</li><li>○ Providing scaffolding that does not preempt or replace text reading by students</li><li>○ Developing and asking text dependent questions from a range of question types</li><li>○ Emphasizing students supporting their answers based upon evidence from the text</li><li>○ Providing extensive research and writing opportunities (claims and evidence)</li></ul></li><li>• Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).</li></ul> The district will provide training and tools for Literacy Leadership Teams.
What will be the major initiatives of the LLT this year? Support for text complexity <ul style="list-style-type: none"><li>• Support for instructional skills to improve reading comprehension</li><li>• Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects</li></ul>

### *Public School Choice*

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

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

**\*Grades 6-12 Only** Sec. 1003.413 (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?

<ul style="list-style-type: none"><li>• The school Literacy Leadership Team is established to grow the use of literacy strategies in all disciplines. The Team is composed of a cross section of the faculty that act as liaisons to help grow department wide literacy strategies in all classrooms</li><li>• The school has a Student Literacy Team that assists in the development and implementation of classroom literacy strategies.</li><li>• Teacher evaluations include a provision for teaching reading strategies to students. The teacher summative evaluation, in most cases, uses reading data as a portion of teacher performance.</li></ul>
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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)).

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

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<p><b>1a.FCAT 2.0:</b> <b>Students scoring at Achievement Level 3 in reading.</b></p>	<p>1a.1. Insufficient standard based instruction</p>	<p>1a.1. Set and communicate a purpose for learning and learning goals in each lesson</p>	<p>1a.1. AP who evaluates teacher</p>	<p>1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson</p>	<p>1a.1. Walkthrough &amp; Lesson Plans</p>		
<p>Reading Goal #1a: Improve current level of performance</p>	<p><u>2012 Current Level of Performance:</u>*</p>	<p><u>2013Expected Level of Performance:</u>*</p>					
	<p>28% 337</p>	<p>Decrease level 1&amp;2 from 29% To 19%</p>					

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		1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1a.2. Walkthrough	
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results	

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<p><b>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b></p>	<p>1b.2. Insufficient standard based instruction</p>	<p>1b.2. Implement High Yield Instructional Strategies</p>	<p>1b.2. AP who evaluates teacher</p>	<p>1b.2. Determine:                      *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes aligned to access points when appropriate                      *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc.                      *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur</p>	<p>1b.2. Walkthrough</p>		
<p>Reading Goal #1b: Improve current level of performance</p>	<p><u>2012 Current Level of Performance:</u>*</p>	<p><u>2013 Expected Level of Performance:</u>*</p>					
	<p>53% 8</p>	<p>Decrease level 1,2,3</p>					
		<p>1b.2.</p>	<p>1b.2.</p>	<p>1b.2.</p>	<p>1b.2.</p>	<p>1b.2.</p>	
		<p>1b.3.</p>	<p>1b.3.</p>	<p>1b.3.</p>	<p>1b.3.</p>	<p>1b.3.</p>	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2a.FCAT 2.0:Students scoring at or above AchievementL evels 4 and 5 in reading.</b>	2a.1. Lack of differentiation of instruction	2a.1. Provide formative assessments to inform differentiation in instruction	2a.1. AP who evaluates teacher	2a.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	2a.1. Walkthrough		
<u>Reading Goal #2a:</u> Improve current level of performance	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	43% 514	Increase level 4 and 5 by 5%					

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		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		2a.3	2a.3	2a.3	2a.3	2a.3	
<b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>	2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b.1. Walkthrough		
<b>Reading Goal #2b:</b> Improve current level of performance	<u>2012 Current Level of Performance:</u> *	<u>2013Expected Level of Performance:</u> *					
	33% 5	Increase level 7 by 5%					

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		2b.2.	2b2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		



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<p><b>3a. FCAT 2.0: Percentage of students making Learning Gains in reading.</b></p>	<p>3a.1. Lack of student engagement</p>	<p>3a.1. Differentiate Instruction</p>	<p>3a.1. AP who evaluates teacher</p>	<p>3a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>3a.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable</p>		
<p><u>Reading Goal #3a:</u> Improve current level of performance</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013Expected Level of Performance:*</u></p>					
	<p>67% 751</p>	<p>100%</p>					
		<p>3a.2.</p>	<p>3a.2.</p>	<p>3a.2.</p>	<p>3a.2.</p>	<p>3a.2.</p>	

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		3a.3.	3a.3.	3a.3.	3a.3.	3a.3.	
<p><b>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</b></p>	3b.1. Lack of student engagement	3b.1. Differentiate Instruction	3b.1. AP who evaluates teacher	3b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	3b.1. School Summary of observation section of teacher appraisal results  IPI data when available  State instructional walkthrough when applicable		
	<u>Reading Goal #3b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>				
	Improve current level of performance						
	53% 8	100%					

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		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>4a.FCAT</b>  <b>2.0:Percentage of students in Lowest 25% making learning gains in reading.</b></p>	<p>4a.1. Lack of differentiation of instruction</p>	<p>4a.1. Differentiate Instruction</p>	<p>4a.1. AP who evaluates teacher</p>	<p>4a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level                      *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)                      *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners                      *Teachers provide small group instruction to target specific learning needs.                      *These small groups are flexible and change with the content, project and assessments                      *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>4a.1. Lesson Plans &amp; Walkthrough</p>		
<p><u>Reading Goal #4a:</u> Improve current level of performance</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013Expected Level of Performance:*</u></p>					
	<p>63% 181</p>	<p>100%</p>					

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		4a.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4a.2. Create intervention that support core instructional goals and objectives	4a.2. SBLT	4a.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	4a.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs	
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.	

