

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Robert E. Lee Middle School	District Name: Orange County
Principal: Howard Hepburn	Superintendent: Dr. Barbara Jenkins
SAC Chair: Theresa Hearn, AP	Date of School Board Approval: January 29, 2013

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Howard Hepburn	Bachelors in Science Education; Masters in Educational Leadership, UCF; Certification in Biology (6-12); School Principal (all levels)	1	6	Mr. Hepburn was an Assistant Principal at Edgewater High School for the past 6 years. Within that time he helped increase Edgewater's School Grade from a D to an A. In the past 3 years at Edgewater % of the lowest 25% making learning gains in math increased by 9 percentage points, % making learning gains in math increased by 5 percentage points. % at level 3 or higher for math increased by 4 percentage points. Reading and writing experienced incremental increases with an increase of 17 percentage points for writing in 2009-2010 to 2010-11.
Assistant Principal	Theresa Hearn	Bachelors, Mathematics, Tuskegee University; Masters, Educational Leadership, Stetson University Certification in Mathematics 5-9 and Educational Leadership (all levels)	3	7	Mrs. Hearn is returning to Lee Middle School for a third year and was instrumental in maintaining the school score to a "B" in the 2010-2011 SY. In FCAT writing, 83% met high standards; Reading resulted in a 10- point increase, including a 8-point increase of the lower 25% based on gains. In 2011-2012, Lee Middle School earned a "C" grade. Science increased by 2 points and 75% of the students are Writing at or above grade level; 61% making learning gains in Reading; 64% of the lowest 25% making learning gains in Reading.
Assistant Principal	Amanda Overly	Bachelors in Science, Biological and Chemical Sciences, FSU ; Masters in Science, Environmental Engineering Science, UF Certification in Biology/ Chemistry (6-12); Educational Leadership (all levels); Health (K-12)	1	5	Amanda Overly is serving her first year as an Assistant Principal for Orange County. Prior to that she was part of the administrative team at Boone High School. Over the past 3 years, and while Amanda was part of the team, Boone showed steady growth on FCAT. FCAT reading scores at or above proficient for reading increased from 59% tom 61%. Math scores at or above proficient increased from 83% to 88%. Writing scores at or above proficient increased from 86% to 88%. In addition, Boone scored well above state, county and national averages on both the SAT and the ACT college preparatory exams.

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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Kathleen Gill	B.A., Psychology; M.S., Educational Psychology / Reading, ESE, ESOL, Middle Grades Integrated Curriculum and Social Science 6 - 12	2	2	Ms. Gill came to Lee from Apopka Middle School where 92% of her students achieved learning gains on the FCAT Reading 2010. Four out of the five years she taught, the school earned an A grade. She brings an expansive background in life skills training and counseling.
Mathematics	Alex Carr	B.S., Biology, B.A., Interdisciplinary Natural Sciences, M.P.H., Public Health, Ph.D., Infectious Disease Epidemiology/ 6-12 Biology; 5-9 Mathematics; 6-12 Mathematics; Gifted Endorsement	14	1	Dr. Carr became math coach after spending the last 8 years teaching 6th to 8th grade mathematics in the gifted program, as well as Honors Algebra I and Geometry Honors. Last year, 97% of students taking the Honors Algebra I EOC scored at or above grade level. Moreover, 89.4% of students in the gifted program (6th & 7th grade) made learning gains, 77.2% of students in Algebra I Honors (7th & 8th grade) made learning gains, and 92.9% of students in Geometry Honors (8th grade) made learning gains.
Science/CRT	Jennifer Clark	Bachelors in Science Education, Masters in Science Education and Certificate in Educational Leadership K-12	1	1	Ms. Clark came to Lee from Lake Nona High School. Where she taught Anatomy Honors and Biotechnology. 65% of her students taking FCAT made learning gains. 65.5 % of the students at Lake Nona showed gains in reading, and 69% of the bottom 25% showed gains in reading. Her students contributed to the highest graduation rate in all of Orange County with each of the seniors taught during her time there becoming a graduate.

Effective and Highly Effective Teachers

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

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Description of Strategy	Person Responsible	Projected Completion Date
1. Principal meets with all instructional staff regularly.	Principal	On-going
2. Mentor program partners new teachers with highly qualified veteran teachers.	Principal	On-going
3. Encourage professional development opportunities.	CRT and Coaches	On-going
4. PLC's with teachers and Assistant Principal to discuss, plan And implement strategies and lessons.	Principal and Assistant Principal	On-going
5. Teacher Recognition Program	PTSA, SAC, Title I Officers	2012

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Non-Highly Effective Instructors

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

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
None	N/A

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
60	10% (6)	27% (16)	50%(30)	23%(14)	52% (31)	93% (56)	17% (10)	3% (2)	30% (18)

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
Shannon Lietzke	Ann Furstace	Proximity, Alike subject area; For the purpose of improving the quality of teaching; Increasing student achievement; Reflective Practice and Collaboration	Meet regularly to share information; Models effective instructional techniques and provide appropriate feedback; Maintain continued involvement in professional growth

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Michael Bradwell	Christian Lundy	Proximity, Alike subject area; For the purpose of improving the quality of teaching; Increasing student achievement; Reflective Practice and Collaboration	Meet regularly to share information; Models effective instructional techniques and provide appropriate feedback; Maintain continued involvement in professional growth
Melanie Thompson	Susan Dunlap	Proximity, Alike subject area; For the purpose of improving the quality of teaching; Increasing student achievement; Reflective Practice and Collaboration	Meet regularly to share information; Models effective instructional techniques and provide appropriate feedback; Maintain continued involvement in professional growth
EJ Burt	Michael Himes	Proximity, Alike subject area; For the purpose of improving the quality of teaching; Increasing student achievement; Reflective Practice and Collaboration	Meet regularly to share information; Models effective instructional techniques and provide appropriate feedback; Maintain continued involvement in professional growth
Alyssa Barrett	Esther Kusner	Proximity, Alike subject area; For the purpose of improving the quality of teaching; Increasing student achievement; Reflective Practice and Collaboration	Meet regularly to share information; Models effective instructional techniques and provide appropriate feedback; Maintain continued involvement in professional growth
Patricia Tillman	Heather Madison	Proximity, Alike subject area; For the purpose of improving the quality of teaching; Increasing student achievement; Reflective Practice and Collaboration	Meet regularly to share information; Models effective instructional techniques and provide appropriate feedback; Maintain continued involvement in professional growth
Danielle Light	Laura Quinton	Proximity, Alike subject area; For the purpose of improving the quality of teaching; Increasing student achievement; Reflective Practice and Collaboration	Meet regularly to share information; Models effective instructional techniques and provide appropriate feedback; Maintain continued involvement in professional growth
Leticia Lamar	Kathy Gill	Proximity, Alike subject area; For the purpose of improving the quality of teaching; Increasing student achievement; Reflective Practice and Collaboration	Meet regularly to share information; Models effective instructional techniques and provide appropriate feedback; Maintain continued involvement in professional growth
Alex Hipworth	Danielle Hipworth	Proximity, Alike subject area; For the purpose of improving the quality of teaching; Increasing student achievement; Reflective Practice and Collaboration	Meet regularly to share information; Models effective instructional techniques and provide appropriate feedback; Maintain continued involvement in professional growth

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Jessica Lovely	Penny Cechman	Proximity, Alike subject area; For the purpose of improving the quality of teaching; Increasing student achievement; Reflective Practice and Collaboration	Meet regularly to share information; Models effective instructional techniques and provide appropriate feedback; Maintain continued involvement in professional growth
Jennifer Clark	Amanda Overly	Proximity, Alike subject area; For the purpose of improving the quality of teaching; Increasing student achievement; Reflective Practice and Collaboration	Meet regularly to share information; Models effective instructional techniques and provide appropriate feedback; Maintain continued involvement in professional growth
Cyrena Utke	Kay Carpenter	Proximity, Alike subject area; For the purpose of improving the quality of teaching; Increasing student achievement; Reflective Practice and Collaboration	Meet regularly to share information; Models effective instructional techniques and provide appropriate feedback; Maintain continued involvement in professional growth
Monique Hall	Allison Correa	Proximity, Alike subject area; For the purpose of improving the quality of teaching; Increasing student achievement; Reflective Practice and Collaboration	Meet regularly to share information; Models effective instructional techniques and provide appropriate feedback; Maintain continued involvement in professional growth
Falisha Olowu	Ann Furstace	Proximity, Alike subject area; For the purpose of improving the quality of teaching; Increasing student achievement; Reflective Practice and Collaboration	Meet regularly to share information; Models effective instructional techniques and provide appropriate feedback; Maintain continued involvement in professional growth
Darrius Stanley	Dan Brady	Proximity, Alike subject area; For the purpose of improving the quality of teaching; Increasing student achievement; Reflective Practice and Collaboration	Meet regularly to share information; Models effective instructional techniques and provide appropriate feedback; Maintain continued involvement in professional growth
Beatrice Vega	Kyle Dennis	Proximity, Alike subject area; For the purpose of improving the quality of teaching; Increasing student achievement; Reflective Practice and Collaboration	Meet regularly to share information; Models effective instructional techniques and provide appropriate feedback; Maintain continued involvement in professional growth

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A

1. Conduct a comprehensive needs assessment that identifies specific areas of academic need for all of the various populations of students at the school (including migrant students). As a result of this needs assessment, the resulting plan should reflect:
 - Challenging goals
 - Identified areas of instructional strengths and weaknesses
 - Use of data driven decision-making
 - A strong understanding of high effect size strategies
2. Employ reform strategies designed to improve instruction throughout the school so all children can meet the State's proficient and advanced academic levels. Some of the strategies that should be included are:
 - Strengthen the core academic program through use of effective methods and strategies that reflect scientifically based research.
 - Increase the amount and quality of learning time (such as extended school year, before and after school and summer school programs and opportunities) and help provide an enriched and accelerated curriculum.
 - Include strategies to meet the needs of historically underserved populations, and those students who are most at risk of not meeting the State standards.
3. Ensure that instruction is provided by highly qualified teachers.
4. Provide high-quality and ongoing professional development for teachers, principals, paraprofessionals and others as appropriate.
5. Implement strategies to attract high-quality and qualified teachers to high-needs schools.
6. Increase parental involvement in student achievement, in accordance with the requirements in Section 1118.
7. Include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.
8. Provide timely and effective assistance for students having difficulty meeting the proficient and advanced levels of academic performance.
9. Coordinate Title I with other Federal, State and local resources, services and programs.

Title I, Part C- Migrant

Help students develop oral and written language, and other communication skills. Also, focus on reading, mathematics, and other core subjects to improve student achievement.

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Title I, Part D

Improve educational services for children and youth who are neglected or delinquent so that they have the opportunity to meet challenging State academic content and achievement standards; 2) Provide these students with services so that they can successfully transition from institutionalization to further schooling; and 3) Prevent at-risk youth from dropping out of school, as well as, provide students returning from detention centers a support system to ensure their continued education.

Title II

1) Provide professional development activities that improve the knowledge of teachers, administrators, and paraprofessionals. 2) Develop and implement initiatives to promote retention of highly qualified teachers and administrators to improve the quality of teachers and administrators. 3) Develop and implement mechanisms and initiatives to assist in recruiting, hiring and retaining highly qualified teachers, administrators, and classified employees.

Title III

Increase English proficiency and academic achievement in core academic subjects of LEP students by providing high-quality language instruction programs and content area teaching; 2) Provide high-quality professional development to enable classroom teachers to deliver effective sheltered content and English language instruction; and 3) Develop, implement and provide summer opportunities for English language and academic content instruction for LEP students.

Title X- Homeless

Ensure that each homeless student have equal access to the same free, appropriate public education, provided to other students. Further, homeless students will have access to the education and other services needed to ensure that they have an opportunity to meet the same challenging state student academic achievement standards to which all students are held. Our SAFE homeless program includes: Free backpacks and supplies to our coded students only and if any is left over we give out these to our needy students after October.

Our SAFE homeless program includes:

- Free backpacks and supplies to our coded students only and if any is left over we give out these to our needy students after October.
- Community resources for health issues, food, clothing, housing help, and other financial help are given to ALL our coded homeless kids and referred needy kids.
- Free food and gift cards at Thanksgiving and Christmas
- Social worker referrals-clothing, hygiene products for students
- ELC support staff-gives money for PE clothes
- SAFE money or ELC money for field trips as needed
- Free books from the ELC
- Ongoing help with many community resources, etc.

Supplemental Academic Instruction (SAI)

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Our academic intervention programs are used to help students gain knowledge and to help students not be left behind. Supplemental instruction strategies may include, but are not limited to:

- 1) modified curriculum
- 2) reading instruction
- 3) intensive math instruction
- 4) after-school instruction
- 5) weekend supplemental instruction
- 6) tutoring
- 7) mentoring
- 8) class size reduction
- 9) intensive skills development in summer school and other methods to improve student achievement

Targeted Lee Middle School students who have been retained due to a low FCAT score; failing grades; or who need extra academic support will be offered an array of intensive interventions and expanded learning options. The following strategies and interventions will be utilized for the students in the program:

- Monitor progress book, homework and attendance on a weekly basis
- Meet weekly with targeted students to review their grades and to set weekly goals and to review past weeks performance
- Collaborate with the students' teachers, guidance counselors, and administrators
- Communicate with parents as needed and quarterly to inform them of their child's academic performance
- Work with high school guidance counselors when 8th grade students transfer to the next grade to help make a smooth transition to their new school

Violence Prevention Programs

1. SAFE Coordinator will participate in the completion of the violence prevention program assessment and support the development and implementation of an action plan.
2. School staff, students, parents must agree to participate in the violence prevention program assessment planning and action process.
3. SAFE Coordinator implements prevention programs to include:
 - School Environment assesses policies/procedures and practices related to violent/aggressive behavior.
 - Curriculum & Instruction assesses violence prevention curricula and instructional strategies for evidenced-based practices/approaches.
 - Student Programs assesses violence prevention activities available to students.
 - Student Services assesses violence prevention/intervention services provided by school-based staff and community partners.
 - Different Programs assesses professional development opportunities available to school staff related to violent/aggressive behavior.
 - Family and Community assess involvement of parents/guardians and the community in the violence prevention program.

