

# Florida Department of Education



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

Proposed for 2012-2013

**2012-2013 SCHOOL IMPROVEMENT PLAN**

**PART I: CURRENT SCHOOL STATUS**

**School Information**

School Name: Brownsville Middle	District Name: Miami-Dade
Principal: Dr. Edward G. Robinson	Superintendent: Alberto M. Carvalho
SAC Chair: Ms. Tanzanika Williams	Date of School Board Approval: Pending

**Student Achievement Data and Reference Materials:**

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

**Administrators**

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

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)
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Principal	Dr. Edward G. Robinson	Music, Educational Leadership	1	12	<u>YEAR 12 11 10 09 08</u>
					<u>School Grades</u> <span style="float: right;">D C F D</span>
					<u>AYP</u> N N N N N
					<u>High Standards – Reading</u> <span style="float: right;">35 38 16 15</span>
					<u>High Standards – Math</u> <span style="float: right;">35 41 38 41</span>
					<u>Lrng Gains – Reading</u> <span style="float: right;">52 57 45 35</span>
					<u>Lrng Gains - Math</u> <span style="float: right;">52 66 64 71</span>
					<u>Gains – R</u> <span style="float: right;">25 69 62 71</span>
<u>Gains – M</u> <span style="float: right;">25 52 72 67</span>					
Assistant Principal	Ethel M. Selwood	Degrees: Bachelor-Elem. Ed, Family & Consumer Science Masters-Mathematics Ed Certifications/ Endorsements: Elem. Ed, ESOL, Ed. Leadership, Family and Consumer Science	3	5	<u>8/07-8/10- District Supervisor</u>
					<u>YEAR 12 11 10 09 08</u>
					<u>School Grades</u> <span style="float: right;">D C C C</span>
					<u>AYP</u> N N N N N
					<u>High Standards – Reading</u> <span style="float: right;">35 42 32 35</span>
					<u>High Standards – Math</u> <span style="float: right;">35 70 57 54</span>
					<u>Lrng Gains – Reading</u> <span style="float: right;">52 58 37 51</span>
					<u>Lrng Gains - Math</u> <span style="float: right;">52 82 50 67</span>
<u>Gains – R</u> <span style="float: right;">25 69 59 32</span>					
<u>Gains – M</u> <span style="float: right;">25 52 90 56</span>					

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Assistant Principal	Harold Ford	<p>Degrees: Bachelor of Science, Statistics Educational Specialist, Educational Leadership K-12</p> <p>Certifications: Exceptional Education Educational Leadership K-12</p>	1	4	<p>HOMESTEAD MIDDLE SCHOOL School Year '11'10 '09 '08 '07 School Grade C C N/A AYP N High Standards Reading 47 High Standards Math 44 High Standards Writing 83 High Standards Science 24 Learning Gains-Reading 56 Learning Gains-Math 57 Gains-Reading-25% 66 Gains-Math-25% 63</p> <p>MANDARIN LAKES K-8 School Year '10 '09 '08 '07 School Grade C N/A AYP N High Standards Reading 51 High Standards Math 60 High Standards Writing 81 High Standards Science 23 Learning Gains-Reading 60 Learning Gains-Math 66 Gains-Reading-25% 55 Gains-Math-25% 65</p> <p>RICHMOND HEIGHTS MIDDLE SCHOOL School Year '10 '09 '08 '07 School Grade N/A C A C N/A AYP N N N High Standards Reading 53 59 53 High Standards Math 49 58 54 High Standards Writing 90 89 88 High Standards Science 30 39 25 Learning Gains-Reading 62 67 55 Learning Gains-Math 65 73 69 Gains-Reading-25% 76 70 64 Gains-Math-25% 66 75 73</p>
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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	Latosha Sutton	Degrees: Bachelor-English 6-12 Master-English Specialist-Curriculum & Instruction Certifications/ Endorsements: English, Reading, Gifted	17	6	<table border="1"> <thead> <tr> <th colspan="2">YEAR</th> <th>12</th> <th>11</th> <th>10</th> <th>09</th> <th>08</th> </tr> </thead> <tbody> <tr> <td>School Grades</td> <td></td> <td>D</td> <td>C</td> <td>C</td> <td>C</td> <td></td> </tr> <tr> <td>AYP</td> <td></td> <td>N</td> <td>N</td> <td>N</td> <td>N</td> <td>N</td> </tr> <tr> <td>High Standards – Reading</td> <td></td> <td>35</td> <td>38</td> <td>16</td> <td>15</td> <td></td> </tr> <tr> <td>High Standards – Math</td> <td></td> <td>35</td> <td>41</td> <td>38</td> <td>41</td> <td></td> </tr> <tr> <td>Lrng Gains – Reading</td> <td></td> <td>52</td> <td>57</td> <td>45</td> <td>35</td> <td></td> </tr> <tr> <td>Lrng Gains - Math</td> <td></td> <td>52</td> <td>66</td> <td>64</td> <td>71</td> <td></td> </tr> <tr> <td>Gains – R</td> <td></td> <td>25</td> <td>69</td> <td>62</td> <td>71</td> <td></td> </tr> <tr> <td>Gains – M</td> <td></td> <td>25</td> <td>52</td> <td>72</td> <td>67</td> <td></td> </tr> </tbody> </table>	YEAR		12	11	10	09	08	School Grades		D	C	C	C		AYP		N	N	N	N	N	High Standards – Reading		35	38	16	15		High Standards – Math		35	41	38	41		Lrng Gains – Reading		52	57	45	35		Lrng Gains - Math		52	66	64	71		Gains – R		25	69	62	71		Gains – M		25	52	72	67	
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Mathematics	Angelique D. Clark	MG Mathematics	1	6	<table border="1"> <thead> <tr> <th colspan="2">YEAR</th> <th>12</th> <th>11</th> <th>10</th> <th>09</th> <th>08</th> </tr> </thead> <tbody> <tr> <td>School Grades</td> <td></td> <td>D</td> <td>C</td> <td>F</td> <td>D</td> <td></td> </tr> <tr> <td>AYP</td> <td></td> <td>N</td> <td>N</td> <td>N</td> <td>N</td> <td>N</td> </tr> <tr> <td>High Standards – Reading</td> <td></td> <td>35</td> <td>38</td> <td>16</td> <td>15</td> <td></td> </tr> <tr> <td>High Standards – Math</td> <td></td> <td>35</td> <td>41</td> <td>38</td> <td>41</td> <td></td> </tr> <tr> <td>Lrng Gains – Reading</td> <td></td> <td>52</td> <td>57</td> <td>45</td> <td>35</td> <td></td> </tr> <tr> <td>Lrng Gains - Math</td> <td></td> <td>52</td> <td>66</td> <td>64</td> <td>71</td> <td></td> </tr> <tr> <td>Gains – R</td> <td></td> <td>25</td> <td>69</td> <td>62</td> <td>71</td> <td></td> </tr> <tr> <td>Gains – M</td> <td></td> <td>25</td> <td>52</td> <td>72</td> <td>67</td> <td></td> </tr> </tbody> </table>	YEAR		12	11	10	09	08	School Grades		D	C	F	D		AYP		N	N	N	N	N	High Standards – Reading		35	38	16	15		High Standards – Math		35	41	38	41		Lrng Gains – Reading		52	57	45	35		Lrng Gains - Math		52	66	64	71		Gains – R		25	69	62	71		Gains – M		25	52	72	67	
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Science	Gail Grant	Degrees: Bachelor-MG General Science Master- Microbiology Specialist- Microbiology Certifications/ Endorsements: MG General Science	11	5	YEAR 12 11 10 09 08	
					School Grades	D C C C
					AYP	N N N N N
					High Standards – Reading	35 38 16 15
					High Standards – Math	35 41 38 41
					Lrng Gains – Reading	52 57 45 35
					Lrng Gains - Math	52 66 64 71
					Gains – R	25 69 62 71
Gains – M	25 52 72 67					

**Effective and Highly Effective Teachers**

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Regular meetings with new teachers and Assistant Principal.	Assistant Principal	Ongoing/2012-13
2. Partnering new teachers with veteran teacher (MINT).	Assistant Principal	Ongoing/2012-13
3. Soliciting referral for employment from current employees	Principal	Ongoing/2012-13
4. Regular meetings with new teachers and Assistant Principal.	Assistant Principal	Ongoing/2012-13



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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
0%	Ongoing on-site & District professional development to support the necessary content and strategies to become highly effective or receive the necessary certification.