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<p><b>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.</b></p>	<p>4b.1. Lack of differentiation of instruction</p>	<p>4b.1. Differentiate Instruction</p>	<p>4b.1. AP who evaluates teacher</p>	<p>4b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level                      *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)                      *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners                      *Teachers provide small group instruction to target specific learning needs.                      *These small groups are flexible and change with the content, project and assessments                      *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>4b.1. Lesson Plans &amp; Walkthrough</p>		
<p><b>Reading Goal #4b:</b> Improve current level of performance</p>	<p><u>2012 Current Level of Performance:</u>*</p>	<p><u>2013 Expected Level of Performance:</u>*</p>					
	<p>46% 13</p>	<p>100%</p>					

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		4b.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4b.2. Create intervention that support core instructional goals and objectives	4ab.2. SBLT	4b.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	4b.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b> 80	83	87	90	93	97	100

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<p><u>Reading Goal</u> #5A: Improve current level of performance.</p>							
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		
<p><b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b></p>	<p>5b.1. Lack of differentiation of instruction</p>	<p>5b.1. Differentiate Instruction</p>	<p>5b.1. AP who evaluates teacher</p>	<p>5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>5b.1. Lesson Plans &amp; Walkthrough</p>		



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<u>Reading Goal</u> <u>#5B:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013Expected</u> <u>Level of</u> <u>Performance:*</u>					
Improve current level of performance							
	White: 75% 641  Black: 4% 34  Hispanic: 11% 96  Asian: 4% 38  American Indian: 1% 5	100% of all subgroups to make a learning gain  Increase proficiency of all subgroups by 10%					
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b></p>	<p>5c.1. Lack of differentiation of instruction</p>	<p>5c.1. Differentiate Instruction</p>	<p>5c.1. AP who evaluates teacher</p>	<p>5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level                      *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)                      *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners                      *Teachers provide small group instruction to target specific learning needs.                      *These small groups are flexible and change with the content, project and assessments                      *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>5c.1. Lesson Plans &amp; Walkthrough</p>		
<p><u>Reading Goal #5C:</u> Improve current level of performance</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013Expected Level of Performance:*</u></p>					

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	59% 16	100% of ELL students to make a learning gain An increase in proficiency by 10%					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b></p>	<p>5d.1. Lack of differentiation of instruction</p>	<p>5d.1. Differentiate Instruction</p>	<p>5d.1. AP who evaluates teacher</p>	<p>5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level                      *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)                      *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners                      *Teachers provide small group instruction to target specific learning needs.                      *These small groups are flexible and change with the content, project and assessments                      *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>5d.1. Lesson Plans &amp; Walkthrough</p>		
<p><u>Reading Goal #5D:</u> Improve current level of performance</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	37% 42	100% of all SWD students to make a learning gain An increase in proficiency by 10%					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b></p>	<p>5e.1. Lack of differentiation of instruction</p>	<p>5e.1. Differentiate Instruction</p>	<p>5e.1. AP who evaluates teacher</p>	<p>5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level                      *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)                      *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners                      *Teachers provide small group instruction to target specific learning needs.                      *These small groups are flexible and change with the content, project and assessments                      *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>5e.1. Lesson Plans &amp; Walkthrough</p>		
<p><u>Reading Goal #5E:</u> Improve current level of performance</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013Expected Level of Performance:*</u></p>					

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	56% 204	100% of all economically disadvantaged students will make learning gains. An increase in proficiency by 10%					
		5E.2.	5E.2	5E.2.	5E.2.	5E.2.	
		5E.3	5E.3	5E.3	5E.3	5E.3	

**Reading Professional Development**

<p><b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b></p> <p>Please note that each strategy does not require a professional development or PLC activity.</p>							
	PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
	LLT	6/7/8	Judy Allen and JoAnn Niles	School-wide	Monthly meetings	Reading teachers collaborate with content area teachers to share reading strategies for success.	LLT and Administration
	District Reading Cadre Meetings	6/7/8	Various Reading PD Facilitators	Reading Department	Wednesdays (5-7)	Teachers meet in grade level and content area PLCs Administration	Administration
	Reading PLC	6/7/8	Department Head	Reading Teachers	4 <sup>th</sup> Tuesday	Meeting Minutes	Reading Department Head
Language Arts PLC	6/7/8	Department Head	Language Art Teachers	4 <sup>th</sup> Tuesday	Meeting Minutes	Reading Department Head	

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Literacy Content	6/7/8	6-12 Eng/LA Supervisor	All faculty	11/28/2012	Sign-in-sheets	Pro-Ed facilitator
Complex Text	6/7/8	Reading and Literacy staff developers	All faculty	1/30/2012	Sign-in-sheets	Pro-Ed facilitator

**Reading Budget** (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:\$0.00</b>			

*End of Reading Goals*

**Comprehensive English Language Learning Assessment (CELLA) Goals**

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

June 2012

Rule 6A-1.099811

Revised September 6, 2012



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

<b>CELLA Goals</b>	<b>Problem-Solving Process to Increase Language Acquisition</b>					
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	
<b>1. Students scoring proficient in Listening/Speaking.</b>	1.1. Lack of differentiation of instruction	1.1. Provide formative assessments to inform differentiation in instruction	1.1. AP who evaluates teacher	1.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	1.1. Walkthrough	
<b>CELLA Goal #1:</b> Improve current level of performance	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
	56% 5					

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

		2.1. Lack of differentiation of instruction	2.1. Differentiate Instruction	2.1. AP who evaluates teacher	2.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	2.1. Lesson Plans & Walkthrough
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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

<p><b>2. Students scoring proficient in Reading.</b></p>	<p>2.2. Insufficient standard based instruction</p>	<p>2.2. Implement High Yield Instructional Strategies</p>	<p>2.2. AP who evaluates teacher</p>	<p>2.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur</p>	<p>2.2. Walkthrough</p>	
<p><u>CELLA Goal #2:</u> Improve current level of performance</p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					
	<p>67% 6</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>
<p>Students write in English at grade level in a manner similar to non-ELL students.</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>	