Nutrition Programs

Provides nutritionally balanced, low-cost, reduced or free lunches to students each school day. Making eligibility determinations for free and reduced price meals for the School Year 2012-13 by using the federal Income Eligibility Guidelines. Also, students start their day with the School Breakfast Program--- free breakfast to all students. Access to the nutritious programs such as the National School Lunch Program and National School Breakfast Program help to create a strong learning environment for students and help to improve the student's concentration.

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Housing Programs N/A
Head Start N/A
Adult Education N/A
Career and Technical Education Promote the development and education of adolescents, especially focusing students' attention on career opportunities and training. Lee Middle help students plan for a career by doing the following: <ul style="list-style-type: none">▪ Explore with students how they can successfully live and work in a culturally diverse world.▪ Help students recognize their interests, aptitudes, and abilities, and understand adult roles.▪ Help students understand the broad scope of work and career possibilities available currently and in the future.▪ Help students broaden their aspirations beyond the stereotypes of gender, socioeconomic status, and ethnicity.▪ Integrate vocational and academic education to promote intellectual development, and the acquisition of higher level think and problem-solving skills.▪ Assist with students' development of social skills, personal values, and self-esteem.▪ Work with families to support their children's career aspirations.
Job Training N/A
Other N/A

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

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School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The MTSS leadership team is comprised of the Principal, Assistant Principals, Department Chairs, Guidance Counselors, Staffing Specialist, and Academic Coaches.

- Department Chairs: Identify and analyze data on scientifically-based curriculum/assessments; assist with whole school screening programs that provide early intervening services for students to be considered “at risk.”
- School Administration: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school based RtI plans and activities.
- Guidance Team/Teachers: Provides information about instruction by participating in the process of student data collection, delivering Tier 1 instruction, and collaborating with other faculty to implement Tier 2/3 interventions.
- CRT/Curriculum Coaches- Provides information about instruction by participating in the process of student data collection, delivering Tier 1 instruction, and collaborating with other faculty to implement Tier 2/3 interventions.
- RtI Coach – Provides guidance on the RtI process regarding Tier I differentiated instruction practices, problem-solving methodology, data collection and analysis, proper use of Interventions/assessments, and identification of students for Tier II and III services.

Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The School Based MTSS Leadership Team will meet twice per month to focus on school wide data. The function is to use data from mini-assessments, benchmark assessments, and common assessments to implement individualized academic interventions. The team will assess resources available and necessary to implement interventions to address knowledge and skill deficiencies, including planning schedules, resource mapping, monitoring and evaluating school wide data and group intervention data. The MTSS team will meet with PLC groups to review data and interventions. The MTSS team will review the intervention focus calendar with PLC groups for revisions for continuous student improvement

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?

- Oversee the implementation of RtI.
- Establish procedures and guidelines related to meeting schedules for Grade-Level Teams and the Individual Problem Solving Team for PLC groups.
- Determine intervention/assessment/on-going monitoring processes regarding staffing, meeting space and frequency
- To serve as “check and balance” for Grade-Level Teams relating to continuation of intervention and assessments for implementation.
- Assess previous academic data correlating with previous academic programs for goal attainment

Meeting Frequency 2012-2013:

- August 2012 – June 2013
- Meet twice a month
- Review benchmark and mini-assessment data
- Review intervention focus calendar

Consistent review of interventions as it relates to mini-assessment data

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MTSS Implementation
<p>Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.</p> <ul style="list-style-type: none">▪ Baseline data: Florida Comprehensive Assessment Test (FCAT), Florida Assessments for Instruction in Reading (FAIR)▪ Progress Monitoring: Mini-Benchmark assessments▪ On-going progress monitoring tools via Read 180, Scholastic Reading Counts programs.▪ Midyear: Florida Assessments for Instruction in Reading (FAIR)▪ End of year: FAIR, FCAT
<p>Describe the plan to train staff on MTSS.</p> <p>The Lee Middle School faculty received specialized training in June. This school year, administrators will meet consistently throughout the year with all PLC's as interventions are developed and implemented. Experts will be consulted to review practices to ensure validity and fidelity of implementation.</p>
<p>Describe the plan to support MTSS.</p> <ul style="list-style-type: none">▪ Monitoring a student's progress in the general curriculum using appropriate screenings and test assessments.▪ Implementing research based interventions to address student learning problems.▪ Utilizing formal guidelines to determine sufficient progress or response to intervention.▪ Ongoing progress monitoring of the success of the intervention utilizing assessment at least every two weeks.▪ Fidelity - Making sure that interventions are provided accurately and consistently.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). School administration, Reading coach, and Content area chairpersons
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT meeting will be chaired by the Reading coach. Data from Professional Learning Communities (PLC's) will determine the focus of the monthly meeting. Accountability for each meeting will be documented through a predetermined agenda and minutes. LLT meets weekly to review data and interventions to assess instructional strategies. LLT reviews possible professional development opportunities to enhance teacher instructional strategies. LLT reviews text in classrooms to ensure student opportunities to be engaged in high complexity text. LLT reviews mini-assessment data every 2 weeks for student progress.
What will be the major initiatives of the LLT this year? <ul style="list-style-type: none">▪ Check for fidelity to programs▪ Modeling and co-teaching Read 180 lessons▪ Facilitate "Building Academic Vocabulary" (BAV) program for new teachers▪ Follow BAV with model lessons for Social Studies , Science and Language Arts▪ Continue to facilitate data conversations with teachers to include guided questions, problem solving, action plan development and re-teaching opportunities for students.▪ Specifically look at those students not achieving in Read 180 and /or Reading Counts to implement interventions that work for them.▪ Develop quality based lesson plans by planning high level questioning techniques and to drive student instruction.▪ Ensure use of information text and high complexity text within classrooms.

Public School Choice

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

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

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

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

N/A

****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?

Teachers will examine students' reading progress and administrators will monitor teachers' instructional strategies in order to improve students' reading achievement. This effort will consist of: collecting data on a regular basis, analyzing and evaluating that data, and taking action to improve student performance. (Tiers 2 and 3)
Reading Coach will provide professional development to all staff to ensure teachers have instructional strategies to improve reading.
All staff has the responsibility to build reading intervention strategies within their PLCs.

****High Schools Only***

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
<u>Reading Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Evaluating data on bi-weekly basis and implementing appropriate tiered interventions	Create PLC groups to develop academic interventions and to share knowledge of researched based daily instructional strategies. Monitor all students and implement interventions as needed. Review mini-assessment data after implementation of interventions to monitor student progress and to make revisions to interventions.	Administration, Guidance, Reading Coach, Reading teachers, LA teachers, Social Studies teachers	Analyze FCAT Reading data and Benchmark assessments to ensure the placement of all non-proficient students in intensive reading classes. Monitor mini-assessment data for effectiveness of daily instructional strategies and interventions.	FCAT data Benchmark data Mini-Assessment data
Students scoring at Achievement Level 3 in reading will increase by 5%.	23% (190 of 839)	28%	Student Motivation	Provide student incentives	Principal, Assistant Principals and Reading Coach	Analysis of data	Benchmark, Common Assessments, and Mini-Assessments
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			Identifying areas of weakness for students	Use Benchmark Data, FCAT Data and F.A.I.R. as the diagnostic assessment tool to report and evaluate student reading growth. Use mini-assessments for systematic targeting.	Reading Coach, Teachers	Analysis of data	F.A.I.R. data Benchmark data FCAT data Mini-Assessment

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			1A.3. Professional development opportunities	1A.3 Provide support and training for teachers of all content areas for teaching reading comprehension skills in the content area through staff development and visits by Reading Coach to all content area courses.	1A.3. Administration, Reading Coach, CRT	1A.3. Analyze and interpret data from a variety of sources such as EduSoft, FAIR and EDW. Focus of PLC groups	1A.3. Professional Development Calendar
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1. Limited time for Professional Development	1B.1. Provide support and training for teachers	1B.1. Administration, CRT, Reading Coach	1B.1. Analyze and interpret data from a variety of sources: Criterion-referenced classroom test. Analysis of class activities related to specific goals. Review of project rubrics for projects related to specific goals	1B.1. Professional Development Calendar
Reading Goal #1B: Students scoring at Levels 4, 5, and 6 on the Florida Alternate Assessment will increase by 5%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Teachers not making connections between what students already know and what they learn	Teachers will use more formative assessments to assess prior knowledge of content or concepts	Administration Reading Coach CRT Teachers	Teachers will implement Tiers 2 and 3 Interventions as needed	Use of varied strategies reflected in lesson plans
	40% (4 of 10)	45%	Lack of hands-on project-based activities to extended learning opportunities	Teacher will receive Professional Development to increase frequency of project-based learning and hands-on learning activities			
			1B.2. Teachers not providing a chance to practice concepts being taught	1B.2. Providing professional development to assist teacher in instructional strategies that assist in differentiating instruction and effective strategies for meaningful practice of concepts learned	1B.2. Administration Reading Coach CRT Teachers	1B.2. Skills practice reflected in lesson planning and targeted interventions.	1B.2. Lesson plans targeting interventions
			1B.3. Teachers not giving Data-driven Instruction: able to assess student achievements more directly and to determine	1B.3. CRT will provide one-on-one professional development to assist teacher in data analysis and use of data to build or	1B.3. Administration Reading Coach CRT Teachers	1B.3. Students will make a comic strip of the story	1B.3. Class Assessments Lesson Plans Scales/Rubrics

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		where more instruction is needed.	revise lessons to address student needs identified through data analysis			
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
Reading Goal #2A: Students scoring at or above Achievement Level 4 will increase by 5%	<u>2012 Current Level of Performance:*</u> 24% (204 of 839)	<u>2013 Expected Level of Performance:*</u> 29%	Evaluating data on bi-weekly basis and implementing appropriate tiered interventions Student Motivation	Create PLC groups to develop academic interventions and to share knowledge of researched based daily instructional strategies. Monitor all students and implement interventions as needed. Review mini-assessment data after implementation of interventions to monitor student progress and to make revisions to interventions. Provide student incentives	Administration, Guidance, Reading Coach, Reading teachers, LA teachers, Social Studies teachers Principal, Assistant Principals and Reading Coach	Analyze FCAT Reading data, mini assessments, and Benchmark assessments data for effectiveness of daily instructional strategies and interventions. Analysis of data	FCAT data Benchmark data Mini-Assessment data Benchmark, Common Assessments, and Mini-Assessments
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			Identifying areas of reading deficiencies for students Use Benchmark Data, FCAT Data and F.A.I.R. as the diagnostic assessment tool to report and evaluate student reading growth. Use mini-assessments for systematic targeting.	Reading Coach, Teachers	Analysis of data	F.A.I.R. data Benchmark data FCAT data Mini-Assessments	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
		Professional development opportunities	Provide support and training for teachers of all content areas for teaching reading comprehension skills in the content area through staff developments and visits by Reading Coach to all content	Administration, Reading Coach, CRT	Analyze and interpret Data from a variety of sources such as EduSoft, FAIR and EDW. Focus of PLC groups	Professional Development Calendar	

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			area courses.				
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.		2B.1.	2B.1.	2B.1.	2B.1.	2B.1.	
Reading Goal #2B: Students scoring at or above Level 7 in reading on the Florida Alternate Assessment will increase by 5%	2012 Current Level of Performance:* 40 % (4 of 10)	2013 Expected Level of Performance:* 45%	Limited time for Professional Development Teachers lack knowledge of student prior knowledge Lack of hands-on project-based activities to extended learning opportunities	Provide support and training for teachers Teachers will use more formative assessments to assess prior knowledge of content or concepts Teacher will receive Professional Development to increase frequency of project-based learning and hands-on learning activities	Administration, CRT, Reading Coach Administration Reading Coach CRT Teachers	Analyze and interpret data from a variety of sources: Criterion-referenced classroom test. Analysis of class activities related to specific goals. Review of project rubrics for projects related to specific goals Teachers will implement Tiers 2 and 3 Interventions as needed	Professional Development Calendar Use of varied strategies reflected in lesson plans
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
<p>Reading Goal #3A:</p> <p>The percentage of students making learning gains in reading will increase by 5%</p>	<p><u>2012 Current Level of Performance:*</u></p> <p>59% (509 of 862)</p>	<p><u>2013 Expected Level of Performance:*</u></p> <p>64%</p>	<p>Evaluating data on bi-weekly basis and implementing appropriate tier interventions</p>	<p>Create PLC groups to develop academic interventions and to share knowledge of researched based daily instructional strategies. Monitor all students and implement interventions as needed. Review mini-assessment data after implementation of interventions to monitor student progress and to make revisions to interventions.</p>	<p>Administration, Guidance, Reading Coach, Reading teachers, LA teachers, Social Studies teachers</p>	<p>Analyze FCAT Reading data and Benchmark assessments to ensure the placement of all non-proficient students in intensive reading classes. Monitor mini-assessment data for effectiveness of daily instructional strategies and interventions.</p>	<p>FCAT data Benchmark data Mini-Assessment data</p>
	Student Motivation			<p>Provide student incentives</p>	<p>Principal, Assistant Principals and Reading Coach</p>	<p>Analysis of data</p>	<p>Benchmark, Common Assessments, and Mini-Assessments</p>
				3A.2.	3A.2.	3A.2.	3A.2.
			<p>Identifying areas of weakness for students</p>	<p>Use Benchmark Data, FCAT Data and F.A.I.R. as the diagnostic assessment tool to report and evaluate student reading growth.</p> <p>Use mini-assessments for systematic targeting.</p>	<p>Reading Coach, Teachers</p>	<p>Analysis of data.</p>	<p>F.A.I.R. data Benchmark data FCAT data Mini-Assessment</p>
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
			<p>Time for professional development</p>	<p>Provide support and training for teachers of all content areas for teaching reading comprehension skills in the content area through staff</p>	<p>Administration, Reading Coach, CRT</p>	<p>Analyze and interpret Data from a variety of sources such as EduSoft, FAIR and EDW.</p>	<p>Professional Development Calendar</p>