### *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
46	9 (19.57%)	11 (23.91%)	17 (36.96%)	9 (19.57%)	17 (36.96%)	21 (65.63%)	7 (15.22%)	0 (0.00%)	7 (15.22%)

### *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
Gail Grant	261168 - CORNELIUS D. STORR	MINT trained	Professional Development in reading and language arts content and strategies, lesson observations.
Rita Sparks	266327 - WADE R. CHARLESTANT	MINT trained	Professional Development in reading and language arts content and strategies, lesson observations.

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Roshawna Whearry	303392 - TAYLOR P. STRAUSS	MINT trained	Professional Development in mathematics content and strategies, lesson observations.
Angelique Clark	305269 - RICHARD C. SMITH	MINT trained	Professional Development in mathematics content and strategies, lesson observations.
Latasha Sutton	305272 - MARIE GINA JEAN LOUIS	MINT trained	Professional Development in reading and language arts content and strategies, lesson observations.
Roshawna Whearry	305269 - RICHARD C. SMITH	MINT trained	Professional Development in reading and language arts content and strategies, lesson observations.
Rita Sparks	306686 - MARLY L. HERNANDEZ	MINT trained	Professional Development in reading and language arts content and strategies, lesson observations.
Gail Grant	308803 - BETTY FENELON	MINT trained	Professional Development in reading and language arts content and strategies, lesson observations.
Latasha Sutton	308805 - JENNIFER HUBBARD	MINT trained	Professional Development in reading and mathematics content and strategies, lesson observations.

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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 D

At Brownsville Middle School, District receives funds to support the Educational Alternative Outreach program. Services at Brownsville Middle are coordinated with district Drop-out Prevention programs.

##### Title II

At Brownsville Middle, the District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols .

##### Title III

At Brownsville Middle School, Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) students by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- hardware and software for the development of language and literacy skills in reading, mathematics and science to be used by ELL students

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### Title X- Homeless

At Brownsville Middle School:

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity and awareness campaign to all the schools-each school is provided a video and curriculum manual and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

### Supplemental Academic Instruction (SAI)

Brownsville Middle School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

- Health Connect in Our Schools (HCiOS) Phase I Schools
- Miami-Dade County Public Schools (M-DCPS) Drug Free Youth in Town (DFYIT).

### Title I, Part D

At Brownsville Middle School, District receives funds to support the Educational Alternative Outreach program. Services at Brownsville Middle are coordinated with district Drop-out Prevention programs.

### Title II

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<p>Violence Prevention Programs At Brownsville Middle School:</p> <ul style="list-style-type: none"><li>• The Safe and Drug-Free Schools Program addresses violence, drug prevention and intervention services for students through curriculum implemented by classroom teachers, and counselors.</li><li>• Training and technical assistance for middle school teachers, administrators, counselors, TRUST Specialists, and Safe School Specialists is also a component of this program.</li></ul>
<p>Nutrition Programs Brownsville Middle School:</p> <ol style="list-style-type: none"><li>1) Adheres to and implements the nutrition requirements stated in the District Wellness Policy.</li><li>2) Nutrition education, as per state statute, is taught through physical education.</li><li>3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.</li></ol>
<p>Housing Programs N/A</p>
<p>Head Start N/A</p>
<p>Adult Education N/A</p>
<p>Career and Technical Education By promoting Career Pathways and Programs of Study students at Brownsville Middle School, will be prepared to become academy program completers in high school and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.</p> <p>Articulation agreements allow the students at Brownsville Middle School to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.</p> <p>Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.</p>
<p>Job Training N/A</p>

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Other

Other: Parental Involvement:

At Brownsville Middle, we involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center. This is where we keep parents informed regarding available programs and their rights under the No Child Left Behind Act.

At Brownsville Middle, we increase parental involvement through developing our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other activities necessary in order to comply with the dissemination and reporting requirements. Brownsville Middle conduct informal parent surveys to determine specific needs of our parents, and schedule workshops to accommodate our parents. This impacts our goal to empower parents and build capacity for involvement.

Also at Brownsville Middle School:

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based health care which integrates education, medical and/or social and human services on school grounds.
- HCiOS services will reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services.
- HCiOS will deliver coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS will enhance the health education activities provided by the schools and by the health department. HCiOS will assure all students receive health education.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program..

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

#### School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.

Principal

- Assistant Principals
- Core Teachers
- SWD Teachers
- Curriculum Coaches
- School Psychologist
- Data Chairperson
- Student Services Personnel.

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 Leadership Team will monitor and adjust the school's academic and behavioral goals through gathering and data analysis.

The Leadership Team will monitor the fidelity of the delivery of classroom instruction and intervention.

The Leadership Team will provide levels of support and intervention to students based on data and will consider data at the end of Tier 1 problem solving.

Principal: Provides a mission and objectives that reflect the four steps of the RtI model to meet the needs of students who are not mastering benchmarks. Governs and evaluates the efficiency of the RtI Leadership Team.

- Assistant Principals: Ensure the fidelity of the RtI model by monitoring and evaluating the following: instructional staff's implementation of tiered instruction, process of administering assessments, and the alignment of professional development with faculty needs.
- Core Teachers: Provide tiered instruction to students needing additional support with mastering benchmarks. Consistently disaggregates data to align lesson plans, resources, instructional delivery, assessments and interventions to address individual needs.
- SWD Teachers: Provide information about instructional and behavioral accommodations for Tier 3 interventions. Collaborate with core teachers in utilizing SWD strategies and materials.
- Curriculum Coaches: Assist instructional staff in data collection and analysis; support least proficient teachers through modeling and/or co-teaching; facilitate or orchestrate professional development on differentiating instruction and incorporating intervention activities across the curriculum.
- School Psychologist: Assists in providing psychological evaluations and consultation services for students and parents who are required to receive Tier 1, Tier 2 and Tier 3 instruction.
- Data Chairperson: Generates, maintains and disseminates data reports to include all District/School-wide summative, formative and progress monitoring assessments; as well as information regarding attendance, suspensions/expulsions trends.
- Student Services Personnel: Provide emotional, behavior, and academic strategies for teachers to implement with students serviced by the RtI model. Counsel students on organization and/or opportunities available to them to increase success in school. Provide parents with support and information to assist students.

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<p>Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?</p> <p>The RtI Leadership Team at Brownsville Middle School, provided information regarding school-wide initiatives to promote student achievement. Data was reviewed to determine effectiveness of intervention strategies utilized previous year and create additional interventions to address weaknesses. As The RtI Leadership Team includes several representatives from the EESAC, this facilitated efforts to communicate with the EESAC as the School Improvement Plan was developed. .</p>
<b>MTSS Implementation</b>
<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. The following will be used to collect data:</p> <p>Academic Data: Baseline Data: 2012 Spring Administration of the Oral Reading Fluency (ORF), Florida Assessment for Instruction in Reading (FAIR), 2012 FCAT results, District Baseline Assessments, Language! Placement Test results</p> <p>Progress Monitoring Data: FAIR, Monthly Benchmark Assessments, Learning Express results, Achieve 3000 results</p> <p>Midyear Data: FAIR, District Interim Assessments</p> <p>End of Year Data: FAIR, 2013 FCAT results, District Interim Assessments</p> <p>Frequency of Data Review: Weekly review of the COGNOS data by the RtI Team to address behavior.</p> <p>Behavioral Data: Student Case Management System Detentions Suspensions Attendance</p>
<p>Describe the plan to train staff on MTSS.</p> <p>The District provided professional development on the RtI process to the principal in July 2012. The State has provided numerous resources which provide information on the RtI model on <a href="http://www.florida-rti.org/">http://www.florida-rti.org/</a>. Articles and other research-based materials will be distributed, discussed and presented by various faculty members to strengthen knowledge and efforts of implementing the RtI model. The principal and assistant principals will participate in weekly PLC meetings which will focus on student data collected from assessments and observations. PLC members will identify weaknesses and utilize the RtI model to provide solutions.</p> <p>The RtI Team will conduct data chats with teachers using a checklist to document teacher/student data chats.</p> <p>.</p>

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Describe the plan to support MTSS.