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<p><b>3. Students scoring proficient in Writing.</b></p>	<p>3.1. Insufficient standard based instruction</p>	<p>3.1. Set and communicate a purpose for learning and learning goals in each lesson</p>	<p>3.1. AP who evaluates teacher</p>	<p>3.1. Determine Lesson:                  *Is aligned with a course standard or benchmark and to the district/school pacing guide                  *Begins with a discussion of desired outcomes and learning goals                  *Includes a learning goal/essential question                  *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question                  *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question                  *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it                  *Teacher reference to the scale or rubric throughout the lesson</p>	<p>3.1. Walkthrough &amp; Lesson Plans</p>	
<p><u>CELLA Goal #3:</u> Improve current level of performance</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
	<p>33% 3</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>

**CELLA Budget** (Insert rows as needed)

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 Rule 6A-1.099811  
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Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total: \$0.00</b>			

*End of CELLA Goals*

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

**Middle School Mathematics Goals**

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

<b>Middle School Math ematics Goals</b>	<b>Problem-Solving Process to Increase Student Achievem ent</b>						
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 Barrie	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1a.FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>	1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans		

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<u>Mathematics Goal #1a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of performance							
	27% 322	Decrease in level 1 and 2 from 29% to 19%					
		1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1a.2. Walkthrough	

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		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results	
<b>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>	1b.2. Insufficient standard based instruction	1b.2. Implement High Yield Instructional Strategies	1b.2. AP who evaluates teacher	1b.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes aligned to access points when appropriate *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1b.2. Walkthrough		
<u>Mathematics Goal</u> <u>#1b:</u> Improve current level of performance	<u>2012 Current</u> <u>Level of</u> <u>Performance.*</u>	<u>2013Expected</u> <u>Level of</u> <u>Performance.*</u>					



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	67%	Decrease in level 1,2 and 3					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2a.FCAT 2.0:Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>	2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students’ readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students’ learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b1. Walkthrough		

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<u>Mathematics Goal #2a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
Improve current level of performance							
	43% 519	Increase level 4 and 5 by 5%					
		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		2a.3	2a.3	2a.3	2a.3	2a.3	
<b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>	2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b1. Walkthrough		

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<u>Mathematics Goal</u> <u>#2b:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013Expected</u> <u>Level of</u> <u>Performance:*</u>					
Improve current level of performance							
	60% 9	Increase level 7 by 5%					
		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.</b></p>	<p>3a.1. Lack of student engagement</p>	<p>3a.1. Differentiate Instruction</p>	<p>3a.1. AP who evaluates teacher</p>	<p>3a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>3a.1. School Summary of observation section of teacher appraisal results  IPI data when available  State instructional walkthrough when applicable</p>		
<p><u>Mathematics Goal #3a:</u>  Improve current level of performance</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013Expected Level of Performance:*</u></p>					
	<p>67% 750</p>	<p>100% of students will make learning gains</p>					
		<p>3a.2.</p>	<p>3a.2.</p>	<p>3a.2.</p>	<p>3a.2.</p>	<p>3a.2.</p>	
		<p>3a.3.</p>	<p>3a.3.</p>	<p>3a.3.</p>	<p>3a.3.</p>	<p>3a.3.</p>	

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<p><b>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</b></p>	<p>3b.1. Lack of student engagement</p>	<p>3b.1. Differentiate Instruction</p>	<p>3b.1. AP who evaluates teacher</p>	<p>3b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level                      *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)                      *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.                      *These small groups are flexible and change with the content, project and assessments                      *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>3b.1. School Summary of observation section of teacher appraisal results                       IPI data when available                       State instructional walkthrough when applicable</p>		
<p><u>Mathematics Goal #3b:</u>                       Improve current level of performance</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013Expected Level of Performance:*</u></p>					
	<p>54% 13</p>	<p>100% of students will make learning gains</p>					
		<p>3b.2.</p>	<p>3b.2.</p>	<p>3b.2.</p>	<p>3b.2.</p>	<p>3b.2.</p>	
		<p>3b.3.</p>	<p>3b.3.</p>	<p>3b.3.</p>	<p>3b.3.</p>	<p>3b.3.</p>	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p><b>4a.FCAT</b>  <b>2.0:Percentage of students in Lowest 25% making learning gains in mathematics.</b></p>	<p>4a.1. Lack of student engagement</p>	<p>4a.1. Differentiate Instruction</p>	<p>4a.1. AP who evaluates teacher</p>	<p>4a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level                      *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)                      *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.                      *These small groups are flexible and change with the content, project and assessments                      *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>4a.1. School Summary of observation section of teacher appraisal results                       IPI data when available                       State instructional walkthrough when applicable</p>		
<p><u>Mathematics Goal #4a:</u>                       Improve current level of performance</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013Expected Level of Performance:*</u></p>					
	<p>54% 152</p>	<p>100% of students will make learning gains</p>					

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		4a.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4a.2. Create intervention that support core instructional goals and objectives	4a.2. SBLT	4a.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	4a.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs	
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.	

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<p><b>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.</b></p>	<p>4b.1. Lack of student engagement</p>	<p>4b.1. Differentiate Instruction</p>	<p>4b.1. AP who evaluates teacher</p>	<p>4b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level                      *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)                      *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.                      *These small groups are flexible and change with the content, project and assessments                      *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>4b.1. School Summary of observation section of teacher appraisal results                       IPI data when available                       State instructional walkthrough when applicable</p>		
<p><u>Mathematics Goal #4b:</u>                       Improve current level of performance</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013Expected Level of Performance:*</u></p>					
	<p>54% 13</p>	<p>100% of students will make learning gains</p>					



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		4b.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4b.2. Create intervention that support core instructional goals and objectives	4b.2. SBLT	4b.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	4b.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b> 78.00	80	82	84	85	87	89

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<p><u>Mathematics Goal #5A:</u> Improve current level of performance</p>							
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		
<p><b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b></p>	<p>5b.1. Lack of differentiation of instruction</p>	<p>5b.1. Differentiate Instruction</p>	<p>5b.1. AP who evaluates teacher</p>	<p>5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>5b.1. Lesson Plans &amp; Walkthrough</p>		