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			developments and visits by Reading Coach to all content area courses.		Focus of PLC groups		
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1. Lack of Fidelity in implementing reading program	3B.1. Reading coach and Teacher will implement reading strategies with fidelity. Mini-assessments will be used to monitor effectiveness of strategies.	3B.1. Administration, CRT, Reading Coach	3B.1. Analyze and interpret data from a variety of sources	3B.1. Mini Assessments Benchmark Assessment FAIR
Reading Goal #3B: Percentage of students making learning gains in reading on the Florida Alternate Assessment will increase by 5%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	40% (4 of 10)	45%					
			3B.2. Little or no focus on vocabulary instruction Long verbal directions, instead of short and precise directions.	3B.2. Teachers will give direct instruction strategies for vocabulary; including the introduction of new words, definitions, and the use of concrete examples, whenever possible.	3B.2. Teachers Reading Coach CRT	3B.2. Classroom observations Review of lesson plan Review of class assessments	3B.2. Oral vocabulary activities and games FAIR data
		3B.3. Students do not use high-yield strategies to deduce the meaning of unknown words.	3B.3. Teachers will instruct students to decode and listen to vocabulary words. Teachers will model and teach the use of text features and implement hands-on activities to expand learning of vocabulary	3B.3. Teachers	3B.3. Classroom observations Review of lesson plan Review of class assessments	3B.3. iObservation Lesson Plans Teacher developed-assessments	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Reading Goal #4: Percentage of student in the lowest 25% making learning gains in reading will increase by 5%	<u>2012 Current Level of Performance:*</u> 59% (127 of 215)	<u>2013 Expected Level of Performance:*</u> 64%	Time, Prerequisite skills and background knowledge	Use administrative walk-throughs and progress monitoring tools to evaluate the teaching of reading. Monitor lesson plans closely to ensure the incorporation of reading standards in all content areas	Administration, Reading Coach	Focused walkthroughs by administration and reading coach to observe the frequency of (cooperative learning strategies, literacy in the content area, and use of informational text). Review of mini-assessment data for effectiveness of interventions	iObservation Mini-Assessment Benchmark Assessment
			4A.2. Time for staff development opportunities. Follow up to staff development	4A.2. Improve teaching strategies targeting comprehension that includes predicting, student-generated questions, comprehension monitoring, summarizing, and story structure.	4A.2. Administration Teachers Reading Coach	4A.2. Classroom walk-throughs Analyze and interpret Data from a variety of sources such as EduSoft, FAIR and EDW.	4A.2. iObservation Mini-Assessment Benchmark Assessment
			4A.3. Identifying areas of weakness for students	4A.3. Use Benchmark Data, FCAT Data and F.A.I.R. as the diagnostic assessment tool to report and evaluate student reading growth. Use mini-assessments for systematic targeting.	4A.3. Reading Coach, Teachers	4A.3. Analyze and interpret Data from a variety of sources such as EduSoft, FAIR and EDW.	4A.3. F.A.I.R. data Benchmark data FCAT data Mini-Assessment
			4A.4. Evaluating data on bi-weekly basis and implementing appropriate tier interventions	4A.4. Create PLC groups to develop academic interventions and to share knowledge of researched based daily instructional	4A.4. Administration, Guidance, Reading Coach, Reading teachers, LA teachers, Social Studies teachers	4A.4. Analyze FCAT Reading data and Benchmark assessments to ensure the placement of all non-proficient students in	4A.4. FCAT data Benchmark data Mini-Assessment data

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		Student Motivation	<p>strategies. Monitor all students and implement interventions as needed. Review mini-assessment data after implementation of interventions to monitor student progress and to make revisions to interventions.</p> <p>Provide student incentives</p>	Principal, Assistant Principals and Reading Coach	intensive reading classes. Monitor mini-assessment data for effectiveness of daily instructional strategies and interventions.	Common Assessments, and Mini- Assessments
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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 50%		49%	58%	63%	67%	71%	75%
<u>Reading Goal #5A:</u> In six years, our school will reduce the achievement gap in reading by 50%. This year, our target AMO is reading is 58, and increase of 9%.								
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
<u>Reading Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Evaluating data on bi-weekly basis and implementing appropriate tiered interventions for all subgroups.	Create PLC groups to develop academic interventions and to share knowledge of researched based daily instructional strategies. Monitor all students and implement interventions as needed. Review mini-assessment data after implementation of interventions to monitor student progress and to make revisions to interventions.	Administration, Guidance, Reading Coach, Reading teachers, LA teachers, Social Studies teachers	Analyze FCAT Reading data and Benchmark assessments to ensure the placement of all non-proficient students in intensive reading classes. Monitor mini-assessment data for effectiveness of daily instructional strategies and interventions.	FCAT data Benchmark data Mini-Assessment data	
This year, Lee Middle School will increase our AMO based on the state criteria presented to us in the following categories: Black, Hispanic, and White.	White: 75% Black: 34% Hispanic: 51%	White: 82% Black: 44% Hispanic: 59%						
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			Identifying areas of student deficiencies	Use Benchmark Data, FCAT Data and F.A.I.R. as the diagnostic assessment tool to report and evaluate student reading growth.	Administration Reading Coach	Review of F.A.I.R. data Review of Benchmark data Review of FCAT data Review of Mini-Assessment	F.A.I.R. test Benchmark assessment FCAT Mini-Assessment	

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		5B.3. Lack of supplemental and ancillary academic support	5B.3. Provide afterschool tutoring and Saturday academic support for reading and to extended learning opportunities. Utilize effective supplemental programs to supplement daily instruction	5B.3. Administration Reading Coach	5B.3. Review of F.A.I.R. data Review of Benchmark data Review of FCAT data Review of Mini-Assessment	5B.3. F.A.I.R. test Benchmark assessment FCAT Mini-Assessment
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C: This year Lee Middle School will meet the defined AMO for our ELL students in reading. We will increase the amount of students acheiveing proficiency by 21%.	2012 Current Level of Performance:* 17% (10 of 57)	2013 Expected Level of Performance:* 38% (22 of 57)	Evaluating data on bi-weekly basis and implementing appropriate tiered interventions	Create PLC groups to develop academic interventions and to share knowledge of researched based daily instructional strategies. Monitor all students and implement interventions as needed. Review mini-assessment data after implementation of interventions to monitor student progress and to make revisions to interventions.	Administration, Guidance, Reading Coach, Reading teachers, LA teachers, Social Studies teachers	Analyze FCAT Reading data and Benchmark assessments to ensure the placement of all non-proficient students in intensive reading classes. Monitor mini-assessment data for effectiveness of daily instructional strategies and interventions.	FCAT data Benchmark data Mini-Assessment data
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
			Identifying areas of student deficiencies	Use Benchmark Data, FCAT Data and F.A.I.R. as the diagnostic assessment tool to report and evaluate student reading growth.	Administration Reading Coach	Review of F.A.I.R. data Review of Benchmark data Review of FCAT data Review of Mini-Assessment	F.A.I.R. test Benchmark assessment FCAT Mini-Assessment
			Lack of supplemental and ancillary academic support	Provide afterschool tutoring and Saturday academic support for reading and to extended learning opportunities. Utilize effective supplemental programs to supplement daily instruction	Administration Reading Coach	Review of F.A.I.R. data Review of Benchmark data Review of FCAT data Review of Mini-Assessment	F.A.I.R. test Benchmark assessment FCAT Mini-Assessment
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.

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<p>Reading Goal #5D:</p> <p>This year, Lee Middle School will increase the number of students with disabilities achieving proficiency by 19%</p>	<p>2012 Current Level of Performance:*</p> <p>2012 Current Level of Performance:*</p> <p>24% (28 of 116)</p>	<p>2013 Expected Level of Performance:*</p> <p>2013 Expected Level of Performance:*</p> <p>43%</p>	<p>Evaluating data on bi-weekly basis and implementing appropriate tiered interventions</p>	<p>Create PLC groups to develop academic interventions and to share knowledge of researched based daily instructional strategies. Monitor all students and implement interventions as needed. Review mini-assessment data after implementation of interventions to monitor student progress and to make revisions to interventions.</p>	<p>Administration, Guidance, Reading Coach, Reading teachers, LA teachers, Social Studies teachers</p>	<p>Analyze FCAT Reading data and Benchmark assessments to ensure the placement of all non-proficient students in intensive reading classes. Monitor mini-assessment data for effectiveness of daily instructional strategies and interventions.</p>	<p>FCAT data Benchmark data Mini-Assessment data</p>
			<p>5D.2.</p> <p>Identifying areas of student deficiencies</p>	<p>5D.2.</p> <p>Use Benchmark Data, FCAT Data and F.A.I.R. as the diagnostic assessment tool to report and evaluate student reading growth.</p>	<p>5D.2.</p> <p>Administration Reading Coach</p>	<p>5D.2.</p> <p>Review of F.A.I.R. data Review of Benchmark data Review of FCAT data Review of Mini-Assessment</p>	<p>5D.2.</p> <p>F.A.I.R. test Benchmark assessment FCAT Mini-Assessment</p>
			<p>5D.3.</p> <p>Lack of supplemental and ancillary academic support</p>	<p>5D.3.</p> <p>Provide afterschool tutoring and Saturday academic support for reading and to extended learning opportunities. Utilize effective supplemental programs to supplement daily instruction</p>	<p>5D.3.</p> <p>Administration Reading Coach</p>	<p>5D.3.</p> <p>Review of F.A.I.R. data Review of Benchmark data Review of FCAT data Review of Mini-Assessment</p>	<p>5D.3.</p> <p>F.A.I.R. test Benchmark assessment FCAT Mini-Assessment</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
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
Reading Goal #5E: This year Lee Middle School will increase the number of economically disadvantaged students meeting proficiency in reading by 11%.	2012 Current Level of Performance:* 39% (261 of 671)	2013 Expected Level of Performance:* 50%	Evaluating data on bi-weekly basis and implementing appropriate tiered interventions	Create PLC groups to develop academic interventions and to share knowledge of researched based daily instructional strategies. Monitor all students and implement interventions as needed. Review mini-assessment data after implementation of interventions to monitor student progress and to make revisions to interventions.	Administration, Guidance, Reading Coach, Reading teachers, LA teachers, Social Studies teachers	Analyze FCAT Reading data and Benchmark assessments to ensure the placement of all non-proficient students in intensive reading classes. Monitor mini-assessment data for effectiveness of daily instructional strategies and interventions.	FCAT data Benchmark data Mini-Assessment data
			5E.2. Identifying areas of student deficiencies	5E.2. Use Benchmark Data, FCAT Data and F.A.I.R. as the diagnostic assessment tool to report and evaluate student reading growth.	5E.2. Administration Reading Coach	5E.2. Review of F.A.I.R. data Review of Benchmark data Review of FCAT data Review of Mini-Assessment	5E.2. F.A.I.R. test Benchmark assessment FCAT Mini-Assessment
			5E.3. Lack of supplemental and ancillary academic support	5E.3. Provide afterschool tutoring and Saturday academic support for reading and to extended learning opportunities. Utilize effective supplemental programs to supplement daily instruction	5E.3. Administration Reading Coach	5E.3. Review of F.A.I.R. data Review of Benchmark data Review of FCAT data Review of Mini-Assessment	5E.3. F.A.I.R. test Benchmark assessment FCAT Mini-Assessment

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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional Learning Communities Common Assessments, Common Instruction Plan, Instructional Focus of the Month	All	Administrators CRT	All Instructional Faculty	Bi-Weekly	PLC Form District Wide and School Wide Instructional Plan	Administrators, Instructional Coaches, Teachers
Instructional Focus of the Month	Core Subjects/ Reading	Instructional Coaches, Administrators	All Instructional Faculty	Monthly	Teacher Lesson Plans	Instructional Coaches, Administrators
Webb's Depth of Knowledge	Core Content Areas	Instructional Coaches, CRT	All new Faculty	October	Teacher Lesson Plans, Classroom Walk- Throughs, Review of Benchmark and Mini-Assessments	Administrators, Instructional Coaches, Teachers
Building Academic Vocabulary- Marzano	Core Content Area Vocabulary	Instructional Coaches, CRT	All new Faculty	On-going	Teacher Lesson Plans, Classroom Walk- Throughs, Review of Benchmark and Mini-Assessments	Administrators, Instructional Coaches, Teachers
Response to Intervention	Lower 25 Quartile	District Personnel Administrators	All Faculty	On-going	Teacher Lesson Plans, Classroom Walk- Throughs, Review of Benchmark and Mini-Assessments	Administrators, Instructional Coaches, Teachers
CHAMPS	All	Instructional Coaches, CRT	All Faculty	Quarterly	EDW- Discipline data	Instructional Coaches