The plan to support MTSS will include : alignment of policies and procedures across classroom, grade, building, district, and state levels; strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes; comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level; and sufficient availability of coaching supports to assist school team and staff problem solving efforts.

### *Literacy Leadership Team (LLT)*

#### School-Based Literacy Leadership Team

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

Coaches and Media Specialist.

Dr. Edward G. Robinson-Principal

Harold Ford-Assistant Principal

Ethel Selwood-Assistant Principal

Sherriel Turner-Media Specialist

Latosha Sutton – Reading Coach/Language Arts

Angelique Clark – Mathematics Department Chairperson

Gail Grant – Science Coach

Nicholas Arencibia – Social Studies Department Chair

Rita Sparks - Electives

Tanzanika Williams - SPED

Miriam Anez – ELL

Dr. Sonya Durden – Student Services Chair

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

- The principal will play a key role monitor the implementation of data chats and best teaching practices.
- The Administrative team will ensure the effective implementation of exemplary teaching practices and ongoing monitoring of student progress, including academic and behavior systems, and follow-up with individual teachers/students, as needed to achieve excellence for all students.
- Teachers will develop a system for engaging all students academically and meeting all behavioral challenges.
- Coaches will assist teachers in the analyzing of data, redirection of rigorous instruction; and interventions based on student data. Coaches and teachers will develop and share best teaching practices based on research. Ongoing monitoring of student progress/mastery will be conducted by teachers and coaches.

Meetings are regularly scheduled to address current data, analyze student areas of needs according to the benchmarks, Next Generation Sunshine Standards, Common Core Standards institute best teaching practices and share the effective implementation of such practices.

Enrichment will be provided to ensure stability of Level 3, 4, and 5 students.

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

The team meets weekly on Thursdays to improve student proficiency in literacy skills, to improve the circulation of books in the media center, to develop, implement, and monitor the school-wide use of designated CRISS strategies to reinforce reading and writing across the curriculum. .

### ***Public School Choice***

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

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

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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.

### ***\*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?

Four CRISS strategies will be selected by the LLT with input from all departments. Utilization of these strategies will be developed, implemented and monitored by the LLT and by daily classroom walk-through by administrators. An effort will be made to have all teachers CRISS trained by the beginning of the second semester.

### ***\*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?

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?

At Brownsville Middle School, transition activities for incoming grade 6 students and outgoing grade 8 students begin during the third nine weeks. A schedule of articulation activities is developed with the feeder elementary schools and our feeder high school. Curriculum Fairs and one-to-one sessions with guidance counselors are conducted to discuss options and select courses. Parents are invited to participate in course selection and academic and career planning at any point in the process. Expanded use of capabilities of our student and parent portals to provide information will be emphasized in 2012-2013 school year. Brownsville Middle is implementing a CAPE Academy for Instructional Technology that will provide students with career and technical courses and offer certification in those areas.

### ***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](#).

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**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

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

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

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<p><b>1A. FCAT 2.0:</b> Students scoring at Achievement Level 3 in reading.</p>	<p>1b.1. Areas of deficiency are the students' inability to read fiction, non-fiction and informational text to identify difference s.</p>	<p>1b.1. Implement guided reading groups that focus on fiction, non-fiction and informational text to enhance continuous review/practice when learning reading concepts. Introduce vocabulary with pictures and print.</p>	<p>1b.1. Reading Chairperson Teachers Administrators</p>	<p>1b.1. Ongoing observation, checklist of mastered skills and student work will be the data used after each assessment; monitored by the teacher and the reading coach.</p>	<p>1b.1. Formative: Brigance Diagnostic Comprehensive Inventory of Basic Skills (Green) Summative: 2013 Florida Alternative Assessment</p>		
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Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>The results of the 2012 FCAT Reading Test indicate that % of students achieved level 3 proficiency.</i></p> <p><i>Our goal for the 2012 school year is to increase level 3 student proficiency by percentage points to %</i>  <i>Enter narrative for the goal in this box.</i></p>							
	%	9%					

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	<p>1b.1. Areas of deficiency are the students' inability to read fiction, non-fiction and informational text to identify differences.</p>	<p>1b.1. Implement guided reading groups that focus on fiction, non-fiction and informational text to enhance continuous review/practice when learning reading concepts. Introduce vocabulary with pictures and print.</p>	<p>1b.1.SPED Chairperson Teachers Administrators</p>	<p>1b.1.Ongoing observation, checklist of mastered skills and student work.</p>	<p>1b.1.Formativ e: Brigance Diagnostic Comprehensive Inventory of Basic Skills (Green) Summative: 2013 Florida Alternative Assessment</p>	<p>1A.2.</p>	
		<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	



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<p><b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b></p>	<p>1b.1. Areas of deficiency are the students' inability to read fiction, non-fiction and informational text to identify differences.</p>	<p>1b.1. Implement guided reading groups that focus on fiction, non-fiction and informational text to enhance continuous review/practice when learning reading concepts. Introduce vocabulary with pictures and print.</p>	<p>1b.1.SPED Chairperson Teachers Administrators</p>	<p>1b.1 Ongoing observation, checklist of mastered skills and student work will be the data used after each assessment; monitored by the teacher and the reading coach</p>	<p>1b.1.Formative: Brigance Diagnostic Comprehensive Inventory of Basic Skills (Green) Summative: 2013 Florida Alternative Assessment</p>		
<p><b>Reading Goal #1B:</b>  <i>The results of the 2012 FCAT Reading Test indicate that 79% of students achieved levels 4 &amp; 5 proficiency.</i>  <i>Our goal for the 2013 school year is to increase levels 4 &amp; 5 by percentage points.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	79%						
		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		
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</b>	2A.1. The area which showed the least growth and would require students to maintain or improve performance as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2, Reading Application	2A.1. . Utilize best practices and effective strategies (CRISS, Revised Reciprocal Teaching Strategies, Graphic Organizers, and FCAT 2.0 Task Cards) to enhance student's knowledge of affixes and root words.	2A.1. RtI	2A.1. Ongoing observation, checklist of mastered skills and student work will be the data used after each assessment; monitored by the teacher and the reading coach	2A.1. Formative: School wide Mini-assessments  District assessments Summative: 2013 FCAT 2.0 Assessment		
<b>Reading Goal #2A:</b> The results of the 2012 FCAT Reading Test indicate that % of students achieved levels 4 & 5 proficiency.  Our goal for the 2012-2013 school year is to increase levels 4 & 5 by percentage points.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
<p><b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b></p>	<p>2B.1. Areas of deficiency is the students inability to comprehend text at their independent/instructional level.</p>	<p>2B.1. Provide students with visual choices as presented in the FAA. Provide high interest/low readability reading selections.</p>	<p>2B.1. SPED Chairperson Teachers Administrators</p>	<p>2B.1. Ongoing observation, checklist of mastered skills and student work.</p>	<p>2B.1. Formative: Brigance Diagnostic Comprehensive Inventory of Basic Skills (Green) Summative: 2013 Florida Alternative Assessment</p>		
<p><b>Reading Goal #2B:</b></p> <p><i>The results of the 2012 Florida Alternative Assessment Reading Test indicate that 72 % of students achieved performance level 7.</i></p> <p><i>Our goal for the 2012-2013 school year is to increase performance level 7 by percentage points to %</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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		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		
<p><b>3A. FCAT 2.0: Percentage of students making learning gains in reading.</b></p>	<p>3A.1. The area which showed the least growth and would require students to maintain or improve performance as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2, Reading Application</p>	<p>3A.1. Increase the implementation of FCAT Explorer to 20 minutes, twice week during the Language Arts block. Students will utilize National Geographic for informational text practice. Enrollment of students in the Saturday Success Academy, focusing on individual students needs for students in the Lowest 25% and their most recent formative assessment results</p>	<p>3A.1. LLT</p>	<p>3A.1. Ongoing observation, checklist of mastered skills and student work will be the data used after each assessment; monitored by the teacher and the reading coach</p>	<p>3A.1. Formative: Reading Plus Class, FAIR Summative: 2013 FCAT 2.0 Assessment</p>		