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<u>Mathematics Goal</u> <u>#5B:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013Expected</u> <u>Level of</u> <u>Performance:*</u>					
Improve current level of performance							
	White: 77% 645  Black: 3% 27  Hispanic: 11% 90  Asian: 4% 37 American Indian: 0% 4	100% of all subgroups to make a learning gain  Increase proficiency of all subgroups by 10%					
	5B.3.					5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b></p>	<p>5c.1. Lack of differentiation of instruction</p>	<p>5c.1. Differentiate Instruction</p>	<p>5c.1. AP who evaluates teacher</p>	<p>5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level                      *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)                      *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.                      *These small groups are flexible and change with the content, project and assessments                      *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>5c.1. Lesson Plans &amp; Walkthrough</p>		
<p><u>Mathematics Goal #5C:</u> Improve current level of performance</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013Expected Level of Performance:*</u></p>					
	<p>56% 15</p>	<p>100% of ELL students to make a learning gain  Increase proficiency of ELL students by 10%</p>					
		<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	
		<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5D. Students with Disabilities (SWD)not making satisfactory progress in mathematics.</b>	5d.1. Lack of differentiation of instruction	5d.1. Differentiate Instruction	5d.1. AP who evaluates teacher	5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5d.1. Lesson Plans & Walkthrough		
<u>Mathematics Goal #5D:</u> Improve current level of performance	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	44% 49	100% of SWD students to make a learning gain  Increase proficiency of SWD students by 10%					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b></p>	<p>5e.1. Lack of differentiation of instruction</p>	<p>5e.1. Differentiate Instruction</p>	<p>5e.1. AP who evaluates teacher</p>	<p>5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level                      *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)                      *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.                      *These small groups are flexible and change with the content, project and assessments                      *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>5e.1. Lesson Plans &amp; Walkthrough</p>		
<p><u>Mathematics Goal #5E:</u> Improve current level of performance</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013Expected Level of Performance:*</u></p>					

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	55% 198	100% of Economically Disadvantaged students to make a learning gain  Increase proficiency of Economically Disadvantaged students by 10%					
		5E.2	5E.2	5E.2	5E.2	5E.2.	
		5E.3	5E.3	5E.3		5E.3	

*End of Middle 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]).

<b>Algebra EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Students scoring at Achievement Level 3 in Algebra.</b>	1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans		

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<p><u>Algebra Goal #1:</u> Improve current level of performance</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>53% 95</p>	<p>Decrease level 1 and 2</p>					
		<p>1a.2. Insufficient standard based instruction</p>	<p>1a.2. Implement High Yield Instructional Strategies</p>	<p>1a.2. AP who evaluates teacher</p>	<p>1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur</p>	<p>1a.2. Walkthrough</p>	

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		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results	
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		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.</b>	2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students’ readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students’ learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b1. Walkthrough		

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<u>Algebra Goal #2:</u> Improve current level of performance	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	44% 79	Increase level 4 and 5 by 5%					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	
<b>3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b> <u>97%</u>	97%	97%	98%	99%	99%	100%
<u>Algebra Goal #3A:</u> Improve current level of performance							
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.</b></p>	<p>5b.1. Lack of differentiation of instruction</p>	<p>5b.1. Differentiate Instruction</p>	<p>5b.1. AP who evaluates teacher</p>	<p>5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>5b.1. Lesson Plans &amp; Walkthrough</p>		
<p><u>Algebra Goal #3B:</u> Improve current level of performance</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	White: 147 Black: 5 Hispanic: 14 Asian: 8 American Indian: 0	100% of all students subgroups by ethnicity to make a learning gain  Increase proficiency of all student subgroups by ethnicity by 10%					
						3B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	3B.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>3C. English Language Learners (ELL) not making satisfactory progress in Algebra.</b></p>	<p>5c.1. Lack of differentiation of instruction</p>	<p>5c.1. Differentiate Instruction</p>	<p>5c.1. AP who evaluates teacher</p>	<p>5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>5c.1. Lesson Plans &amp; Walkthrough</p>		
<p><u>Algebra Goal #3C:</u> Improve current level of performance</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>56% 15</p>	<p>100% of ELL students to make a learning gain  Increase proficiency of ELL students by 10%</p>					
		<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>3C.2.</p>	

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		5C.3.	5C.3.	5C.3.	5C.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		
<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.</b>	5d.1. Lack of differentiation of instruction	5d.1. Differentiate Instruction	5d.1. AP who evaluates teacher	5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5d.1. Lesson Plans & Walkthrough		
<u>Algebra Goal #3D:</u> Improve current level of performance	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					



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	0% 0	100% of all SWD students to make a learning gain  Increase proficiency of SWD students by 10%					
		5D.2.	5D.2.	5D.2.	5D.2.	3D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	3D.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>3E. Economically Disadvantaged students not making satisfactory progress in Algebra.</b></p>	<p>5e.1. Lack of differentiation of instruction</p>	<p>5e.1. Differentiate Instruction</p>	<p>5e.1. AP who evaluates teacher</p>	<p>5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level                      *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)                      *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.                      *These small groups are flexible and change with the content, project and assessments                      *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>5e.1. Lesson Plans &amp; Walkthrough</p>		
<p><u>Algebra Goal #3E:</u> Improve current level of performance</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	2% 3	100% of Economically Disadvantaged students to make a learning gain  Increase proficiency of Economically Disadvantaged students by 10%					
		5E.2	5E.2	5E.2	5E.2	3E.2.	
		5E.3	5E.3	5E.3		3E.3	

*End of Algebra 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]).