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Read 180—Next Generation (new purchase)	Intensive Reading classes – curriculum & support	Textbook/Technology	\$49,900
Reading Counts motivation incentives	Reading activity rewards	School budget	\$2,000
			Subtotal: \$51,900
Technology			
Strategy	Description of Resources	Funding Source	Amount
Scholastic Reading Counts – Next Gen Maintenance (Includes Read 180)	School wide access to reading progress tracking database	Technology	\$2,725
CDW-G Headphones for Reading	Headphones with adjustable volume control	Technology	\$756
			Subtotal: \$3,481.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Secondary Reading Council	Professional Development	Title I	\$40.00
			Subtotal: \$740.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Scholastic Magazines			\$764.10
Really Great Reading			\$41.95
			Subtotal: \$806.05
			Total: \$56927.05

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		1.1.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #1: Each grade level to increase the average scale score by 3 points in Listening/Speaking 6 th : 725 to 728 7 th : 728 to 731 8 th : 730 to 733	2012 Current Percent of Students Proficient in Listening/Speaking: 48% (13 out of 27).	Student Prior Knowledge and Teacher lack of data analysis and development of interventions	Create PLC groups to develop academic interventions and to share knowledge of researched based daily instructional strategies. Monitor all students and implement interventions as needed. Review mini-assessment data after implementation of interventions to monitor student progress and to make revisions to interventions.	Administration, Guidance, ESOL Teacher, Reading Coach, Reading teachers, LA teachers, Social Studies teachers	Analyze FCAT Reading data and Benchmark assessments. Monitor mini-assessment data for effectiveness of daily instructional strategies and interventions.	FCAT data Benchmark data Mini-Assessment data CELLA data
		Lack of student engagement	Teachers receive professional development about instructional strategies that create critical thinking opportunities, project-based learning, hands-on activities, and higher-order questioning Manage student response rate	Teachers ELL Specialist CRT	Analyze FCAT Reading data and Benchmark assessments. Monitor mini-assessment data for effectiveness of daily instructional strategies and interventions	FCAT data Benchmark data Mini-Assessment data CELLA data
		Identifying areas of reading deficiencies for students	Use Benchmark Data, FCAT Data and F.A.I.R. as the diagnostic assessment tool to report and evaluate student reading growth.	Reading Coach, Teachers	Analysis of data	F.A.I.R. data Benchmark data FCAT data Mini-Assessment

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			Use mini-assessments for systematic targeting.			
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	2.1.	2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #2: ELL students scoring proficient in reading will increase by 5%	2012 Current Percent of Students Proficient in Reading: 19% (5 out of 27)	Student Prior Knowledge and Teacher lack of data analysis and development of interventions	Create PLC groups to develop academic interventions and to share knowledge of researched based daily instructional strategies. Monitor all students and implement interventions as needed. Review mini-assessment data after implementation of interventions to monitor student progress and to make revisions to interventions.	Administration, Guidance, ESOL Teacher, Reading Coach, Reading teachers, LA teachers, Social Studies teachers	Analyze FCAT Reading data and Benchmark assessments. Monitor mini-assessment data for effectiveness of daily instructional strategies and interventions.	FCAT data Benchmark data Mini-Assessment data CELLA data
		2.2. Lack of student engagement	2.2. Teachers receive professional development about instructional strategies that create critical thinking opportunities, project-based learning, hands-on activities, and higher-order questioning Manage student response rate	2.2. Administration CRT Teachers ELL Specialist CRT	2.2. Analyze FCAT Reading data and Benchmark assessments. Monitor mini-assessment data for effectiveness of daily instructional strategies and interventions	2.2. FCAT data Benchmark data Mini-Assessment data CELLA data
		2.3. Identifying areas of reading deficiencies for students	2.3. Use Benchmark Data, FCAT Data and F.A.I.R. as the diagnostic assessment tool to report and evaluate student reading growth. Use mini-assessments for systematic targeting.	2.3. Administration CRT	2.3. PLC Meeting Notes Revisions of Focus Calendar Lesson Plans Review of assessment data	2.3 Lesson Plans PLC Forms FCAT Benchmark Assessment Mini-Assessment CELLA

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		3.1.	3.1.	3.1.	3.1.	3.1.
CELLA Goal #3: Students scoring proficient in writing will increase by 5%	2012 Current Percent of Students Proficient in Writing : 30% (8 out of 27).	Student deficiency of writing conventions	Provide teacher professional develop for instructional strategies to address writing conventions.	Administration CRT ELL Specialist	Analysis of student writing samples	Bi-Weekly Writing Prompts
		3.2. Prior knowledge of writing process	3.2. Teachers incorporate lessons for writing process, pre-writing activities, and academic vocabulary	3.2. Teachers CRT ELL Specialist	3.2. Teacher lesson plans Analysis of student writing samples	3.2. Bi-Writing Prompts Lesson Plans
		3.3. Low frequency of opportunities to write	3.3. All content areas will incorporate writing within their lessons, projects, or assessments and utilize a rubric to grade samples and provide student feedback for improvement	3.3. Administration Teachers CRT ELL Specialist	3.3. Teacher lesson plans Analysis of student writing samples	3.3. Bi-Weekly writing prompts Lesson Plans

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
School-Wide Writing Prompts	My Access Writing Program	Title 1	\$5000
			Subtotal: \$5000
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Scoring Writing Samples	CRT providing PD	N/A	\$0
			Subtotal: \$0
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
			Total: \$5000

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
<u>Mathematics Goal</u> #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	N/A	N/A					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Mathematics Goal</u> #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	N/A	N/A					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
Mathematics Goal #2A: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
Mathematics Goal #3A: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

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

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

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

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Mathematics Goal	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Evaluating data on bi-weekly basis and implementing appropriate tiered interventions	Create PLC groups to develop academic interventions and to share knowledge of researched based daily instructional strategies. Monitor all students and implement interventions as needed. Review mini-assessment data after implementation of interventions to monitor student progress and to make revisions to interventions.	Administration, Guidance, Math Coach, Reading teachers, Math teachers, Social Studies teachers	Analyze FCAT Math data, Benchmark assessments, and mini-assessment data for student progress	FCAT data Benchmark data Mini-Assessment data
#1A:							
Lee Middle School will increase the number of students scoring a level 3 by 4%.	22% (183 of 841)	26% (219 of 841)					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			Identifying areas of math deficiencies for students	Use Benchmark Data, FCAT Data as the diagnostic assessment tool to report and evaluate student growth. Use mini-assessments for systematic targeting and assessing student progress.	Math Coach, Teachers	Analysis of Benchmark data, FCAT data, and Mini-Assessment data	Benchmark assessment FCAT Mini-Assessment
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
			Lack of High Effect Strategies, High Yield Strategies, and differentiated instructional	Provide professional development to support instructional strategies to	CRT	Review PLC Meeting Minutes Analysis of Mini-Assessment	Lesson Plans PLC Forms Mini Assessments

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			strategies to address individual student needs	address lack of rigor in classrooms and low differentiated instructional strategies		for student progress and effectiveness of teacher instructional strategies	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Limited time for Professional Development	Provide support and training for teachers	Administration, CRT, Math Coach	Analyze and interpret data from a variety of sources: Criterion-referenced classroom test. Analysis of class activities related to specific goals. Review of project rubrics for projects related to specific goals	Professional Development Calendar
#1B:			Teachers not making connections between what students already know and what they learn	Teachers will use more formative assessments to assess prior knowledge of content or concepts	Administration Math Coach CRT Teachers		Lesson Plans
Lee Middle School will increase the number of students scoring a level 3 by 5%	78% (7 of 9)	80% (7 of 9)	Lack of hands-on project-based activities to extended learning opportunities	Teacher will receive Professional Development to increase frequency of project-based learning and hands-on learning activities		Teachers will implement Tiers 2 and 3 Interventions as needed	Class assessment
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			Teachers not providing a chance for meaningful practice of concepts being taught	Providing professional development to assist teacher in instructional strategies that assist in differentiating instruction and effective strategies for meaningful practice of concepts learned	Administration Math Coach CRT Teachers	Skills practice reflected in lesson planning and targeted interventions.	Lesson Plans Class assessment
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.
			Teachers not giving Data-driven Instruction: able to assess student achievements more directly and to determine where more instruction is needed.	CRT will provide one-on-one professional development to assist teacher in data analysis and use of data to build or revise lessons to address student needs identified through data analysis	Administration Math Coach CRT Teachers	Review of PLC Meeting Minutes and Lesson Plan	Lesson Plan PLC Form

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
Mathematics Goal #2A: Students scoring at Levels 4 and 5 in mathematics will increase by 5%	2012 Current Level of Performance:* 20% (167 of 841)	2013 Expected Level of Performance:* 25%	Identifying areas of weakness for students	Use progress monitoring diagnostic assessment tools and common assessments to report and evaluate student math growth and deficits, as well as use this data to guide instruction.	Administration CRT Math teachers	Review of PLC Meeting Minutes Review Mini-Assessment data	Lesson Plans PLC Forms Mini Assessment
			2A.2. Identifying areas of math deficiencies for students	2A.2. Use Benchmark Data, FCAT Data and F.A.I.R. as the diagnostic assessment tool to report and evaluate student reading growth. Use mini-assessments for systematic targeting.	2A.2. Math Coach, Teachers	2A.2. Analysis of data.	2A.2. Benchmark data FCAT data Mini-Assessment
			2A.3. Professional development opportunities	2A.3 Provide support and training for math teachers to implement high effect strategies, critical thinking and problem solving opportunities, and more hands-on activities	2A.3. Administration, Math Coach, CRT	2A.3. Analyze and interpret Data from a variety of sources Focus of PLC groups	2A.3. Professional Development Calendar
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: Students scoring at or above Level 7 in	2012 Current Level of Performance:* 0% (0 of 9)	2013 Expected Level of Performance:* 5%	Low attention span	To increase students' abilities to understand math-related texts and comprehend verbal and written math questions	Teachers Special Ed Teachers	During instruction, teachers will provide pictures to help with understanding math terms	Graded- notebooks

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mathematics will increase by 5%		2B.2. Lack of participation	2B.2. Provide students more hands-on activities and increase project-based learning opportunities	2B.2. Teachers Special Ed Teachers	2B.2. Classroom walk-throughs and review of lesson plans	2B.2. Lesson Plans iObservation
		2B.3. Lack of student prior knowledge	2B.3. Use manipulatives to teach math concepts, develop interventions to reteach or remediate concepts. PLC meetings to develop intense intervention and remediation strategies	2B.3. PLC Group	2B.3. Classroom walk-throughs and review of lesson plans	2B.3. PLC Forms Lesson Plans iObservation

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
Mathematics Goal #3A: Students making learning gains in mathematics will increase by 5%	2012 Current Level of Performance:* 47% (395 of 841)	2013 Expected Level of Performance:* 52%	Technology	Use Study Island with ESE students to assist with concept attainment	Teachers	Achievement data from Program	Benchmark Assessment Mini Assessment Study Island Program
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			Teacher Data Analysis	Analyze data through Professional Learning Communities (PLC) to set goals and target areas of student deficiencies. Develop intervention strategies based on data analysis.	Administration, Teachers	PLC Meeting Minutes Review Lesson Plans Analysis of mini assessment data	PLC Forms Lesson Plans Mini Assessment
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
		Lack of ancillary academic support	Provide math tutorial for students to assist them in increasing their math comprehension	Administration, Math teachers	Analysis of mini assessment data	Mini Assessment	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B: Students making learning gains in mathematics will increase by 5%	2012 Current Level of Performance:* 16% (1 of 6)	2013 Expected Level of Performance:* 21%	Poor quality and pacing of instruction	Teachers will give students specific, direct instruction, along with special interventions or strategies based on standards to be taught in order of instruction. Teacher will develop focus calendar to ensure fidelity of curriculum	CRT Teacher	Review of lesson plans	Lesson Plans

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			3B.2. Lack of classroom management	3B.2. Teacher will implement CHAMPS daily to maintain conducive classroom environment	3B.2. Teachers	3B.2. Classroom walk-throughs Review of classroom assessments	3B.2. iObservation Classroom Assessments
			3B.3. Students who lack auditory processing	3B.3. Use music to assist with memorization. Allow the students to set equations and theorems to music so the material is held in long term memory.	3B.3. CRT Teachers	3B.3. Review teacher lesson plans. Analysis of classroom assessments	3B.3. Lesson Plans Classroom Assessments