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Reading Goal #3A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>The results of the 2012 FCAT Reading Test indicate that 58% of students making Learning Gains.</i></p> <p><i>Our goal for the 2012-2013 school year is to increase level levels of students making Learning Gains by percentage points to%.</i></p>							
	58%						
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
<p><b>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</b></p>	<p>3B.1. Areas of deficiency are the students' inability to comprehend text at their independent/instructional level.</p>	<p>3B.1. Provide students with visual choices as presented in the FAA. Provide high interest/low readability reading selections.</p>	<p>3B.1. . SPED Chairperson Teachers Administrators</p>	<p>3B.1. Ongoing observation, checklist of mastered skills and student work will be the data used after each assessment; monitored by the teacher and the reading coach</p>	<p>3B.1. Formative: Brigance Diagnostic Comprehensive Inventory of Basic Skills (Green) Summative: 2013 Florida Alternative Assessment</p>		



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<u>Reading Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>The results of the 2012 Reading FAA Test indicate that % of students making Learning Gains.</p> <p>Our goal for the 2013 school year is to increase level levels of students making Learning Gains by percentage points to</p>							
		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		
<p><b>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</b></p>	<p>4A.1. As noted on the administration of the 2012 FCAT Reading Test, the percent of students in the lowest 25% making learning gains decreased by -- percentage</p>	<p>4A.1. Increase the implementation of FCAT Explorer to 20 minutes, twice week during the Language Arts block. Students will utilize National Geographic for informational text practice. Enrollment of students in the Saturday Success Academy, focusing on individual students needs for students in the Lowest 25% and their most recent formative assessment results</p>	<p>4A.1. Principal, Assistant principal, Reading coaches</p>	<p>4A.1. Ongoing observation, checklist of mastered skills and student work will be the data used after each assessment; monitored by the teacher and the reading coach</p>	<p>4A.1. Formative: Reading Plus Class Progress Reports Summative: 2012 FCAT Assessment</p>		

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Reading Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>The results of the 2012 FCAT Reading Test indicate that 72% of students making Learning Gains.</i></p> <p><i>Our goal for the 2013 school year is to increase level levels of students making Learning Gains by percentage points to</i></p>							
	72%						
		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	
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b> <u>28</u>	<b>34</b>	<b>40</b>	<b>46</b>	<b>52</b>	<b>58</b>	<b>64</b>
<u>Reading Goal #5A:</u> <i>Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b>	5B.1. As noted on the administration of the 2012 FCAT Reading Test, the Black and Hispanic subgroups did not make satisfactory progress. Students need assistance in Reporting Category 1: Vocabulary	5B.1. Place students in appropriate interventions (Intensive Reading, Intensive Reading Plus) based on students' instructional needs. Students are enrolled in Reading Plus during their elective classes.	5B.1. RtL	5B.1. RtI Leadership Team will meet monthly to monitor student progress using the Language and Voyager data.	5B.1. Formative: FAIR, District, and School-site monthly assessments Summative: 2013 FCAT 2.0 Assessment, Reading Plus data		

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<u>Reading Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p><i>The results of the 2012 FCAT Reading Test indicate that % of the Black Subgroup made satisfactory progress in reading.</i></p> <p><i>Our goal for the 2013 school year is to increase the Black Subgroup making satisfactory progress in reading by percentage points to %.</i></p> <p><i>The results of the 2011-2012 FCAT Reading Test indicate that % of the Hispanic Subgroup made satisfactory progress in reading.</i></p> <p><i>Our goal for the 2012-2013 school year is to increase the Hispanic Subgroup making satisfactory progress in reading by percentage points to %.</i></p>							
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: 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		
<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<b>Reading Goal #5C:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
<u>Reading Goal #5D:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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		
<b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>	5E.1. As noted on the administration of the 2012 FCAT Reading Test, the Economically Disadvantaged subgroups did not make satisfactory progress in Reporting Category 2: Reading Application	5E.1. Place students in appropriate interventions, implement differentiated instruction based on students' instructional needs using FCAT 2.0 Task Cards and the Revised Reciprocal Teaching Strategies, and National Geographic	5E.1. Rtl Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using data from Language and Voyager Reading Curriculum.	5E.1. Ongoing observation, checklist of mastered skills and student work will be the data used after each assessment; monitored by the teacher and the reading coach	5E.1. Formative: FAIR, District, and School-site monthly assessments Summative: 2013 FCAT 2.0 Assessment		
<b>Reading Goal #5E:</b>  <i>The results of the 2012 FCAT Reading Test indicate that % of the Economically Disadvantaged Subgroup made satisfactory progress.</i>  <i>Our goal for the 2013 school year is to increase the ED Subgroup making satisfactory progress by percentage points to %.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

**Reading Professional Development**

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities <small>Please note that each strategy does not require a professional development or PLC activity.</small>						
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
Data Analysis and Best Practices  Lesson Study based on the most recent data from formative assessments  Response to Intervention (RtI)	6,7,8	Reading Coach		Tuesday, September 20, 2012	Agendas, sign-in sheets, handouts and follow-up student samples across all disciplines.	Assistant Principal
	6,7,8	Reading Coach	6-8 Teachers	Tuesday, October 18, 2012	Demonstration of research-lesson, Informal observations, classroom walkthroughs and	Administrators, Reading Coach
	6,7,8	Reading Coach	6-8 Teachers	Tuesday, December 6, 2012	Evidence of academic interventions, data analysis for progress monitoring	Principal, Assistant Principal(s), Administrators, Reading Coach

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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		Funding Source	Amount
Accelerated Reader	Classroom Libraries	Title 1	\$5000
National Geographic Extreme Explorer	Nonfiction Reading	Title	\$1500
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*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]).