<b>Geometry EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Students scoring at Achievement Level 3 in Geometry.</b>	Ia.1. Insufficient standard based instruction	Ia.1. Set and communicate a purpose for learning and learning goals in each lesson	Ia.1. AP who evaluates teacher	Ia.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	Ia.1. Walkthrough & Lesson Plans		

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<u>Geometry Goal #1:</u> Improve current level of performance	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	Decrease level 1 and 2 students					
		1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1a.2. Walkthrough	

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		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results	
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		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</b>	2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students’ readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students’ learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b1. Walkthrough		

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<u>Geometry Goal #2:</u> Improve current level of performance .	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	Increase level 4 and 5 by 5%					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	
<b>3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
<u>Geometry Goal #3A:</u> Improve current level of performance							
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</b></p>	<p>5b.1. Lack of differentiation of instruction</p>	<p>5b.1. Differentiate Instruction</p>	<p>5b.1. AP who evaluates teacher</p>	<p>5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level                      *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)                      *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.                      *These small groups are flexible and change with the content, project and assessments                      *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>5b.1. Lesson Plans &amp; Walkthrough</p>		
<p><u>Geometry Goal #3B:</u> Improve current level of performance</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>N/A</p>	<p>100% of all student subgroups to make a learning gain  Increase proficiency of all student subgroups by 10%</p>					



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						3B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	3B.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3C. English Language Learners (ELL) not making satisfactory progress in Geometry.</b>	5c.1. Lack of differentiation of instruction	5c.1. Differentiate Instruction	5c.1. AP who evaluates teacher	5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5c.1. Lesson Plans & Walkthrough		
<u>Geometry Goal #3C:</u> Improve current level of performance	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	N/A	100% of ELL students to make a learning gain  Increase proficiency of ELL students by 10%					
		5C.2.	5C.2.	5C.2.	5C.2.	3C.2.	
		5C.3.	5C.3.	5C.3.	5C.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		
<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.</b>	5d.1. Lack of differentiation of instruction	5d.1. Differentiate Instruction	5d.1. AP who evaluates teacher	5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5d.1. Lesson Plans & Walkthrough		

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<u>Geometry Goal #3D:</u> Improve current level of performance	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	100% of SWD students to make a learning gain  Increase proficiency of SWD students by 10%					
		5D.2.	5D.2.	5D.2.	5D.2.	3D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	3D.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><b>3E. Economically Disadvantaged students not making satisfactory progress in Geometry.</b></p>	<p>5e.1. Lack of differentiation of instruction</p>	<p>5e.1. Differentiate Instruction</p>	<p>5e.1. AP who evaluates teacher</p>	<p>5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level                      *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)                      *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.                      *These small groups are flexible and change with the content, project and assessments                      *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>5e.1. Lesson Plans &amp; Walkthrough</p>		
<p><u>Geometry Goal #3E:</u> Improve current level of performance</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	N/A	100% of Economically Disadvantaged students to make a learning gain  Increase proficiency of Economically Disadvantaged students by 10%					
		5E.2	5E.2	5E.2	5E.2	3E.2.	
		5E.3	5E.3	5E.3		3E.3	

*End of Geometry EOC Goals*

**Mathematics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b> 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
	Intensive Math PLCs	6/7/8	Intensive Teachers	Intensive Math Teachers	Monthly	Implementation of Intensive Curriculum	Math Dept. Chair
	Mathematics PLCs	6/7/8	Math Dept. Chair	All Math teachers	Monthly	Implementation of Mathematics Requirements by County	Math Dept. Chair

**June 2012**  
**Rule 6A-1.099811**  
**Revised September 6, 2012**

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

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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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total: \$0.00</b>			

*End of Mathematics Goals*

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

**Elementary and Middle School Science Goals**

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

<b>Elementary and Middle Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1a.FCAT 2.0:Students scoring at Achievement Level 3 in science.</b>	1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/ essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans		

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

<u>Science Goal #1a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
Improve current level of performance							
	47.6% 195	Decrease the number of level 1 and 2 from To					
		1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1a.2. Walkthrough	



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

		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade- level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results	
<b>1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.</b>	1b.1. Insufficient standard based instruction	1b.1. Set and communicate a purpose for learning and learning goals in each lesson	1b.1. AP who evaluates teacher	1b.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/ essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1b.1. Walkthrough & Lesson Plans		

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

Science Goal #1b: Improve current level of performance	<u>2012 Current Level of Performance:</u> *	<u>2013Expected Level of Performance:</u> *					
	71%	Decrease the number of level 1,2, and 3 from to					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b>	2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students’ readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students’ learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b1. Walkthrough		

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

<p><u>Science Goal #2a:</u></p> <p>Improve current level of performance</p> <p>Teach and utilize 2 column or Cornell notes in class.</p> <p>Focus on literacy by assigning students current event articles written in a s scientific format, using newspaper or Science World Magazine articles.</p> <p>Increase number and scope of labs (as finances permit)</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013Expected Level of Performance:*</u></p>					
	<p>21.2% 87</p>	<p>Increase the level 4 and 5 students 5%</p>					
		<p>2a.2.</p>	<p>2a.2.</p>	<p>2a.2.</p>	<p>2a.2.</p>	<p>2a.2.</p>	
		<p>2a.3</p>	<p>2a.3</p>	<p>2a.3</p>	<p>2a.3</p>	<p>2a.3</p>	
<p><b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b></p>	<p>2b.1. Lack of differentiation of instruction</p>	<p>2b.1. Provide formative assessments to inform differentiation in instruction</p>	<p>2b.1. AP who evaluates teacher</p>	<p>2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points</p>	<p>2b.1. Walkthrough</p>		

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

<u>Science Goal #2b:</u> Improve current level of performance	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	29%	Increase the level 7 by 5%					
		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*

**Science Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
BYOD – Bring your own data to PLC for discussion	6/7/8 Science	Fergusson	Science Teachers	Monthly	Follow-up BYOD	Fergusson
Best Practices	6/7/8 Science	Russo	Science Teachers	2x per year	FODD – Final open discussion of data	Fergusson

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6th Gr Science	6/Science	Quirk	6 <sup>th</sup> grade Science Teachers	Monthly	BYOD	Quirk
7th Gr Science	7/Science	Fergusson	7 <sup>th</sup> grade Science Teachers	Monthly	BYOD	Fergusson
8th Gr Science	8/Science	O’Nale	8 <sup>th</sup> grade Science Teachers	Monthly	BYOD	O’Nale

**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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total: \$0.00</b>			