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Mathematics Goal #4: Percent of students in lowest 25% making learning gains in mathematics will increase by 5%	<u>2012 Current Level of Performance:*</u> 48% (404 of 841)	<u>2013 Expected Level of Performance:*</u> 53%	Teacher strength of instructional strategies	Use administrative walk-throughs and progress monitoring tools to evaluate the teaching of math. Monitor lesson plans closely to insure the incorporation of high effect strategies and academic interventions	Administration Math Coach	Focused walkthroughs by administration and Math Coach to observe the frequency of (cooperative learning strategies, use of math manipulative, high effect strategies). Review of mini-assessment data for effectiveness of interventions	iObservation Mini-Assessment Benchmark Assessment
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			Teacher opportunities for staff development	Improve teaching strategies targeting differentiated instructional strategies, critical thinking and problem solving opportunities, intervention strategies	Administration Teachers Math Coach	Classroom walk-throughs Analyze and interpret Data from a variety of sources such as Benchmark data and mini assessment data	iObservation Mini-Assessment Benchmark Assessment
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
		Teacher ability to identifying areas of student deficiency	Provide professional develop on use of Benchmark Data, FCAT Data and mini assessment data to revise lesson plans and to utilize specific strategies to identify individual student needs	Math Coach CRT	Classroom walk-throughs Analyze and interpret Data from a variety of sources such as Benchmark data and mini assessment data.	iObservation Mini-Assessment Benchmark Assessment	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011 49%		44%	58%	62%	66%	70%	75%
	Mathematics Goal #5A: In six years, Lee Middle School will reduce the achievement gap by 50%. This year, our target AMO is mathematics is 58, and an increase of 14%.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	Mathematics Goal #5B: This year, Lee Middle school will increase the students hitting proficiency in each subgroup the State's pre-determined AMO for each subgroup.		5B.1. Evaluating data on bi-weekly basis and implementing appropriate tier interventions	5B.1. Create PLC groups to develop academic interventions and to share knowledge of researched based daily instructional strategies. Monitor all students and implement interventions as needed. Review mini-assessment data after implementation of interventions to monitor student progress and to make revisions to interventions.	5B.1. Administration, Guidance, Math Coach, Reading teachers, Math Teachers	5B.1. Analyze FCAT Math data and Benchmark assessments to ensure the placement of all non-proficient students in intensive math classes. Monitor mini-assessment data for effectiveness of daily instructional strategies and interventions.	5B.1. FCAT data Benchmark data Mini-Assessment data	
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
	White: 67% Black:28% Hispanic:53%	White: 73% Black:46% Hispanic:65%						
			5B.2. Teacher ability to identifying areas of student deficiencies	5B.2. Provide professional develop on use of Benchmark Data, FCAT Data and mini assessment data to revise lesson plans and to utilize specific strategies to identify individual	5B.2. Administration Math Coach	5B.2. Classroom walk-throughs Analyze and interpret Data from a variety of sources such as Benchmark data and mini assessment data	5B.2. iObservation Benchmark assessment FCAT Mini-Assessment	

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			student needs			
		5B.3. Lack of supplemental and ancillary academic support	5B.3. Provide afterschool tutoring and Saturday academic support for reading and to extended learning opportunities. Utilize effective supplemental programs to supplement daily instruction	5B.3. Administration Math Coach	5B.3. Review of Benchmark data Review of FCAT data Review of Mini-Assessment	5B.3. Benchmark assessment FCAT Mini-Assessment

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: This year Lee Middle School will increase the amount of ELL students scoring proficiency on FCAT Math by 26%	2012 Current Level of Performance:* 17% (10 of 58)	2013 Expected Level of Performance:* 43%	Evaluating data on bi-weekly basis and implementing appropriate tier interventions	Create PLC groups to develop academic interventions and to share knowledge of researched based daily instructional strategies. Monitor all students and implement interventions as needed. Review mini-assessment data after implementation of interventions to monitor student progress and to make revisions to interventions.	Administration, Guidance, Math Coach, Math Teachers	Analyze FCAT math data and Benchmark assessments to ensure the placement of all non-proficient students in intensive math classes. Monitor mini-assessment data for effectiveness of daily instructional strategies and interventions.	FCAT data Benchmark data Mini-Assessment data
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			Teacher ability to identifying areas of student deficiencies	Provide professional development on use of Benchmark Data, FCAT Data and mini assessment data to revise lesson plans and to utilize specific strategies to identify individual student needs	Administration Math Coach	Classroom walk-throughs Analyze and interpret Data from a variety of sources such as Benchmark data and mini assessment data	iObservation Benchmark assessment FCAT Mini-Assessment
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
		Lack of supplemental and ancillary academic support	Provide afterschool tutoring and Saturday academic support for reading and to extended learning opportunities. Utilize effective supplemental programs to supplement daily instruction	Administration Math Coach	Review of Benchmark data Review of FCAT data Review of Mini-Assessment	Benchmark assessment FCAT Mini-Assessment	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.			
<u>Mathematics Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>								
This year Lee Middle School will increase the number of students with disabilities scoring proficiency by 17%			Evaluating data on bi-weekly basis and implementing appropriate tiered interventions	Create PLC groups to develop academic interventions and to share knowledge of researched based daily instructional strategies. Monitor all students and implement interventions as needed. Review mini-assessment data after implementation of interventions to monitor student progress and to make revisions to interventions.	Administration, Guidance, Math Coach, Math Teachers	Analyze FCAT math data and Benchmark assessments to ensure the placement of all non-proficient students in intensive math classes. Monitor mini-assessment data for effectiveness of daily instructional strategies and interventions.	FCAT data Benchmark data Mini-Assessment data			
			24% (28 of 116)	41%	5D.2.	Teacher ability to identifying areas of student deficiencies	Provide professional development on use of Benchmark Data, FCAT Data and mini assessment data to revise lesson plans and to utilize specific strategies to identify individual student needs	Administration Math Coach	Classroom walk-throughs Analyze and interpret data from a variety of sources such as Benchmark data and mini assessment data	Observation Benchmark assessment FCAT Mini-Assessment
			5D.3.	Evaluating data on bi-weekly basis and implementing appropriate tiered interventions	Create PLC groups to develop academic interventions and to share knowledge of researched based daily instructional strategies. Monitor all students and implement interventions as needed. Review mini-assessment data after implementation of interventions to monitor student progress and to make revisions to interventions.	Administration, Guidance, Math Coach, Math Teachers	Analyze FCAT math data and Benchmark assessments to ensure the placement of all non-proficient students in intensive math classes. Monitor mini-assessment data for effectiveness of daily instructional strategies and interventions.	FCAT data Benchmark data Mini-Assessment data		

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
Mathematics Goal #5E: This year Lee Middle School will increase the number of economically disadvantaged students that make proficiency in math by 18%.	2012 Current Level of Performance:* 34% (228 of 671)	2013 Expected Level of Performance:* 52%	Evaluating data on bi-weekly basis and implementing appropriate tiered interventions	Create PLC groups to develop academic interventions and to share knowledge of researched based daily instructional strategies. Monitor all students and implement interventions as needed. Review mini-assessment data after implementation of interventions to monitor student progress and to make revisions to interventions.	Administration, Guidance, Math Coach, Math Teachers	Analyze FCAT math data and Benchmark assessments to ensure the placement of all non-proficient students in intensive math classes. Monitor mini-assessment data for effectiveness of daily instructional strategies and interventions.	FCAT data Benchmark data Mini-Assessment data
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			Teacher ability to identifying areas of student deficiencies	Provide professional development on use of Benchmark Data, FCAT Data and mini assessment data to revise lesson plans and to utilize specific strategies to identify individual student needs	Administration Math Coach	Classroom walk-throughs Analyze and interpret data from a variety of sources such as Benchmark data and mini assessment data	iObservation Benchmark assessment FCAT Mini-Assessment
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	
		Lack of supplemental and ancillary academic support	Provide afterschool tutoring and Saturday academic support for reading and to extended learning opportunities. Utilize effective supplemental programs to supplement daily instruction	Administration Math Coach	Review of Benchmark data Review of FCAT data Review of Mini-Assessment	Benchmark assessment FCAT Mini-Assessment	

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

High School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1.1.	1.1.	1.1.	1.1.	1.1.
Mathematics Goal #1: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2.1.	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

End of Florida Alternate Assessment High School Mathematics Goals

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

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring at Achievement Level 3 in Algebra 1.			1.1.	1.1.	1.1.	1.1.	1.1.	
Algebra 1 Goal #1: Students scoring at level 3 in Algebra 1 will increase by 5%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Teachers not making connections between what students already know and what they learn	Develop year-long pacing guide with time built-in for re-teaching and review	Administration Reading Coach CRT Teacher	Review lesson plans Analysis of mini assessment data	Focus calendars Lesson Plans Mini Assessments	
	29% (18 of 62)	34%						
			1.2.	Teacher ability to identifying areas of student deficiency	Provide professional development on use of Benchmark Data, FCAT Data and mini assessment data to revise lesson plans and to utilize specific strategies to identify individual student needs	Math Coach CRT	Classroom walk-throughs Analyze and interpret Data from a variety of sources such as Benchmark data and mini assessment data.	Observation Mini-Assessment Benchmark Assessment
			1.3.	Teacher fidelity of curriculum	Make sure students and teachers understand the course expectations, the Item Specs and Standards to be taught	District Personnel Administrators, Teachers Math Coach	Review of Focus Calendar Analysis of mini assessment data	Order of Instruction Focus Calendar Mini Assessments
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1.	2.1.	2.1.	2.1.	2.1.	
Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Need for academic interventions and supplemental instruction	Provide after school tutoring to enhance academic interventions and hands on activities to	Teachers Math Coach	PLC's will analyze results from common assessments by strand	Lesson Plans PLC Forms Mini Assessments	

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Student scoring at or above achievement level 4 and 5 in Algebra will increase by 5%	69% (43 of 62)	74%		support concept attainment			
			2.2 Teacher ability to identify areas of student deficiency	2.2 Provide professional development on use of Benchmark Data, FCAT Data and mini assessment data to revise lesson plans and to utilize specific strategies to identify individual student needs	2.2 Math Coach CRT	2.2 Classroom walk-throughs Analyze and interpret Data from a variety of sources such as Benchmark data and mini assessment data.	2.2. iObservation Mini-Assessment Benchmark Assessment
			2.3 Teacher fidelity of curriculum	2.3 Make sure students and teachers understand the course expectations, the Item Specs and Standards to be taught	2.3 District Personnel Administrators, Teachers Math Coach	2.3 Review of Focus Calendar Analysis of mini assessment data	2.3 Order of Instruction Focus Calendar Mini Assessments

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011		Students making learning gains in Algebra 1 will increase by 5%	Students making learning gains in Algebra 1 will increase by 5%	Students making learning gains in Algebra 1 will increase by 5%	Students making learning gains in Algebra 1 will increase by 5%	Students making learning gains in Algebra 1 will increase by 5%	Students making learning gains in Algebra 1 will increase by 5%
	<p><u>Algebra 1 Goal #3A:</u></p> <p>Achievement gap will decrease by 10% by June 2016 through increased class rigor, offerings of more supplemental academic programs outside normal instructional hours, after school tutoring, frequent data analysis, while addressing individual students needs while planning in PLC meetings.</p>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.	Algebra 1 Goal #3B:		3B.1.	3B.1.	3B.1.	3B.1.	3B.1.	
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Evaluating data on bi-weekly basis and implementing appropriate tiered interventions	Create PLC groups to develop academic interventions and to share knowledge of researched based daily instructional strategies. Monitor all students and implement interventions as needed. Review mini-assessment data after implementation of interventions to monitor student progress and to make revisions to interventions.	Administration, Guidance, Math Coach, Reading teachers, Math Teachers	Analyze FCAT Math data and Benchmark assessments to ensure the placement of all non-proficient students in intensive math classes. Monitor mini-assessment data for effectiveness of daily instructional strategies and interventions.	FCAT data Benchmark data Mini-Assessment data	
	White: 98%	White: 100%						
Black: 100%	Black: 100%							
Hispanic: 100%	Hispanic: 100%							
Asian: 100%	Asian: 100%							
American Indian: N/A	American Indian: 100%							
Students will take and pass the Algebra 1 EOC and maintain current level of performance			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
			Teacher ability to identify areas of student deficiencies	Provide professional development on use of	Administration Math Coach	Classroom walk-throughs Analyze and interpret	iObservation Benchmark assessment	

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			Benchmark Data, FCAT Data and mini assessment data to revise lesson plans and to utilize specific strategies to identify individual student needs		data from a variety of sources such as Benchmark data and mini assessment data	FCAT Mini-Assessment
		3B.3. Lack of supplemental and ancillary academic support	3B.3. Provide afterschool tutoring and Saturday academic support for reading and to extended learning opportunities. Utilize effective supplemental programs to supplement daily instruction	3B.3. Administration Math Coach	3B.3. Review of Benchmark data Review of FCAT data Review of Mini-Assessment	3B.3. Benchmark assessment FCAT Mini-Assessment

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.	
Algebra 1 Goal #3C: ELL students will increase their level of performance by 5%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Language barrier that impedes student progress	Create lesson plans that align LEP benchmarks with State standards.	Administration, Math Coach, Teachers	Assess the data from the Benchmarks and adjust lesson plans accordingly	Lesson Plans Benchmarks	
	100% (2 of 2)	100%						
			3C.2.	Evaluating data on bi-weekly basis and implementing appropriate tiered interventions	Create PLC groups to develop academic interventions and to share knowledge of researched based daily instructional strategies. Monitor all students and implement interventions as needed. Review mini-assessment data after implementation of interventions to monitor student progress and to make revisions to interventions.	Administration, Guidance, Math Coach, Reading teachers, Math Teachers	Analyze FCAT Math data and Benchmark assessments to ensure the placement of all non-proficient students in intensive math classes. Monitor mini-assessment data for effectiveness of daily instructional strategies and interventions.	FCAT data Benchmark data Mini-Assessment data
			3C.3.	Lack of supplemental and ancillary academic support	Provide afterschool tutoring and Saturday academic support for reading and to extended learning opportunities. Utilize effective supplemental programs to supplement daily instruction	Administration Math Coach	Review of Benchmark data Review of FCAT data Review of Mini-Assessment	Benchmark assessment FCAT Mini-Assessment
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.	