<b>CELLA Goals</b>	<b>Problem-Solving Process to Increase Language Acquisition</b>					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>1. Students scoring proficient in listening/speaking.</b>	1.1. The area of deficiency as noted on the 2012 administration of the CELLA was simple, direct language.	1.1. Utilize the LEA (Language Experience Approach) .	1.1. ELL Department Chair Coaches Administrators	1.1. Ongoing observation, checklist of mastered skills and student work will be the data used after each assessment; monitored by the teacher and the reading coach	1.1. Formative: School wide Mini-assessments  District assessments Summative:  2013 FCAT 2.0 Assessment 2013 CELLA	
<b>CELLA Goal #1:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Percent of Students Proficient in Listening/Speaking:</b>					
	<i>Enter numerical data for current level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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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	
<b>2. Students scoring proficient in reading.</b>	2.1. The area of deficiency as noted on the 2012 administration of the CELLA was Vocabulary.	2.1. Utilize best practices and effective strategies (CRISS, Revised Reciprocal Teaching Strategies, Graphic Organizers, and FCAT 2.0 Task Cards) to enhance student's knowledge of affixes and root words. Implementation of Teen Biz, twice a week.	2.1. ELL Department Chair Coaches Administrators	2.1. Ongoing observation, checklist of mastered skills and student work will be the data used after each assessment; monitored by the teacher and the reading coach	2.1. Formative: School wide Mini-assessments  District assessments Summative:  2013 FCAT 2.0 Assessment 2013 CELLA	
<u>CELLA Goal #2:</u>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Percent of Students Proficient in Reading:</u>					
	<i>Enter numerical data for current level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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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	
<b>3. Students scoring proficient in writing.</b>	2.1. The area of deficiency as noted on the 2012 administration of the CELLA was Planning response to writing topic.	2.1.Utilize best practices such as personal journals and the stages of the writing process, and the use of the rubric.	2.1.ELL Chairperson Reading Coaches Administrative Team	2.1. Ongoing classroom assessments focusing on students' writing journals	2.1. Formative: School wide Mini-assessments  District assessments Summative:  2013 FCAT 2.0 Assessment 2013 CELLA	
<p><b>CELLA Goal #3:</b></p> <p><i>The results of the 2012 CELLA Writing category revealed that 0% of the 6th grade students were proficient.</i></p> <p><i>The results of the 2012 CELLA Writing category revealed that 44% of the 7th grade students were proficient.</i></p> <p><i>The results of the 2012 CELLA Writing category revealed that 9% of the 8th grade students were proficient.</i></p> <p><i>Our goal for 2013 CELLA is to increase in the above categories by percentage points.</i></p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					

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	<i>Enter numerical data for current level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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

*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]).

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

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<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Mathematics Goal #1B:</u>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		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		
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		
<b>Mathematics Goal #2A:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		



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<u>Mathematics Goal</u> <u>#2B:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b>	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.		
<b>Mathematics Goal #3A:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	59%						
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

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<u>Mathematics Goal</u> <u>#3B:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b>	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.		
<b>Mathematics Goal #4:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	70%						
		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	
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
<u>Mathematics Goal</u> <b>#5A:</b>  <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		



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

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<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
<b>Mathematics Goal #5D:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Mathematics Goal #5E:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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	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		
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>	1A.1. Students were unable to maintain high achievement levels.	1A.1. Utilize data to establish intervention, maintenance and enrichment groups.	1A.1. Leadership Team	Infuse explicit instruction (gradually release model), utilizing active learning strategies.	1A.1. Formative: Topic assessments, District Interim Summative: 2013 FCAT 2.0 Assessment		
<p><b>Mathematics Goal #1A:</b></p> <p><i>The results of the -2012 FCAT Mathematics Test indicate that % of students achieved level 3 proficiency.</i></p> <p><i>Our goal for the 2013 school year is to increase level 3 student proficiency by . percentage points to %.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>	1A.1. Students were unable to maintain high achievement levels.	1A.1. Utilize data to establish intervention, maintenance and enrichment groups.	1A.1. Leadership Team	Infuse explicit instruction (gradually release model), utilizing active learning strategies.	Formative: Monthly and Topical Assessment  Summative: 2013 FAA		
<b>Mathematics Goal #1B:</b> The results of the 2012 Florida Alternative Assessment Mathematics Test indicate that % of students achieved performance levels 4, 5 and 6.  Our goal for the 2013 school year is to increase performance level levels 4, 5, and 6 by percentage points to %	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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



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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p><b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b></p>	<p>1B.1. Student awareness of District Interim Assessments are less than adequate results.</p>	<p>1B.1. Establish a reward system where students who are at proficiency and/or have shown a measurable increase on assessments are recognized.</p>	<p>1B.1. Leadership Team</p>	<p>1B.1. Lesson Plans and Math Journals</p>	<p>1B.1. Formative: Topic assessments, District Interim</p>		

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<u>Mathematics Goal</u> <u>#2A:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
The results of the 2012 FCAT Mathematics Test indicate that % of students achieved levels 4 & 5 proficiency.  Our goal for the 2013 school year is to increase level levels 4 & 5 by percentage points to %							
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

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<p><b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b></p>	<p>1B.1. Student awareness of District Interim Assessments are less than adequate results.</p>	<p>1B.1. Establish a reward system where students who are at proficiency and/or have shown a measurable increase on assessments are recognized.</p>	<p>1B.1. Leadership Team</p>	<p>1B.1. Lesson Plans and Math Journals</p>	<p>Formative: Monthly and Topical Assessment  Summative: 2013 FAA</p>		
<p><u>Mathematics Goal #2B:</u>  <i>The results of the 2012 Florida Alternative Assessment Mathematics Test indicate that % of students achieved performance level 7.  Our goal for the 2013 school year is to increase performance level 7 by percentage points to %</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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		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		
<b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b>	3A.1. Students have difficulty retaining concepts and skills to be proficient.	3A.1. Monitor classroom/textbook curriculum. Utilize assessment data to establish intervention, maintenance and enrichment groups. Increase explicit instruction utilizing active learning strategies.	3A.1. Principal, Assistant Principal, Math Coach, Mathematics Department Chairperson	3A.1. Classroom walkthroughs and student data from benchmark assessments.	3A.1. Formative: Topic Assessment and District's Interim Assessment Summative: 2013 FCAT Assessment		
<p><b>Mathematics Goal #3A:</b></p> <p><i>The results of the 2011-2012 FCAT Mathematics Test indicate that % of students making Learning Gains.</i></p> <p><i>Our goal for the 2021-2013 school year is to increase level levels of students making Learning Gains by percentage points to %.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	

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		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>	3B.1. Students have difficulty retaining concepts and skills to be proficient.	3B.1. Monitor classroom/ textbook curriculum. Utilize assessment data to establish intervention, maintenance and enrichment groups. Increase explicit instruction utilizing active learning strategies	3B.1. Principal, Assistant Principal, Math Coach, Mathematics Department Chairperson	3B.1. Classroom walkthroughs and student data from benchmark assessments	3B.1. Formative: Monthly and Topical Assessment  Summative: 2013 FAA		
<b>Mathematics Goal #3B:</b>  <i>The results of the 2012 Florida Alternative Assessment Mathematics Test indicate that % of students made Learning Gains .</i>  <i>Our goal for the 2013 school year is to increase the number of students making Learning Gains by percentage points to %</i>	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
	59						
		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		
<b>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b>	4A.1. Grade level students lack the prerequisite skills.	4A.1. Utilize assessment data to establish intervention, maintenance, and enrichment of target groups.	4A.1. . Principal, Assistant Principal, Math Coach, Mathematics Department Chairperson	4A.1. Classroom walkthroughs and student data from benchmark assessments	4A.1. Formative: Topic Assessment and District's Interim Assessment Summative: 2013 FCAT Assessment		
<b>Mathematics Goal #4:</b> <i>The results of the 2012 FCAT Mathematics Test indicate that % of students in the Lowest 25% made Learning Gains..</i>  <i>Our goal for the -2013 school year is to increase level levels of students in the Lowest 25% making Learning Gains by percentage points to %.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	70%						
		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	
<b>5A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b> 26	32	38	45	51	57	63
<u>Mathematics Goal #5A:</u> <i>Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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<u>Mathematics Goal</u> <u>#5B:</u>	<u>2012 Current Level of</u> <u>Performance:*</u>	<u>2013 Expected Level of</u> <u>Performance:*</u>				
<p><i>The results of the 2012 FCAT Mathematics Test indicate that % of students did not make satisfactory progress.</i></p> <p><i>Our goal for the 2013 school year is to increase the subgroup making satisfactory progress by percentage points to %.</i></p>						
	<p><i>Enter numerical data for current level of performance in this box.</i></p> <p>White: Black: Hispanic: Asian: American Indian:</p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p> <p>White: Black: Hispanic: Asian: American Indian:</p>				
		5B.2.	5B.2.	5B.2.	5B.2.	
		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		
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Mathematics Goal #5C:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b></p>	<p>5D.1. Implementation of differentiated instruction geared toward the needs and learning styles of the student.</p>	<p>5D.1. Provide ongoing training on differentiated instruction and implementation strategies to address various student needs.</p>	<p>5D.1. Principal, Assistant Principal, Math Coach, Mathematics Department Chairperson</p>	<p>5D.1. Review lesson plans for evidence of differentiated instruction.</p>	<p>5D.1. Formative: Topic Assessment and District's Interim Assessment Summative: 2013 FCAT Assessment</p>		
<p><u>Mathematics Goal #5D:</u>  <i>The results of the 2012 FCAT Mathematics Test indicate that % of Students with Disabilities did not make satisfactory progress.</i>  <i>Our goal for the 2013 school year is to increase Students with Disabilities making satisfactory progress by percentage points to %.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	
		<p>5D.3.</p>	<p>5D.3.</p>	<p>5D.3.</p>	<p>5D.3.</p>	<p>5D.3.</p>	