*End of Science Goals*

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

**Writing Goals**

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

<b>Writing Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>	1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans		

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

<u>Writing Goal #1a:</u> Improve current level of performance	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	43% 174  Level 4 and above 47% 195	Decrease level 1,2 and 3					
		1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1a.2. Walkthrough	

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

		Ia.3. Insufficient standard based instruction	Ia.3. Increase instructional rigor	Ia.3. AP who evaluates teacher	Ia.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	Ia.3. Walkthrough Teacher Appraisal Results	
<b>Ib. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>	Ib.1. Insufficient standard based instruction	Ib.1. Set and communicate a purpose for learning and learning goals in each lesson	Ib.1. AP who evaluates teacher	Ib.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	Ib.1. Walkthrough & Lesson Plans		



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

Writing Goal #1b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Improve current level of performance							
	Level 4,5, and 6 43% Level 7, 8, 9 43%	Decrease level 1,2 and 3					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	

*End of Writing Goals*

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

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]).

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

<b>Civics EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Students scoring at Achievement Level 3 in Civics.</b>	1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans		

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

<p><u>Civics Goal #1:</u> Establish baseline level of performance</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>N/A</p>	<p>Improved from baseline</p>					
		<p>1a.2. Insufficient standard based instruction</p>	<p>1a.2. Implement High Yield Instructional Strategies</p>	<p>1a.2. AP who evaluates teacher</p>	<p>1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur</p>	<p>1a.2. Walkthrough</p>	

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

		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results	
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		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</b>	2a.1. Insufficient standard based instruction	2a.1. Set and communicate a purpose for learning and learning goals in each lesson	2a.1. AP who evaluates teacher	2a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	2a.1. Walkthrough & Lesson Plans		

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

<b>Civics Goal #2:</b> Establish baseline level of performance	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	Improved from baseline					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

**Civics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
Civics PLC	7	Brandi Alahouzos	Civics teachers	4 <sup>th</sup> Tuesday of each month	Minutes	Brandi Alahouzos
Civics district wide training	7	Linda Whitley	Civics teachers	Summer 2012	Grade level PLCs	Brandi Alahouzos

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**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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total: \$0.00</b>			

*End of Civics Goals*

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

**Attendance Goal(s)**

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

<b>Attendance Goal(s)</b>	<b>Problem-solving Process to Increase Attendance</b>						
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		
<b>1. Attendance</b>	1.1. Lack of student engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule		
<b>Attendance Goal #1:</b> Improve current level of performance	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	94% 1200	Greater than prior year					

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

	<u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Excessive Absences</u> <u>(10 or more)</u>	<u>2013 Expected</u> <u>Number of Students</u> <u>with Excessive</u> <u>Absences</u> <u>(10 or more)</u>					
	506	10% decrease from prior year					
	<u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Excessive Tardies</u> <u>(10 or more)</u>	<u>2013 Expected</u> <u>Number of</u> <u>Students with</u> <u>Excessive Tardies</u> <u>(10 or more)</u>					
	0	10% decrease from prior year					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
Child Study Team	6/7/8	Dawn Simmons	Guidance, Admin, Attendance Specialist, Grade level clerks, DMT, School Social Worker, School Psychologist.	Bi-monthly	Reports, documentation of mentors/ tutors, parent contact, conferences	Attendance Specialist, Grade Level Clerks, Dawn Simmons

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

**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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total: \$0.00</b>			

*End of Attendance Goals*

**Suspension Goal(s)**

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

<b>Suspension Goal(s)</b>	<b>Problem-solving Process to</b>						
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

	<b>Decrease Suspension</b>						
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		
<b>1. Suspension</b>	I.1. Lack of Student Engagement	I.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	I.1. SBLT	I.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	I.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule		
<b>Suspension Goal #1:</b> Improve current level of performance	<u>2012Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	977	10% decrease from prior year					
	<u>2012Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	144	10% decrease from prior year					
	<u>2012Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					

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	167	10% decrease from prior year					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	41	10% decrease from prior year					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Suspension Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
Rtl	6/7/8	Jennifer McGinnis	Guidance, Administrators, Teachers, School Social Worker, School	Bi-monthly	Reports, documentation of mentors/tutors, parent contact, conferences, teacher input	Rtl Team
Student Behavior	6/7/8	Jennifer McGinnis	SBLT	Every 6 weeks	Student outcome details	Rtl Team
Classroom Management/ Best Practices PLC	6/7/8	Tracie Russo	School-wide	Monthly	Student outcome details	Tracie Russo, Administrators
Positive Behavior System	6/7/8	Nancy Verigan	School-wide	Weekly	Student recognition of positive behavior	Nancy Verigan

**Suspension Budget**(Insert rows as needed)

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Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total: \$0.00</b>			

*End of Suspension Goals*

**Dropout Prevention Goal(s)** Note: Required for High School- F.S., Sec. 1003.53

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

<b>Dropout Prevention Goal(s)</b>	<b>Problem-solving Process to</b>						
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	<b>Dropout Prevention</b>						
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		
<b>1. Dropout Prevention</b> <u>Dropout Prevention Goal #1:</u> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	1.1. Students lack skills to plan for future aspirations and create educational goals	1.1. Implement High Yield Instructional Strategies	1.1. Principal	1.1.	1.1. Walkthrough and teacher appraisal		
Improve current level of performance	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
		10% decrease from prior year					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
		Improve rate from prior year					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Dropout Prevention Professional Development**

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

**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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total: \$0.00</b>			

*End of Dropout Prevention Goal(s)*

**Parent Involvement Goal(s)**

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

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

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

<b>Parent Involvement Goal(s)</b>	<b>Problem-solving Process to Parent Involvement</b>						
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>1. Parent Involvement</b>  <b>Parent Involvement Goal</b>  <b>#1:</b>  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>1.1. Lack of frequent home-school communication in a variety of formats, and allows for families to support and supervise their child's educational progress</p>	<p>1.1. Provide frequent home-school communication in a variety of formats, and allows for families to support and supervise their child's educational progress</p>	<p>1.1. Data Management Technician</p>	<p>1.1. Parents with access to Portal</p>	<p>1.1. Surveys, sign in log</p>		
<p>Improve current level of performance                   Portal logins by parents</p>	<p><u>2012 Current level of Parent Involvement:*</u></p>	<p><u>2013 Expected level of Parent Involvement:*</u></p>					
	<p>77% (983)</p>	<p>80% (1020)</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