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Algebra 1 Goal #3D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Implement student accommodations with fidelity	Students with disabilities who require allowable accommodations, as specified in their Individual Educational Plans (IEPs) or Section 504 plans will get the opportunity to test and complete daily task with necessary accommodations	Administration, CRT Math Coach, Teachers, ESE Teacher, Staffing Specialist	Evaluate student progress through ongoing assessments and frequent classroom observations	Benchmark assessments, Mini assessments, classroom assessments
SWD students will increase their level of performance by 5%	N/A	N/A					
No SWD student were enrolled in Algebra 1			3D.2. Evaluating data on bi-weekly basis and implementing appropriate tiered interventions	3D.2. Create PLC groups to develop academic interventions and to share knowledge of researched based daily instructional strategies. Monitor all students and implement interventions as needed. Review mini-assessment data after implementation of interventions to monitor student progress and to make revisions to interventions.	3D.2. Administration, Guidance, Math Coach, Reading teachers, Math Teachers	3D.2. Analyze FCAT Math data and Benchmark assessments to ensure the placement of all non-proficient students in intensive math classes. Monitor mini-assessment data for effectiveness of daily instructional strategies and interventions.	3D.2. FCAT data Benchmark data Mini-Assessment data
			3D.3. Lack of supplemental and ancillary academic support	3D.3. Provide afterschool tutoring and Saturday academic support for reading and to extended learning opportunities. Utilize effective supplemental programs to supplement daily instruction	3D.3. Administration Math Coach	3D.3. Review of Benchmark data Review of FCAT data Review of Mini-Assessment	3D.3. Benchmark assessment FCAT Mini-Assessment

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.			3E.1	3E.1	3E.1	3E.1	3E.1
Algebra 1 Goal #3E:	2012 Current Level of Performance:	2013 Expected Level of Performance:*	Teacher ability to identifying areas of student deficiencies	Provide professional develop on use of Benchmark Data, FCAT Data and mini assessment data to revise lesson plans and to utilize specific strategies to identify individual student needs	Administration Math Coach	Classroom walk-throughs Analyze and interpret Data from a variety of sources such as Benchmark data and mini assessment data	iObservation Benchmark assessment FCAT Mini-Assessment
Algebra 1 Goal #3E:	100% (61 of 61)	100%					
Students will increase performance by 5% on the Algebra 1 EOC			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			Evaluating data on bi-weekly basis and implementing appropriate tiered interventions	Create PLC groups to develop academic interventions and to share knowledge of researched based daily instructional strategies. Monitor all students and implement interventions as needed. Review mini-assessment data after implementation of interventions to monitor student progress and to make revisions to interventions.	Administration, Guidance, Math Coach, Reading teachers, Math Teachers	Analyze FCAT Math data and Benchmark assessments to ensure the placement of all non-proficient students in intensive math classes. Monitor mini-assessment data for effectiveness of daily instructional strategies and interventions.	FCAT data Benchmark data Mini-Assessment data
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.
			Lack of supplemental and ancillary academic support	Provide afterschool tutoring and Saturday academic support for reading and to extended learning opportunities. Utilize effective supplemental programs to supplement daily instruction	Administration Math Coach	Review of Benchmark data Review of FCAT data Review of Mini-Assessment	Benchmark assessment FCAT Mini-Assessment

End of Algebra 1 EOC Goals

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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1.	1.1.	1.1.	1.1.	1.1.
Geometry Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Students prior knowledge	Teachers utilize formative assessments to help build interventions for anticipated areas of concern and monitor progress with mini assessments. Make sure students understand each of the Geometry performance expectations at the beginning of the school year and a month before the EOC Exam.	Administrators, Math Coach, Teachers	Review of PLC notes Review of mini-assessment data	Mini-Assessments PLC Form
Students scoring at or above level 4 and 5 in Geometry will increase by 5%	Score are not reported as levels of performance instead as T-Scores. Avg. 62 T-Score	Avg. 67 T-Score					
			1.2.	1.2.	1.2.	1.2.	1.2.
			Evaluating data on bi-weekly basis and implementing appropriate tiered interventions	Create PLC groups to develop academic interventions and to share knowledge of researched based daily instructional strategies. Monitor all students and implement interventions as needed. Review mini-assessment data after implementation of interventions to monitor student progress and to make revisions to interventions.	Administration, Guidance, Math Coach, Reading teachers, Math Teachers	Analyze EOC data and Benchmark assessments to ensure the placement of all non-proficient students in intensive math classes. Monitor mini-assessment data for effectiveness of daily instructional strategies and interventions.	EOC data Benchmark data Mini-Assessment data

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		1.3. Lack of supplemental and ancillary academic support	1.3. Provide afterschool tutoring and Saturday academic support for reading and to extended learning opportunities. Utilize effective supplemental programs to supplement daily instruction	1.3. Administration Math Coach	1.3. Review of Benchmark data Review of FCAT data Review of Mini-Assessment	1.3. Benchmark assessment FCAT Mini-Assessment	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.		2.1	2.1	2.1	2.1	2.1	
Geometry Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Students scoring at or above level 4 and 5 in Geometry will increase by 5%	Score are not reported as levels of performance instead as T-Scores. Avg. 62 T-Score	Avg. 67 T-Score	Evaluating data on bi-weekly basis and implementing appropriate tiered interventions	Create PLC groups to develop academic interventions and to share knowledge of researched based daily instructional strategies. Monitor all students and implement interventions as needed. Review mini-assessment data after implementation of interventions to monitor student progress and to make revisions to interventions.	Administration, Guidance, Math Coach, Reading teachers, Math Teachers	Analyze EOC data and Benchmark assessments to ensure the placement of all non-proficient students in intensive math classes. Monitor mini-assessment data for effectiveness of daily instructional strategies and interventions.	EOC data Benchmark data Mini-Assessment data
			2.2	2.2	2.2	2.2	
			Students prior knowledge	Teachers utilize formative assessments to help build interventions for anticipated areas of concern and monitor progress with mini assessments. Make sure students understand each of the Geometry performance expectations at the beginning of the school year and a month before the EOC Exam.	Administrators, Math Coach, Teachers	Review of PLC notes Review of mini-assessment data	Mini-Assessments PLC Form
			2.3.	2.3.	2.3.	2.3.	
			Lack of supplemental and ancillary academic support	Provide afterschool tutoring and Saturday academic support for reading and to extended	Administration Math Coach	Review of Benchmark data Review of FCAT data Review of Mini-Assessment	Benchmark assessment FCAT Mini-Assessment

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			learning opportunities. Utilize effective supplemental programs to supplement daily instruction			
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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2012-2013	2013-2014	2014-2015	2015-2016	2016-2017												
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2011-2012		Students making learning gains in Geometry will increase by 5%	Students making learning gains in Geometry will increase by 5%	Students making learning gains in Geometry will increase by 5%	Students making learning gains in Geometry will increase by 5%	Students making learning gains in Geometry will increase by 5%												
	<p><u>Geometry Goal #3A:</u></p> <p>Achievement gap will by 10% by June 2016 through increased class rigor, offerings of more supplemental academic programs outside normal instructional hours, after school tutoring, frequent data analysis, while addressing individual students needs while planning in PLC meetings.</p>																		
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool												
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.	Geometry Goal #3B:		3B.1.	3B.1.	3B.1.	3B.1.	3B.1.												
	To increase the enrolment for students of ethnicity; Increase student performance by 5%.	<table border="1"> <tr> <th>2012 Current Level of Performance:*</th> <th>2013 Expected Level of Performance:*</th> </tr> <tr> <td>White: 90%</td> <td>White: 95%</td> </tr> <tr> <td>Black: 100%</td> <td>Black: 100%</td> </tr> <tr> <td>Hispanic 100%</td> <td>Hispanic: 100%</td> </tr> <tr> <td>Asian:100%</td> <td>Asian: 100%</td> </tr> <tr> <td>American Indian: N/A</td> <td>American Indian: 100%</td> </tr> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	White: 90%	White: 95%	Black: 100%	Black: 100%	Hispanic 100%	Hispanic: 100%	Asian:100%	Asian: 100%	American Indian: N/A	American Indian: 100%	Evaluating data on bi-weekly basis and implementing appropriate tiered interventions	Create PLC groups to develop academic interventions and to share knowledge of researched based daily instructional strategies. Monitor all students and implement interventions as needed. Review mini-assessment data after implementation of interventions to monitor student progress and to make revisions to interventions.	Administration, Guidance, Math Coach, Reading teachers, Math Teachers	Analyze FCAT Math data and Benchmark assessments to ensure the placement of all non-proficient students in intensive math classes. Monitor mini-assessment data for effectiveness of daily instructional strategies and interventions.	FCAT data Benchmark data Mini-Assessment data
		2012 Current Level of Performance:*	2013 Expected Level of Performance:*																
White: 90%	White: 95%																		
Black: 100%	Black: 100%																		
Hispanic 100%	Hispanic: 100%																		
Asian:100%	Asian: 100%																		
American Indian: N/A	American Indian: 100%																		
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.													
		Teacher ability to identifying	Provide professional	Administration	Classroom walk-throughs	iObservation													

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		areas of student deficiencies	development on use of Benchmark Data, FCAT Data and mini assessment data to revise lesson plans and to utilize specific strategies to identify individual student needs	Math Coach	Analyze and interpret Data from a variety of sources such as Benchmark data and mini assessment data	Benchmark assessment FCAT Mini-Assessment
		3B.3. Lack of supplemental and ancillary academic support	3B.3. Provide afterschool tutoring and Saturday academic support for reading and to extended learning opportunities. Utilize effective supplemental programs to supplement daily instruction	3B.3. Administration Math Coach	3B.3. Review of Benchmark data Review of FCAT data Review of Mini-Assessment	3B.3. Benchmark assessment FCAT Mini-Assessment

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Geometry Goal #3C: ELL students making satisfactory progress in Geometry will increase by 5%	<u>2012 Current Level of Performance:*</u> N/A	<u>2013 Expected Level of Performance:*</u> Avg. 67 T-Score	Language barrier that impedes student progress	Create lesson plans that align LEP benchmarks with State standards.	Administration, Math Coach, Teachers	Assess the data from the Benchmarks and adjust lesson plans accordingly	Lesson Plans Benchmarks
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			Evaluating data on bi-weekly basis and implementing appropriate tiered interventions	Create PLC groups to develop academic interventions and to share knowledge of researched based daily instructional strategies. Monitor all students and implement interventions as needed. Review mini-assessment data after implementation of interventions to monitor student progress and to make revisions to interventions.	Administration, Guidance, Math Coach, Reading teachers, Math Teachers	Analyze FCAT Math data and Benchmark assessments to ensure the placement of all non-proficient students in intensive math classes. Monitor mini-assessment data for effectiveness of daily instructional strategies and interventions.	FCAT data Benchmark data Mini-Assessment data
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
		Lack of supplemental and ancillary academic support	Provide afterschool tutoring and Saturday academic support for reading and to extended learning opportunities. Utilize effective supplemental programs to supplement daily instruction	Administration Math Coach	Review of Benchmark data Review of FCAT data Review of Mini-Assessment	Benchmark assessment FCAT Mini-Assessment	
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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3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.	
Geometry Goal #3D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
SWD making progress in Geometry will increase by 5%	N/A	Avg. 67 T-Score	Implement student accommodations with fidelity	Students with disabilities who require allowable accommodations, as specified in their Individual Educational Plans (IEPs) or Section 504 plans will get the opportunity to test and complete daily task with necessary accommodations	Administration, CRT Math Coach, Teachers, ESE Teacher, Staffing Specialist	Evaluate student progress through ongoing assessments and frequent classroom observations	Benchmark assessments, Mini assessments, classroom assessments	
	No SWD students enrolled in Geometry		3D.2.	Evaluating data on bi-weekly basis and implementing appropriate tiered interventions	Create PLC groups to develop academic interventions and to share knowledge of researched based daily instructional strategies. Monitor all students and implement interventions as needed. Review mini-assessment data after implementation of interventions to monitor student progress and to make revisions to interventions.	Administration, Guidance, Math Coach, Reading teachers, Math Teachers	Analyze FCAT Math data and Benchmark assessments to ensure the placement of all non-proficient students in intensive math classes. Monitor mini-assessment data for effectiveness of daily instructional strategies and interventions.	FCAT data Benchmark data Mini-Assessment data
			3D.3.	Lack of supplemental and ancillary academic support	Provide afterschool tutoring and Saturday academic support for reading and to extended learning opportunities. Utilize effective supplemental programs to supplement daily instruction	Administration Math Coach	Review of Benchmark data Review of FCAT data Review of Mini-Assessment	Benchmark assessment FCAT Mini-Assessment

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			3E.1	3E.1	3E.1	3E.1	3E.1	
Geometry Goal #3E: Economically Disadvantaged students making satisfactory progress in Geometry will increase by 5%	<u>2012 Current Level of Performance:*</u> N/A	<u>2013 Expected Level of Performance:*</u> Avg. 67 T-Score	Teacher ability to identify areas of student deficiencies	Provide professional development on use of Benchmark Data, FCAT Data and mini assessment data to revise lesson plans and to utilize specific strategies to identify individual student needs	Administration Math Coach	Classroom walk-throughs Analyze and interpret Data from a variety of sources such as Benchmark data and mini assessment data	iObservation Benchmark assessment FCAT Mini-Assessment	
				3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
				Evaluating data on bi-weekly basis and implementing appropriate tiered interventions	Create PLC groups to develop academic interventions and to share knowledge of researched based daily instructional strategies. Monitor all students and implement interventions as needed. Review mini-assessment data after implementation of interventions to monitor student progress and to make revisions to interventions.	Administration, Guidance, Math Coach, Reading teachers, Math Teachers	Analyze FCAT Math data and Benchmark assessments to ensure the placement of all non-proficient students in intensive math classes. Monitor mini-assessment data for effectiveness of daily instructional strategies and interventions.	FCAT data Benchmark data Mini-Assessment data
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	
			Lack of supplemental and ancillary academic support	Provide afterschool tutoring and Saturday academic support for reading and to extended learning opportunities. Utilize effective supplemental programs to supplement daily instruction	Administration Math Coach	Review of Benchmark data Review of FCAT data Review of Mini-Assessment	Benchmark assessment FCAT Mini-Assessment	

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End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Technology for the Classroom- Smart board Training	6-8	CRT	Tech Coordinator	Beginning of school year	Observe progress during CWT	Administrators Instructional Coaches
Academic Interventions	6-8	Curriculum Leaders/Dept. Head	PLC and Math Dept.	2 times per week	Classroom observations and Bi-weekly progress monitoring data	Assistant Principal
Curriculum Leaders Meeting to review Ancillary Academic support	6-8	Administrators	Curriculum Leaders/Dept. Head	Monthly	Mini-assessment data review	Administrators

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
N/A			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Moby Math to supplement daily instruction	Moby Math Program	Title 1	\$3100
			Subtotal:\$3100

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Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
			Total:\$3100

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Science Goal #1A: Students scoring at Level 3 in Science will increase by 5%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Time for staff development	Use progress monitoring diagnostic assessment tools and common assessments developed in Professional Learning Communities to report and evaluate student science growth and deficits, as well as use this to guide instruction	Science Teachers	PLC's will analyze results from common assessments by strand	Common Assessments reviewed by administration
	39% (92 of 241)	44%					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			Lack of rigor	Ensure that instruction is according to the science Order of Instruction and the Next Generation Sunshine State Standards. Teachers implement high yield strategies and critical thinking opportunities	Administration	Review common assessment results and adjust lesson plans as necessary Conduct classroom walk-throughs	Lesson Plans Common Assessments iObservation
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
			Lack of science labs and student data analysis opportunities	Teachers will conduct a science lab once a week with necessary student data analysis opportunities	Administration	Review lesson plans Conduct classroom walk-throughs	Lesson Plans iObservation
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.