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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>	5E.1. Students have limited literacy in Mathematics.	5E.1. Provide students the opportunity to develop meaning of mathematics concepts through direct and systematic vocabulary instruction.	5E.1. Principal, Assistant Principal, Math Coach, Mathematics Department Chairperson	5E.1. Classroom walkthroughs and student data from benchmark assessments	5E.1. Formative: Topic Assessment and District's Interim Assessment Summative: 2013 FCAT Assessment		
<p><b>Mathematics Goal #5E:</b></p> <p><i>The results of the-2012 FCAT Mathematics Economically Disadvantaged students that did not make satisfactory progress.</i></p> <p><i>Our goal for the 2013 school year is to increase Students with Disabilities making satisfactory progress by percentage points to %.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	

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		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	
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*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	Mathemat	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			
<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>	1.1.	1.1.	1.1.	1.1.	1.1.			
<b>Mathematics Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>						
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>						
		1.2.	1.2.	1.2.	1.2.			1.2.
		1.3.	1.3.	1.3.	1.3.			1.3.

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

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

<b>Algebra 1 EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><b>1. Students scoring at Achievement Level 3 in Algebra 1.</b></p>	<p>1.1. According to the Results of the 2012 Algebra EOC, the area of greatest difficulty was Reporting Category 3, Rationals, Radicals, Quadratics, and Discrete Math</p>	<p>1.1 Provide additional practice in solving graphing quadratic equations using technology and involving real world problems. Use journal writing to identify and reinforce learned concepts to eliminate misconceptions.</p>	<p>1.1. Administration, Math Coach</p>	<p>1.1. Results of Topic assessments will be discussed during Department meetings to ensure progress and adjust curriculum focus as necessary.</p> <p>District Interim data will be discussed at faculty meetings and EESAC monthly meetings. Adjustments will be made as needed.</p>	<p>1.1. Formative: Topic Assessment and District's Interim Assessment Summative: 2013 Algebra EOC</p>		
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<p><b>Algebra 1 Goal #1:</b></p> <p><i>The results of the Algebra EOC indicate that % of students scored in the upper third(levels 3-5)</i></p> <p><i>Our goal for the 2012-13 EOC is to increase the number of students scoring in Levels 3-5 by percentage points to .</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
<p>Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:</p>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</b></p>	<p>2.1. Students have limited writing strategies to enhance mathematical instructions.</p>	<p>2.1. Provide students the opportunity to reflect and discuss current topics through writing and mathematical discourse.</p>	<p>2.1. Administration, Math Coach</p>	<p>2.1. Results of Topic assessments will be discussed during Department meetings to ensure progress and adjust curriculum focus as necessary.  District Interim data will be discussed at faculty meetings and EESAC monthly meetings. Adjustments will be made as needed.</p>	<p>2.1. Formative: Topic Assessment and District's Interim Assessment Summative: 2013 Algebra EOC</p>		
<p><u>Algebra Goal #2:</u>  <i>The results of the Algebra EOC indicate that % of students scored at or above Achievement Levels 4 and 5.</i>  <i>Our goal for the 2012-13 EOC is to increase the number of students scoring at or above Levels 4 and 5 by percentage points to .</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	

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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	
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
<u>Algebra 1 Goal #3A:</u>  <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.</b></p>	<p>3B.1.Students have difficulty with vocabulary White: Black: Hispanic: Asian: American Indian:</p>	<p>3B.1.Provide students the opportunity to utilize manipulatives and technology that would increase student comprehension in vocabulary used in mathematics.</p>	<p>3B.1. Administration, Math Coach</p>	<p>3b.1. Results of biweekly assessments will be discussed during Department meetings to ensure progress and adjust curriculum focus as necessary.  District Interim data will be discussed at faculty meetings and EESAC monthly meetings. Adjustments will be made as needed.</p>	<p>3b.1. Formative: Monthly Assessment and District’s Interim Assessment Summative: 2013 Algebra EOC</p>		
<p><u>Algebra 1 Goal #3B:</u>  <i>The results of the 2012 Algebra EOC indicate that % of students in the subgroup did not make satisfactory progress.</i>  <i>Our goal for the 2013 EOC is to increase the number of students in the subgroup that make satisfactory progress by percentage points.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>	<p><i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>					
		<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	

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		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	
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**August 2012**  
**Rule 6A-1.099811**  
**Revised April 29, 2011**

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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		
<p><b>3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.</b></p>	<p>3C.1. Students have limited vocabulary and understanding of mathematical literacy.</p>	<p>3C.1. Increase student interaction and practice during class. Develop clear expectations on note taking strategies and maintenance/monitoring of the student learning journal.</p>	<p>3c.1 Administrators and Department Chair.</p>	<p>3c.1. Results of Topic assessments will be discussed during Department meetings to ensure progress and adjust curriculum focus as necessary. Classroom observations District Interim data will be discussed at faculty meetings and EESAC monthly meetings. Adjustments will be made as needed.</p>	<p>3c.1. Formative: Topic Assessment and District's Interim Assessment Summative: 2013 Algebra EOC</p>		
<p><u>Algebra 1 Goal #3C:</u>  <i>The results of the 2012 Algebra EOC indicate that % of students in the ELL subgroup did not make satisfactory progress.</i>  <i>Our goal for the 2013 EOC is to increase the number of students in the ELL subgroup that make satisfactory progress by percentage points.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					



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		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.</b>	3D.1. Students have limited vocabulary and understanding of mathematical literacy.	3D.1. Increase student interaction and practice during class. Develop clear expectations on note taking strategies and maintenance/monitoring of the student learning journal.	3d.1 Administrators and Department Chair.	3d.1. Results of Topic assessments will be discussed during Department meetings to ensure progress and adjust curriculum focus as necessary. Classroom observations District Interim data will be discussed at faculty meetings and EESAC monthly meetings. Adjustments will be made as needed.	3d.1. Formative: Topic Assessment and District's Interim Assessment Summative: 2013 Algebra EOC		

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Algebra 1 Goal #3D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>The results of the 2012 Algebra EOC indicate that % of students with disabilities subgroup did not make satisfactory progress.</i></p> <p><i>Our goal for the 2013 EOC is to increase the number of students with disabilities subgroup that make satisfactory progress by percentage points.</i></p>							
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.</b>	3e.1. Students have limited vocabulary and understanding of mathematical literacy.	3De1. Increase student interaction and practice during class. Develop clear expectations on note taking strategies and maintenance/monitoring of the student learning journal.	3e.1 Administrators and Department Chair.	3e.1. Results of Topic assessments will be discussed during Department meetings to ensure progress and adjust curriculum focus as necessary. Classroom observations District Interim data will be discussed at faculty meetings and EESAC monthly meetings. Adjustments will be made as needed.	3e.1. Formative: Topic Assessment and District's Interim Assessment Summative: 2013 Algebra EOC		
<p><u>Algebra 1 Goal #3E:</u></p> <p><i>The results of the 2012 Algebra EOC indicate that % of students in the SWD subgroup did not make satisfactory progress.</i></p> <p><i>Our goal for the 2013 EOC is to increase the number of students in the SWD subgroup that make satisfactory progress by percentage points.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

*End of Algebra 1 EOC Goals*

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

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

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

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

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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		
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2011-2012</b>						
<u>Geometry Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</b>	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		



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

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

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**Revised April 29, 2011**

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

*End of Geometry EOC Goals*

**Mathematics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional</b>						
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<b>Learning Community (PLC) or PD Activities</b> Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Project-Based learning	6-8	Math Coach	Advanced Math Teachers	October 28	Observations	Principal, Assistant Principal, Math Coach, Mathematics Department Chairperson
Guided Inquiry	6-8	Math Coach	Math and Science Teachers	October 28	Lesson Study & Observations	Principal, Assistant Principal, Math Coach, Mathematics Department Chairperson
Making connections to real-world experiences	6-8	Math Coach	All Math Teachers	September 29	Observations and monthly discussion of objectives and connections.	Principal, Assistant Principal, Math Coach, Mathematics Department Chairperson

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			0
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*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]).