**Parent Involvement Professional Development**

<p><b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>                  Please note that each Strategy does not require a</p>						
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professional development or PLC activity.						
PD Content / Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Family and Community Relations Liaison PD	6/7/8	Family and Community Relations Liaison	School -wide	8/28/12	School based volunteer feedback	Family and Community Relations Liaison
Family and Community Relations Liaison training	6/7/8	Family and Community Relations Liaison	School -wide	9/5/12	School based volunteer feedback	Family and Community Relations Liaison
Mentoring	6/7/8	Family and Community Relations Liaison	Community, Parents	October	data based results, teacher feedback	Family and Community Relations Liaison
Volunteer Orientation Training	6/7/8	Family and Community Relations Liaison	School -wide	September	School based volunteer feedback	Family and Community Relations Liaison

**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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			

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Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total: \$0.00</b>			

*End of Parent Involvement Goal(s)*

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

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

<b>STEM Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>STEM Goal #1:</b> Students have the exposure to real world integrated STEM concepts and applications.	1.1. Common planning and teaming of students are required for successful implementation.	1.1. Cross curricular collaboration for higher student achievement.	1.1. Science, Math and Engineering teachers	1.1. Not yet available	1.1. Not yet available
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**STEM Professional Development**

<b>Professional Development (PD) aligned with Strategies through</b>						
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<b>Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District Wide STEM Training	6/7/8	Bob Hawkins/ Supervisor	Johanna Anderson	August 2012	Additional training	Supervisor/Administration

**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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total: \$0.00</b>			

*End of STEM Goal(s)*

**Career and Technical Education (CTE) Goal(s)**

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

<b>CTE Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>CTE Goal #1:</b> Support high student achievement through career preparation and lifelong learning.	1.1. Students do not have the required skills to achieve an entry level career.	1.1. Provide instruction regarding life skills.	1.1. 8 <sup>th</sup> grade teachers	1.1. Economics unit and field trip to Finance Park in 8 <sup>th</sup> grade.	1.1. Unit assessments

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	1.2. Students do not have career visions and goal.	1.2. Provide exposure to different career opportunities	1.2. 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grade teachers, Guidance counselors	1.2. Career evaluation questionnaires Facts.org	1.2. Questionnaire
	1.3. Students do not have career visions and goal.	1.3. Provide exposure to different career opportunities	1.3. 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grade teachers	1.3. Great American Teach-In	1.3. # of Guest Speakers

**CTE Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
CTE Goals	6/7/8	Guidance Supervisor	Guidance Counselors	Monthly	Review Questionnaires	Margy Laird
Finance Park	8	Brandi Alahouzos	8 <sup>th</sup> Grade Social Studies Teachers	Monthly	Finance Park Student Outcome	Brandi Alahouzos

**CTE Budget (Insert rows as needed)**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
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Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total: \$0.00</b>			

*End of CTE Goal(s)*

**Additional Goal I Wellness (s)**

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

<b>Additional Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achieveme</b>						

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	<b>nt</b>						
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		
<b>1. Additional Goal: Wellness</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
	<p>A: Failure to form a Healthy School Team.</p> <p>B: Failure to assess students and upload Being Fit Matters/Fitnessgram data</p>	<p>A: Complete Healthy Schools Program 6 Step Process online <a href="https://schools.healthiergeneration.org/">https://schools.healthiergeneration.org/</a></p> <p>B: Complete Pre and Post Being Fit Matters/Fitnessgram student assessments and upload data</p>	<p>A: Healthy School Team (school administrator, physical education teacher, cafeteria manager, health teacher classroom teachers (optional members – students, parents, school nurse)</p> <p>B: physical education teachers</p>	<p>A: Completion of 6<sup>th</sup> Step of the Healthy School Program online (Celebrate Successes)</p> <p>B: Compare Pre and Post Being Fit Matters/Fitnessgram student assessments results</p>	<p>A: Healthy School Inventory (Evaluate Your School) online</p> <p>B: Being Fit Matters Statistical Report (Portal)</p>		

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<u>Additional Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
Improve current level of performance							
	Meeting Bronze Level on Healthy Schools Inventory  B Data: Being Fit Matters / Fitnessgram Data  22	Meeting Bronze Level on Healthy Schools Inventory  Meeting Silver Level on Healthy Schools Inventory  B Data: Being Fit Matters / Fitnessgram  School will improve students' scores on one Being Fit Matters / Fitnessgram Assessment score.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Additional Wellness Goals Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional</b>						
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<b>Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content / Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
P.E. Health PLC	6/7/8	Adam Tedora	P.E. and Health teachers	Monthly	Minutes	Adam Tedora, Administration
Faculty Wellness PLC	6/7/8	Stan Harbaugh	School-wide	Monthly and as needed	Questionnaires, newsletters, online inventory	Stan Harbaugh, Administration

**Additional Wellness 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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			

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Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total: \$0.00</b>			

**Additional Goal II Bradley MOU (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		

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<p><b>1. Additional Goal: Black Academic Achievement</b></p>	<p>1.1. Lack of differentiation of instruction</p>	<p>1.1. Differentiate Instruction</p>	<p>1.1. AP who evaluates teacher</p>	<p>1.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level                  *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)                  *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.                  *These small groups are flexible and change with the content, project and assessments                  *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>1.1. Lesson Plans &amp; Walkthrough</p>		
<p><u>Additional Goal #1:</u> There will be an increase in black student achievement</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
	<p>60% 38</p>	<p>All black students to make learning gains in reading and math</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