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Science Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Students scoring at Levels 4, 5, and 6 will be maintained at 100%	100% (5 of 5)	100%	Lack of critical thinking opportunities for students	Teachers will help students master t critical thinking and problem solving skills	Teachers Administration	Classroom walk-throughs Review of Lesson Plans	iObservation Lesson Plans
			1B.2. Lack of rigor	1B.2. Ensure that instruction is according to the science Order of Instruction and the Next Generation Sunshine State Standards. Teachers implement high yield strategies and critical thinking opportunities	1B.2. Administration	1B.2. Review common assessment results and adjust lesson plans as necessary Conduct classroom walk-throughs	1B.2. Lesson Plans Common Assessments iObservation
			1B.3. Lack of science labs and student data analysis opportunities	1B.3 Teachers will conduct a science lab once a week with necessary student data analysis opportunities	1B.3 Administration	1B.3 Review lesson plans Conduct classroom walk-throughs	1B.3 Lesson Plans iObservation

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
<u>Science Goal #2A:</u> Students scoring at or above levels 4 and 5 in science will increase by 5%	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>	Time for staff development	Use progress monitoring diagnostic assessment tools and common assessments developed in Professional Learning Communities to report and evaluate student science growth and deficits, as well as use this to guide instruction	Science Teachers	PLC's will analyze results from common assessments by strand	Common Assessments reviewed by administration
	8% (17 of 241)	13%					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			Lack of rigor	Ensure that instruction is according to the science Order of instruction and the Next Generation Sunshine State Standards. Teachers implement high yield strategies and critical thinking opportunities	Administration	Review common assessment results and adjust lesson plans as necessary Conduct classroom walk-throughs	Lesson Plans Common Assessments iObservation
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.
			Lack of science labs and student data analysis opportunities	Teachers will conduct a science lab once a week with necessary student data analysis opportunities	Administration	Review lesson plans Conduct classroom walk-throughs	Lesson Plans iObservation
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Science Goal #2B:</u> Students scoring at or above level 7 in science will increase by 5	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>	Lack of critical thinking opportunities for students	Teachers will help students master critical thinking and problem solving skills	Teachers Administration	Classroom walk-throughs Review of Lesson Plans	iObservation Lesson Plans
	0% (0 of 5)	5%					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.

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		Lack of rigor	Ensure that instruction is according to the science Order of Instruction and the Next Generation Sunshine State Standards. Teachers implement high yield strategies and critical thinking opportunities	Administration	Review common assessment results and adjust lesson plans as necessary Conduct classroom walk-throughs	Lesson Plans Common Assessments iObservation
		2B.3. Lack of science labs and student data analysis opportunities	2B.3. Teachers will conduct a science lab once a week with necessary student data analysis opportunities	2B.3. Administration	2B.3. Review lesson plans Conduct classroom walk-throughs	2B.3. Lesson Plans iObservation

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1.1.	1.1.	1.1.	1.1.	1.1.
Science Goal #1: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Florida Alternate Assessment High School Science Goals

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

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

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

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
iObservation/ PLC	All	Administration	Teachers	Oct-Dec	Classroom Walk-Throughs	Administration
PLC (Professional Learning Communities)	All	Leadership Team	Teachers	Continuous	Classroom Walk-Throughs	Administration & Teachers
Intervention Focus Calendar	All	Administration	Teachers	Continuous	Improving Student Achievement Through Academic Interventions	Administration & Teachers

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
Amazon- Science labs	Lab/ Instructional material		\$319.47
It's about Time- chemicals	Lab/Instructional material		\$212.73
It's about Time- lab kit	Lab/Instructional material		\$2,921.16
Science Kit – Grass Frogs	Lab/Instructional material		\$297.75
Holt McDougal	Textbooks		\$3,094.08
			Subtotal: \$6,845.19
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			

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Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Total:\$6845.19			

End of Science Goals

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Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1. Lack of writing opportunities	1A.1. Students will have the opportunity to develop sound writing practices through increased writing opportunities in all content area courses	1A.1. Teachers CRT Administration	1A.1. Student writing samples My Access writing data reports	1A.1. Writing Prompts My Access Writing Program
Writing Goal #1A: Students scoring at Level 3 and higher on writing will increase by 5%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	72% (183 of 255)	77%					
			1A.2. Prerequisite skills & background knowledge	1A.2. Provide training for all curriculum area teachers on using and scoring writing with the 6 + 1 Traits framework.	1A.2. Teachers	1A.2. Student writing samples My Access writing data reports	1A.2. Writing Prompts My Access Writing Program
		1A.3. School-wide continuity of instruction in writing strategies	1A.3. Implement the goals of the school Writing Plan by monitoring through regular meetings of the Literacy Leadership Team.	1A.3. Literacy Leadership Team	1A.3. Classroom walk-throughs	1A.3. Writing plan Writing Prompts	
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1. Students lack confidence	1B.1. Teachers incorporate Writer's workshop- activities that draw on many kinds of thinking and require students to work in their most serious areas of weakness.	1B.1. Teachers	1B.1. Classroom walk-throughs	1B.1. Student writing samples
Writing Goal #1B: To increase the percent of accountability group students achieving proficiency (Score 4.0+) on the 2013 FCAT Writing	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	80% (4 of 5)	85%					
		1B.2. Prerequisite skills &	1B.2. Provide training for all	1B.2. Teachers	1B.2. Student writing samples	1B.2. Writing Prompts	

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		background knowledge	curriculum area teachers on using and scoring writing with the 6 + 1 Traits framework.		My Access writing data reports	My Access Writing Program
		1B.3. School-wide continuity of instruction in writing strategies	1B.3. Implement the goals of the school Writing Plan by monitoring through regular meetings of the Literacy Leadership Team.	1B.3. Literacy Leadership Team	1B.3. Classroom walk-throughs	1B.3. Writing plan Writing Prompts

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
6 + 1 Writing	6-8	CRT	School-wide	Monthly	Writing Prompts My Access Writing Reports	Administrators, Teachers
Kagan Structures	6-8	CRT	School-wide	Monthly	Classroom observations	Administrators, Teachers
Academic Interventions	6-8	Curriculum Leaders/Dept. Head	PLC and Math Dept.	2 times per week	Classroom observations and Bi-weekly progress monitoring data	Assistant Principal

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Monthly writing prompts	My Access Writing Program	Title 1	\$5000
			Subtotal: \$5000
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount

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N/A			
			Subtotal:
			Total: \$5000

End of Writing Goals

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

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

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Civics.			1.1.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: Students scoring at Level 3 will increase by 5% from district semester exams	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Lack of practical student activities	Teachers will implement more practical activities for students to demonstrate knowledge of concepts.	CRT Administration	Review results of the practice test and incorporate supplemental instruction strategies	District practice exam
	N/A	N/A					
			1.2.	1.2.	1.2.	1.2.	1.2.
			Lack of curriculum fidelity	Teachers will follow Order of Instruction and create a focus calendar to assist in targeting difficult concepts efficiently and timely	CRT Administration	Review of Lesson plans Review of Focus Calendar	Lesson Plan Focus Calendar
			1.3.	1.3.	1.3.	1.3.	1.3.
			Lack of Rigor	Teachers will implement DBQs and create more critical thinking and problem solving opportunities to extended learning and concept attainment. Teachers will create common assessments to progress monitor achievement	CRT Administration	Classroom Walk-Throughs Review of Lesson Plans Review of Common Assessment data	Lesson Plans iObservation Common Assessments
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Lack of practical student activities	Teachers will implement more practical activities for students to demonstrate knowledge of	CRT Administration	Review results of the practice test and incorporate supplemental instruction	District practice exam

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Students scoring at Level 4 and 5 will increase by 5% from district semester exams	N/A.	N/A		concepts.		strategies	
			2.2. Lack of curriculum fidelity	2.2. Teachers will follow Order of Instruction and create a focus calendar to assist in targeting difficult concepts efficiently and timely	2.2. CRT Administration	2.2. Review of Lesson plans Review of Focus Calendar	2.2. Lesson Plan Focus Calendar
			2.3. Lack of Rigor	2.3. Teachers will implement DBQs and create more critical thinking and problem solving opportunities to extended learning and concept attainment. Teachers will create common assessments to progress monitor achievement	2.3. CRT Administration	2.3. Classroom Walk-Throughs Review of Lesson Plans Review of Common Assessment data	2.3. Lesson Plans iObservation Common Assessments

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Civics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Content Support Team	7-8	District Team	Social Studies Teachers	October	Monitor Improving Instruction	Curriculum Leaders
Academic Interventions	6-8	Curriculum Leaders/Dept. Head	PLC and Math Dept.	2 times per week	Classroom observations and Bi-weekly progress monitoring data	Assistant Principal

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
N/A			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount

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N/A				
				Subtotal:
				Total:

End of Civics Goals

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

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History.			1.1.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
U.S. History Goal #2: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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U.S. History Professional Development

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

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

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

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	Total:
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End of U.S. History Goals

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Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1.	1.1.	1.1.	1.1.	1.1.
Attendance Goal #1: By the June 2013, the average daily attendance will increase from 93% to 95% as measured by the average daily attendance	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>	Students' attitude towards consequences of tardiness to class	Discipline plan for dealing with unexcused tardiness explained to all students	Administration and Teachers	Hallway monitoring Review of Attendance Data	PLASCO
	92.75%	95%					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	444	225					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
31	40						
			1.2.	1.2.	1.2.	1.2.	1.2.
			Student with repeated attendance issues	Monitor students with excessive absences and schedule HSCT meeting	Attendance Clerk, Administration, Social Worker	Analysis of attendance data	EDW- Attendance data
			1.3.	1.3.	1.3.	1.3.	1.3.
			Lack of Parent Support for serious attendance issues	Solicit parent support through Child Study Team Meetings. Frequent contact from	Attendance Clerk, Administration, Social Worker	Analysis of attendance data	EDW-Attendance data

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			Guidance and Administration. Follow-through of district attendance intervention steps			
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Attendance Professional Development

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

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

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End of Attendance Goals

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

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1.	1.1.	1.1.	1.1.	1.1.
Suspension Goal #1: To reduce the disparity between AYP subgroups receiving disciplinary referrals And out-of-school suspensions by 50%.	<u>2012 Total Number of In-School Suspensions</u> 1090	<u>2013 Expected Number of In-School Suspensions</u> 500	Inputting time constraints	Review discipline data using EDW to identify when and where most discipline incidents occur.	Discipline Team and Clerks	Discipline team will review spreadsheets every nine weeks.	EDW- Data
	<u>2012 Total Number of Students Suspended In-School</u> 342	<u>2013 Expected Number of Students Suspended In-School</u> 175	Parent/Community low participation	Working in partnership with parents and the broader community to address behavior and learning problems	Assistant Principals	Monthly parent involvement meeting/discipline meetings	Parent Sign-in sheets Student grades- progress reports
	<u>2012 Total Number of Out-of-School Suspensions</u> 682	<u>2013 Expected Number of Out-of-School Suspensions</u> 340	Lack of Materials, training resources	Provide appropriate training designed to address cultural differences and effective methods of instruction, classroom management, and discipline.	CRT, Instructional Coach, Administration	CHAMPS Training- approach involves constructive, encouraging, and affirmative interactions between students and staff school-wide	Grades, FCAT, Attendance, discipline referrals
	<u>2012 Total Number of Students Suspended Out- of- School</u> 282	<u>2013 Expected Number of Students Suspended Out- of- School</u> 140					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
			1.3.	1.3.	1.3.	1.3.	1.3.