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

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<p><b>1A. FCAT 2.0:</b>  <b>Students scoring at Achievement Level 3 in science.</b></p>	<p>1a.1.  The results of the 2012 FCAT science indicates that students had difficulties with the Nature of Science</p>	<p>1a.1.  Provide classroom and afterschool opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it relates to Physical Science, Earth and Space Science, Life Science(i.e. Science Fair and SECME</p>	<p>1a.1  Administration  Science Coach</p>	<p>1a.1.  Science Coach and Administration will review Edusoft data from Topic Assessments and monitor Science Interactive Notebooks to redirect and reinforce instruction.</p>	<p>1a.1  Formative: Topic assessments, District Interims   Summative: 2013 FCAT 2.0 Assessment</p>		
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<u>Science Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p><i>The results of the 2012 FCAT 2.0 Science Test indicate that 38% of students achieved performance level 3</i></p> <p><i>Our goal for the 2012-2013 school year is to increase performance level levels 3 by 6 percentage points to 44 %</i></p>							
	38%	44%					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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<p><b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b></p>	<p>1b.1. The results of the 2012 FAA science indicates that students had difficulties with Nature of Science.</p>	<p>1b.1. Train teachers to effectively implement NGSS Access Points Provide explicit instruction and increased exposure to hands-on activities where students can manipulate and explore actions and outcomes.</p>	<p>1b.1 Administration, SPED Department Chairperson, Science Coach</p>	<p>ba.1. SPED Department Chairperson and Science Coach will review Edusoft data from Topic Assessments to redirect and reinforce instruction.</p>	<p>ba.1 Formative: monthly assessments, Summative: 2013 FAA Assessment</p>		
<p><b>Science Goal #1B:</b></p> <p><i>The results of the 2012 Florida Alternative Assessment Science Test indicate that % of students achieved performance level 4,5,6.</i></p> <p><i>Our goal for the 2012-2013 school year is to increase performance level levels 4, 5, 6 by percentage points to %</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	22%	26%					
		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		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<p>2A. <b>FCAT 2.0:</b> Students scoring at or above Achievement Levels 4 and 5 in science.</p>	<p>2a.1. The results of the 2012 FCAT science indicates that students had difficulties Nature of Science</p>	<p>21a.1. Embed the FAIR Game benchmarks within the Comprehensive Science 3 and Physical Science Honors curriculum utilizing the 6<sup>th</sup> and 7<sup>th</sup> grade Pacing Guides.  Conduct weekly-required laboratory hands-on activities using inquiry-based thinking skills for all science classes as set by the district and ensure that that lab reports are completed for all hands-on/lab activities</p>	<p>2a.1 Administrators, Science Coach</p>	<p>2a.1. Science Coach and Administration will review Edusoft data from Topic Assessments to redirect and reinforce instruction.</p>	<p>2a.1. The results of the 2012 FCAT science indicates that students had difficulties Nature of Science</p>		
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		with well written conclusions.  Incorporate the use of technology such as interactive white boards and other computer based programs which simulate science concepts to promote the use of higher order questioning.					
<b>Science Goal #2A:</b>  <i>The results of the 2012 FCAT 2.0 Science Test indicate that 14 % of students achieved performance level 4and5</i>  <i>Our goal for the 2012-2013 school year is to increase performance level levels 4and 5 by 6 percentage points to 20 %</i>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	41%						

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		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>	2b.1. The results of the 2012 FAA science indicates that students had difficulties with the Nature of Science	2b.1. Provide skill based individualized instruction in a small group setting.	2b.1 Administrators, Science Coach	2b.1. Science Coach and Administration will review Edusoft data from Topic Assessments to redirect and reinforce instruction.	2b.1 Formative: monthly assessment  Summative: 2013 FAA Assessment		

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<u>Science Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p><i>The results of the 2012 Florida Alternative Assessment Science Test indicate that % of students achieved performance level 4,5,6.</i></p> <p><i>Our goal for the 2012-2013 school year is to increase performance level levels 4, 5, 6 by percentage points to</i></p>							
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

*End of Elementary and Middle School Science Goals*

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**Florida Alternate Assessment High School Science Goals**

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

<b>High School Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<b>Science Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

*End of Florida Alternate Assessment High School Science Goals*

**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]).

<b>Biology 1 EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievem</b>						

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

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<b>Biology 1 Goal #2:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
5E model	6,7,8	Science Coach	All Science Teachers	September 17, 2012	Lab Reports	Principal, Assistant Principal, Science Coach
Unwrapping Next Generation SSS	6,7,8	Science Coach	All Science Teachers	September 26, 2012	Lesson Plan	Principal, Assistant Principal, Science Coach
5E model	6,7,8	Science Coach	All Science Teachers	September 17 & 26, 2012	Lab Reports	Principal, Assistant Principal, Science Coach

**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

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

*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]).

<b>Writing Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>	1A.1. Based on the pretest data, students have limited background knowledge of conventions, logical and plausible details to adequately address the prompt.	1A.1. . Continue with explicit instruction (group students according to the results of the pretest), conference with each student based on need, review writing samples to have students identify sentence structure and punctuation.	1A.1. Principal, Assistant principal(s), Reading Coaches	1A.1. Ongoing observation, checklist of mastered skills and student work will be the data used after each assessment; monitored by the teacher and the reading coach	1A.1. Formative: Monthly Writing Assessments Measurement Inc.  Summative: 2013 FCAT Writing Assessment		

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<p><b>Writing Goal #1A:</b></p> <p><i>The results of the 2012 FCAT Writing Test indicate that 77% of students achieved level 3 and higher.</i></p> <p><i>Our goal for the - 2013 school year is to maintain % of students scoring 3 and above</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	77%	79%					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
<p><b>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b></p>	<p>1B.1. Students need more practice with visual choices as presented on the FAA.</p>	<p>1B.1. Utilize picture cards to create sentences and paragraphs on a given topic.</p>	<p>1B.1. Principal, Assistant principal(s),</p>	<p>1B.1. Ongoing observation, checklist of mastered skills and student work will be the data used after each assessment; monitored by the teacher and the reading coach</p>	<p>1B.1. Formative: Monthly Writing Assessments Measurement Inc.</p> <p>Summative: 2013 FAA Writing Assessment</p>		

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<p><u>Writing Goal #1B:</u>   <i>2012 FAA Writing Test indicate that 77% of students achieved level 4 and higher.</i>   <i>Our goal for the 2013 school year is to maintain % of students scoring 4 and above</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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**Writing Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Creative Writing Strategies	Grades 6-8	Coach	Writing Teachers	Thursday, September 15, 2012	Writing Folders, Classroom Observation Logs, Lesson Plans	Literacy Team
How To Attack the Prompt	Grades 6-8	Coach	Writing Teachers	Thursday, October 13, 2012	Monthly Prompts, Classroom Observation Logs, Writing Folders, Lesson Plans	Literacy Team
Persuasive Writing Techniques	Grades 6-8	Coach	Writing Teachers	Thursday, November 10, 2012	Classroom Observation Logs, Writing Folders, Lesson Plans	Literacy Team