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**Additional MOU Goals Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
Rigorous Text PLC	6/7/8	LLC	School-wide	Monthly	Meeting minutes and faculty trainings	Administration, Guidance Counselors

**Additional MOU 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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total: \$0.00</b>			

**Additional Goal III Bradley MOU (s)**

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

<b>Additional Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		

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<p><b>1. Additional Goal: Student Engagement for Black Students</b></p>	<p>1.1. Lack of Student Engagement</p>	<p>1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan</p>	<p>1.1. SBLT</p>	<p>1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted</p>	<p>1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule</p>		
<p><u>Additional Goal #1:</u>  There will be an increase in black student engagement</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
	<p>8% 29</p>	<p>Decrease the percent of Black students receiving referrals, and Receiving in school and out of school suspensions</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

**Additional MOU II Goals Professional Development**

<p><b>Professional Development</b></p>						
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<b>(PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Bully Prevention Support	6/7/8	Joan Reubens	School - wide	quarterly	Ongoing monitoring	Administration
RtI	6/7/8	Jennifer McGinnis	Guidance, Administrators, Teachers, School Social Worker, School	Bi-monthly	Reports, documentation of mentors/tutors, parent contact, conferences, teacher input	RtI Team
Student Behavior	6/7/8	Jennifer McGinnis	SBLT	Every 6 weeks	Student outcome details	RtI Team
Classroom Management/Best Practices PLC	6/7/8	Tracie Russo	School-wide	Monthly	Student outcome details	Tracie Russo, Administrators
Positive Behavior System	6/7/8	Nancy Verigan	School-wide	Weekly	Student recognition of positive behavior	Nancy Verigan
Girlfriends Club	6/7/8	Dawn Simmons	Girls	Monthly	Student outcome details	Dawn Simmons

**Additional MOU 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
<b>Subtotal:</b>			

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Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total: \$0.00</b>			

**Additional Goal IV Bradley MOU (s)**

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

<b>Additional Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		



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<p><b>1. Additional Goal: Black graduation rate</b></p>	<p>1.1. Lack of Student Engagement</p>	<p>1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan</p>	<p>1.1. SBLT</p>	<p>1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted</p>	<p>1.1. Increase in black graduation rate</p>		
<p><u>Additional Goal #1:</u> There will be an increase in black student graduation rate</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
	<p>N/A</p>						
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

**Additional MOU Goals Professional Development**

<p><b>Professional Development (PD) aligned with Strategies through</b></p>						
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June 2012  
 Rule 6A-1.099811  
 Revised September 6, 2012

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

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

**Additional MOU 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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount

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<b>Subtotal:</b>			
<b>Total: \$0.00</b>			

**Additional Goal V Bradley MOU (s)**

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

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

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

<p><b>1. Additional Goal: Black advanced Coursework</b></p>	<p>1.1. Lack of differentiation of instruction</p>	<p>1.1. Differentiate Instruction</p>	<p>1.1. AP who evaluates teacher</p>	<p>1.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level                  *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)                  *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.                  *These small groups are flexible and change with the content, project and assessments                  *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>1.1. Lesson Plans &amp; Walkthrough                   Professional Development includes equity and cultural responsiveness</p>		
<p><u>Additional Goal #1:</u>   <i>There will be an increase percent of black students enrolled in rigorous advanced coursework</i>   <i>There will be an increase in performance of black students in rigorous advanced coursework</i></p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
	<p>35% 36</p>	<p>Increase from prior year</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

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

**Additional MOU Goals Professional Development**

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

**Additional MOU 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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			

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Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total: \$0.00</b>			

*End of Additional Goal(s)*

**Final Budget**(Insert rows as needed)

Please provide the total budget from each section.	
<b>Reading Budget</b>	<b>Total: \$0.00</b>
<b>Mathematics Budget</b>	<b>Total: \$0.00</b>
<b>Science Budget</b>	<b>Total: \$0.00</b>
<b>Writing Budget</b>	<b>Total: \$0.00</b>
<b>Attendance Budget</b>	<b>Total: \$0.00</b>
<b>Suspension Budget</b>	<b>Total: \$0.00</b>
<b>Dropout Prevention Budget</b>	<b>Total: \$0.00</b>
<b>palvement Budget</b>	<b>Total: \$0.00</b>
<b>Additional Goals</b>	<b>Total: \$0.00</b>

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

<b>Grand Total: \$0.00</b>
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*End of Additional Goal(s)*

**Final Budget** (Insert rows as needed)

Please provide the total budget from each section.	
<b>Reading Budget</b>	<b>Total: \$0.00</b>
<b>CELLA Budget</b>	<b>Total: \$0.00</b>
<b>Mathematics Budget</b>	<b>Total: \$0.00</b>
<b>Science Budget</b>	<b>Total: \$0.00</b>
<b>Writing Budget</b>	<b>Total: \$0.00</b>
<b>Civics Budget</b>	<b>Total: \$0.00</b>
<b>U.S. History Budget</b>	<b>Total: \$0.00</b>
<b>Attendance Budget</b>	<b>Total: \$0.00</b>
<b>Suspension Budget</b>	<b>Total: \$0.00</b>
<b>Dropout Prevention Budget</b>	<b>Total: \$0.00</b>
<b>Parent Involvement Budget</b>	<b>Total: \$0.00</b>
<b>STEM Budget</b>	<b>Total: \$0.00</b>

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

<b>CTE Budget</b>	<b>Total: \$0.00</b>
<b>Additional Goals</b>	<b>Total: \$0.00</b>
	<b>Grand Total: \$0.00</b>

**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.)

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

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

**School Advisory Council (SAC)**

*SAC Membership Compliance*

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

Yes  No

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

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.
Review and discuss SIP, Review of Superintendent meeting notes to keep SAC informed. Provide a voice for the parents of all students in our school. Provide a positive bridge to our community. Provide a sounding board for issues presented by the School Board or Carwise faculty.

Describe the projected use of SAC funds.	Amount
N/A - There are no allocated state or district SIP funds for the 2012-13 school year.	\$0.00