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		weaknesses of students and student's needs	program- CROP for economically disadvantaged students	Guidance counselors		discipline referrals
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Suspension Professional Development

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

Suspension Budget (Insert rows as needed)

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

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End of Suspension Goals

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Dropout Prevention Goal(s)

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

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

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

Dropout Prevention Professional Development

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

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Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement																								
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool																				
1. Parent Involvement			1.1.	1.1.	1.1.	1.1.	1.1.																				
<u>Parent Involvement Goal #1:</u>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>	Some parents lack transportation and childcare	Document parent participation in school events	<ul style="list-style-type: none"> o Classroom Teachers o PTSA President o Assistant Principal o Additions Coordinator 	Support administration is collecting parent logs- Monthly meetings	Parent Contact Log																				
By June 2013, we will increase documented parent involvement in school and community based activities by 5%.	25%	30%																									
<table border="1"> <tr> <td>1.2.</td> <td>1.2.</td> <td>1.2.</td> <td>1.2.</td> <td>1.2.</td> </tr> <tr> <td>Language barriers, different cultural norms and expectations</td> <td>Increase education opportunities for parents to assist in improving student learning</td> <td> <ul style="list-style-type: none"> o PTSA o Teachers o Administration </td> <td> <ul style="list-style-type: none"> o Quarterly Newsletters o Principal's Connect-Ed o Calendars o Title I Federal Programs </td> <td>Parent Survey</td> </tr> <tr> <td>1.3.</td> <td>1.3.</td> <td>1.3.</td> <td>1.3.</td> <td>1.3.</td> </tr> <tr> <td>Parents' lack of responsibility for their children's learning and behavior.</td> <td>PTSA/SAC/Title Coordinator to facilitate monthly meetings</td> <td>Parent Coordinators Administrators</td> <td>Evaluate attendance at monthly meetings</td> <td>Sign-in Sheets</td> </tr> <tr> <td>Parents' lack of comfort and vested interest in the school along with tension in relationships between parents and teachers.</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>								1.2.	1.2.	1.2.	1.2.	1.2.	Language barriers, different cultural norms and expectations	Increase education opportunities for parents to assist in improving student learning	<ul style="list-style-type: none"> o PTSA o Teachers o Administration 	<ul style="list-style-type: none"> o Quarterly Newsletters o Principal's Connect-Ed o Calendars o Title I Federal Programs 	Parent Survey	1.3.	1.3.	1.3.	1.3.	1.3.	Parents' lack of responsibility for their children's learning and behavior.	PTSA/SAC/Title Coordinator to facilitate monthly meetings	Parent Coordinators Administrators	Evaluate attendance at monthly meetings	Sign-in Sheets
1.2.	1.2.	1.2.	1.2.	1.2.																							
Language barriers, different cultural norms and expectations	Increase education opportunities for parents to assist in improving student learning	<ul style="list-style-type: none"> o PTSA o Teachers o Administration 	<ul style="list-style-type: none"> o Quarterly Newsletters o Principal's Connect-Ed o Calendars o Title I Federal Programs 	Parent Survey																							
1.3.	1.3.	1.3.	1.3.	1.3.																							
Parents' lack of responsibility for their children's learning and behavior.	PTSA/SAC/Title Coordinator to facilitate monthly meetings	Parent Coordinators Administrators	Evaluate attendance at monthly meetings	Sign-in Sheets																							
Parents' lack of comfort and vested interest in the school along with tension in relationships between parents and teachers.																											

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Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Title I Trainings	6-8	District	School-wide	Quarterly	Audit	Administrator, Resource Teacher

Parent Involvement Budget

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

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Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>STEM Goal #1: STEM Goal #1: Integrate STEM into content area focus calendars.</p>	<p>1.1. Lack of knowledge by teachers</p>	<p>1.1. Vertically align with Edgewater High School (Engineering, Science, & Technology Magnet) to learn about STEM activities that can assist in implementing STEM into content area. Incorporate more math and science activities into other content areas Have mini-engineering competitions</p>	<p>1.1. Administration Teachers</p>	<p>1.1. Review Lesson Plans PLC notes Classroom observations</p>	<p>1.1. Lesson Plans PLC forms Observation</p>
	<p>1.2. Lessons that promote STEM activities in all content areas</p>	<p>1.2. Teachers will receive professional develop to assist with math and science integration. Teachers will implement STEM activities through problem-based learning at least quarterly.</p>	<p>1.2. Administration CRT Teachers</p>	<p>1.2. Review Lesson Plans PLC notes Classroom observations</p>	<p>1.2. Lesson Plans PLC forms Observation</p>
	<p>1.3. Student exposure to real-world engineering concepts and individuals within STEM Careers</p>	<p>1.3. Lee Middle School will invite professionals in STEM careers to provide informative sessions to</p>	<p>1.3. Administration Guidance Science & Math Teachers</p>	<p>1.3. Student Surveys</p>	<p>1.3. Zoomerang Survey Program</p>

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		<p>students about STEM careers.</p> <p>Lee Middle School will attend Edgewater High Schools annual Engineering, Science, and Technology Forum to expose students to high school options to extended knowledge of STEM careers</p>			
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STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Academic Interventions	6-8	Curriculum Leaders/Dept. Head	PLC and Math Dept.	2 times per week	Classroom observations and Bi-weekly progress monitoring data	Assistant Principal

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STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: Increase CTE course offerings and increase student enrollment in CTE courses.	1.1. Limited CTE courses	1.1. Lee Middle School will collaborate with personnel in the CTE department to increase CTE course offerings for students	1.1. Administration	1.1. CTE course offerings and following curriculum with fidelity	1.1. Master Schedule Teacher Lesson Plan
	1.2. Lack of high school credited CTE courses	1.2. Offering high school credited CTE course to assist in increasing student interest in CTE. Students will transition to high school with prior knowledge and skill in CTE area of concentration	1.2. Administration	1.2. CTE course offerings and following curriculum with fidelity	1.2. Master Schedule Teacher Lesson Plan
	1.3. Student lack of knowledge of OCPS CTE course offerings and Career paths through CTE	1.3. Lee Middle School will collaborate with the CTE department to create a forum to for students to learn about course offerings and career paths through CTE course work	1.3. Administration	1.3. CTE course offerings and following curriculum with fidelity Student career choice survey	1.3. Master Schedule Teacher Lesson Plan Student Survey

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CTE Professional Development

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

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CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1: Enrollment and Performance in Honors courses will increase by 5%	2012 Current Level :* 27% enrolled in honors/advanced courses (267 of 980)	2013 Expected Level :* 32% (314 of 980)	Teacher low expectations for minority students	Provide professional development for teachers for instructional strategies to implement high complexity content and creation of more critical thinking opportunities	Principal, Assistant Principal, CRT, Instructional Coaches	Classroom Walk-Throughs Review of Lesson Plans Review of Common Assessments Review of Mini Assessments	Observation Benchmark Test Mini-Assessments
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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
2. Additional Goal			1.1.	1.1.	1.1.	1.1.	1.1.
Intense Focus on Student Achievement							

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Additional Goal #1: Increase Enrollment and Performance of Students in High School Courses by 5%	2012 Current Level :* 28% enrolled in High School Course (273 of 980)	2016 Expected Level :* 33 % (323 of 980)	FCAT Level Requirement	Create PLC groups to develop academic interventions and to share knowledge of researched based daily instructional strategies. Monitor all students and implement interventions as needed. Review mini-assessment data after implementation of interventions to monitor student progress and to make revisions to interventions.	Administration, Guidance, All Teachers, All Instructional Coaches	Analyze FCAT Reading and Math data and Benchmark assessments to ensure the placement of all non-proficient students in intensive reading and math classes. Monitor mini-assessment data for effectiveness of daily instructional strategies and interventions.	Benchmark, Common Assessments, and Mini-Assessments
			1.2. Student Prior Knowledge	1.2. Create PLC groups that will review instructional strategies and student data. PLC will participate in vertical alignment activities to ensure material taught address proper pre-requisites for next grade level course.	1.2. Principal, Assistant Principal, CRT, Instructional Coaches	1.2. Attending PLC Meetings Classroom Walk-Throughs Review of Lesson Plans Review of Common Assessments Review of Mini Assessments	1.2. PLC Meeting Forms iObservation Benchmark Test Mini-Assessments
			1.3.	1.3.	1.3.	1.3.	1.3.
Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Additional Goal Intense Focus on Student Achievement			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1: Decrease the Achievement Gap for each Identified Subgroup by 10% by June 30, 2016	2012 Current Level :*	2016 Expected Level :*	Evaluating data on bi-weekly basis and implementing appropriate tier interventions	Create PLC groups to develop academic interventions and to share knowledge of researched based daily instructional strategies. Monitor all students and implement interventions as needed.	Administration, Guidance, Reading Coach, Reading teachers, LA teachers, Social Studies teachers	Analyze FCAT Reading data and Benchmark assessments to ensure the placement of all non-proficient students in intensive reading classes. Monitor mini-assessment data for effectiveness of daily instructional strategies and	FCAT data Benchmark data Mini-Assessment data
	Math % Making Learning Gains White:65.2%	Math % Making Learning Gains White:65.2%					
	Black:25.9%	Black:35.9%					

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	Hispanic:52.3% <u>Reading %</u> Making Learning Gains White: 72.6% Black: 31.9% Hispanic: 47.7%	Hispanic:62.3% <u>Reading %</u> Making Learning Gains White: 72.6% Black: 41.9% Hispanic: 57.7%		Review mini-assessment data after implementation of interventions to monitor student progress and to make revisions to interventions.		interventions.	
			1.2. Identifying areas of weakness for students	1.2. Use Benchmark Data, FCAT Data and F.A.I.R. as the diagnostic assessment tool to report and evaluate student reading growth. Use mini-assessments for systematic targeting.	1.2. Reading Coach, Teachers	1.2. Analysis of data.	1.2. F.A.I.R. data Benchmark data FCAT data Mini-Assessment
			1.1. Busing, funding	1.1. Provide after-school tutorial opportunities for students needing extra assistance in math	1.1. Administration, Teachers	1.1 Analyze FCAT results	1.1. FCAT
			1.3. Lack of Training	1.3. Emphasize the use of common assessments and/or common curriculum in Mathematics classes	1.3. Teachers	1.3. PLC's will analyze results from common assessments by strand	1.3. Lesson Plans PLC's- Common Assessments

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Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Additional Goal Intense Focus on Student Achievement			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1: Increase College and Career Readiness	2012 Current Level :*	2012 Expected Level :*	Lack of College and Career course for all students	Offer more College and Career course for more students	Administration	Monitor number of enrolled students	Master Schedule
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			Lack of college and career content in core courses	Provide teachers professional develop on incorporating project-based learning objectives correlating to specific careers and advanced -research and analysis techniques. Provide professional development for instructional strategies to address implementation of high complexity content and critical thinking opportunities.	Administration and CRT	Review of Lesson Plans Review of Benchmark Assessment Review of Mini-Assessments Classroom Walk-Throughs	iObservation Benchmark Test Mini-Assessment Teacher Lesson Plans
			1.3.	1.3.	1.3.	1.3.	1.3.

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Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5. Additional Goal Intense Focus on Student Achievement			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1: Increase Fine Arts Enrollment by 10% for next school year	2012 Current Level :*	2012 Expected Level :*	Number of Fine Arts Teachers	Prioritize budget to hire more Fine Arts Teachers	Administration	Monitor number of Fine Arts Teachers hired	School Site Budget Master Schedule
	52% (511 of 980)	62% (627 of 980)					
			1.2.	1.2.	1.2.	1.2.	1.2.
			Lack of Fine Arts components in core courses	Provide professional development on incorporate learning opportunities to bridge core content with appreciation and exposure to fine arts	CRT Fine Arts Teachers	Review Lesson Plans Classroom Walk-Throughs	iObservation Teacher Lesson Plans
			1.3.	1.3.	1.3.	1.3.	1.3.

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
6. Additional Goal Intense Focus on Student Achievement			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1: Decrease Disproportionate	2012 Current Level :*	2012 Expected Level :*	Teacher ability to provide differentiated and individualized instruction	Provided professional develop for differentiated instructional strategies and	Administration CRT	Review of Lesson Plans Review of Benchmark Assessment	iObservation Benchmark Test Mini-Assessment

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Classification in Special Education by 3%	13%	10%		strategies to monitor student progress		Review of Mini-Assessments Classroom Walk-Throughs	Teacher Lesson Plans
	(130 of 980)	(98 of 980)					
			1.2.	1.2.	1.2.	1.2.	1.2.
Teacher ability to analyze data and use data to revise lessons and build interventions			Create PLC groups to develop academic interventions and to share knowledge of researched based daily instructional strategies. Monitor all students and implement interventions as needed. Review mini-assessment data after implementation of interventions to monitor student progress and to make revisions to interventions.	Administration, Guidance, Reading Coach, Reading teachers, LA teachers, Social Studies teachers	Analyze FCAT Reading data and Benchmark assessments to ensure the placement of all non-proficient students in intensive reading classes. Monitor mini-assessment data for effectiveness of daily instructional strategies and interventions.	FCAT data Benchmark data Mini-Assessment data	
		1.3.					

Additional Goals Professional Development

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Spanish Textbooks	New textbooks		\$482.65
			Subtotal: \$482.65
Technology			
Strategy	Description of Resources	Funding Source	Amount
AVI – Relocate Smart board			\$365.00
Plasco - receipt	Printing tape for machine		\$154.00
Audio Enhancement	New Class		\$1,295.00
CCS –Projector	New Class		\$2,354.40
HP – backup server			\$2,354.40
			Subtotal: \$5,529.90
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Moore Medical	Clinic		\$257.81
Office Depot – file cabinet			\$120.00
FEMAS - membership	Band		\$170.00
Instrument Repair	Band		\$2,000.00
Strings Repair	Orchestra		\$237.00
			Subtotal: \$2784.81
			Total:

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End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: \$56927.05
CELLA Budget	Total: \$5000.00
Mathematics Budget	Total: \$3100.00
Science Budget	Total: \$6845.10
Writing Budget	Total: \$5000.00
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	

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Total: \$2784.81

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

Are you reward school? Yes No

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

N/A

Describe the activities of the SAC for the upcoming school year.

The SAC will meet to review the Title I SIP template and monitor progress toward all goals. The SAC will analyze data from any school improvement survey to determine additional goals and strategies for next year's SIP.

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Describe the projected use of SAC funds.	Amount