**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
PowerED Writing Curriculum	Resource for teaching the writing process; creative writing strategies	Basic Instruction	\$1500
<b>Subtotal:</b>			

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

*End of Writing Goals*

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

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

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

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

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<p><b>1. Students scoring at Achievement Level 3 in Civics.</b></p>	<p>1.1. Based on the Baseline data, students have limited background knowledge of</p>	<p>1.1 Emphasize problem solving and inquiry-based learning with emphasis on democratic principles and public policy.</p>	<p>1.1 Administration and Dept Chari.</p>	<p>1.1. Dept Chair will review Edusoft data from Topic Assessments to redirect and reinforce instruction.</p>	<p>1.1 . Formative: monthly assessments, District Interim  Summative: 2013 FCAT 2.0 Assessment</p>		
<p><b>Civics_Goal #1:</b>  <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</b>	2.1. Based on the Baseline data, students have limited background knowledge of	2.1.	2.1.	2.1.	2.1.		
<u>Civics Goal #2:</u> Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	0%	19%					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	



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**Civics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Inquiry-based learning	Grade 6	Coach	Civics Teachers	Thursday, September 15, 2012	Student folders Classroom observation logs Lesson Plans	Administrative Team
Democratic Principals	Grade 6	Coach	Civics teachers	Thursday, October 13, 2012	Student Prompts Classroom observation log Writing Folders Lesson Plans	Administrative Team
Inquiry-based learning	Grade 6	Coach	Civics Teachers	Thursday, November 10, 2012	Student folders Classroom observation logs Lesson Plans	Administrative Team

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

Include only school-based funded activities/materials and exclude district			
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funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Project Citizen program	Promotes competent and responsible in local and state government through a 5 step process	Title 1	Pending proposal
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*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]).

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

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

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**U.S. History Professional Development**

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

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

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

*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]).

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

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<p><b>1. Attendance</b></p>	<p>1.1. The majority of students travel via bus or car significant distances to get to school. A number of students have health issues/concerns that impact attendance. Students that come late to school</p>	<p>1.1. Maintain a clean environment throughout the school. Teach and emulate healthy choices and prevention strategies. Provide counseling to students with excessive tardies and handle on an individual basis</p>	<p>1.1. Administrators</p>	<p>1.1. Administrators will monitor school's environment and ascertain health education and health prevention strategies are implemented throughout the school. Monitoring of tardies</p>	<p>1.1. Attendance rosters.</p>		
<p><u>Attendance Goal #1:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p><i>Enter numerical data for current attendance rate in this box.</i></p>	<p><i>Enter numerical data for expected attendance rate in this box.</i></p>					



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	<u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Absences</u> <u>(10 or more)</u>	<u>2013 Expected</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Absences</u> <u>(10 or more)</u>					
	<i>Enter numerical data for current number of absences in this box.</i>	<i>Enter numerical data for expected number of absences in this box.</i>					
	<u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Tardies (10 or</u> <u>more)</u>	<u>2013 Expected</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Tardies (10 or</u> <u>more)</u>					
	<i>Enter numerical data for current number of students tardy in this box.</i>	<i>Enter numerical data for expected number of students tardy in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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**Attendance Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance	Grades 6 - 8 /Attendance	Assistant Principal	SCSJ teacher, counselors, and social worker	Meet on Early Release Days	An Attendance Review Committee Plan will be developed during the PD. An Assistant Principal will monitor the implementation of this program by SCSJ teacher, social worker, and counselors.	Assistant Principal
Attendance	Grades 6 - 8 /Attendance	Assistant Principal	SCSJ teacher, counselors, and social worker	Meet on Early Release Days	An Attendance Review Committee Plan will be developed during the PD. An Assistant Principal will monitor the implementation of this program by SCSJ teacher, social worker, and counselors.	Assistant Principal
Attendance	Grades 6 - 8 /Attendance	Assistant Principal	SCSJ teacher, counselors, and social worker	Meet on Early Release Days	An Attendance Review Committee Plan will be developed during the PD. An Assistant Principal will monitor the implementation of this program by SCSJ teacher, social worker, and counselors.	Assistant Principal

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

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

*End of Attendance Goals*

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**Suspension Goal(s)**

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

<b>Suspension Goal(s)</b>	<b>Problem-solving Process to Decrease Suspension</b>						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Suspension</b>	1.1. Students are unfamiliar with the Student Code of Conduct.	1.1. The school's Guidance Counselors will provide students with an overview of the Student Code of Conduct.	1.1. Assistant Principal and Guidance Counselor	1.1. Monitor Guidance Counselor's log for evidence that students have received an overview of the Student Code of Conduct. Monitor Monthly Suspension Report for evidence of decrease in number of students who have been placed on outdoor suspension.	1.1. Monthly Suspension Report		
Suspension Goal #1:	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	<i>Enter numerical data for current number of in-school suspensions</i>	<i>Enter numerical data for expected number of in-school suspensions</i>					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					

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	<i>Enter numerical data for current number of students suspended in-school</i>	<i>Enter numerical data for expected number of students suspended in-school</i>					
	<b>2012 Total Number of Out-of-School Suspensions</b>	<b>2013 Expected Number of Out-of-School Suspensions</b>					
	<i>Enter numerical data for current number of students suspended out-of-school</i>	<i>Enter numerical data for expected number of students suspended out-of-school</i>					
	<b>2012 Total Number of Students Suspended Out-of-School</b>	<b>2013 Expected Number of Students Suspended Out-of-School</b>					
	<i>Enter numerical data for current number of students suspended out-of-school</i>	<i>Enter numerical data for expected number of students suspended out-of-school</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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**Suspension Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The Student Code of Conduct	Grades 6 – 8	Guidance Counselors	School Wide	Opening of Schools 2012	Review Guidance Counselor's Log to determine that students have been given an overview on the Student Code of Conduct	Assistant Principal

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

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

*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)).

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



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	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Dropout Prevention Professional Development**

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

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

*End of Dropout Prevention Goal(s)*

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**Parent Involvement Goal(s)**

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

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

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

<b>Parent Involvement Goal(s)</b>	<b>Problem-solving Process to Parent Involvement</b>						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Parent Involvement</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Parent Involvement Goal #1:</u>  <i>Enter narrative for the goal in this box.</i>  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	<u>2012 Current Level of Parent Involvement:*</u>  <i>Enter numerical data for current level of parent involvement in this box.</i>	<u>2013 Expected Level of Parent Involvement:*</u>  <i>Enter numerical data for expected level of parent involvement in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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**Parent Involvement Professional Development**

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

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**Parent Involvement Budget**

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

*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
<b>STEM Goal #1:</b> <i>Increase the number of students participating in SECME and the science fair..</i>	1.1. Not enough students are interested in participating in SECME or science fair.	1.1. During orientation discuss the STEM options.	1.1. Administration and Dept Chair	1.1. Monitor and increase the students that are enrolled in STEM classes, monitor progress and rigor.	1.1 Formative: monthly assessments, District Interim  Summative: 2013 FCAT 2.0 Assessment
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**STEM Professional Development**

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

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Please note that each Strategy does not require a professional development or PLC activity.						
PD Content / Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM content	6,7,8	Science Coach	All Science Teachers	Once a month during Tuesday department meetings	Lab Reports	Principal, Assistant Principal, Science Coach

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

*End of STEM Goal(s)*



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

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

**CTE Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> <small>Please note that each Strategy does not require a</small>						
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professional development or PLC activity.						
PD Content / Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (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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**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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*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)).

<b>Additional Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Additional Goal</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<b>Additional Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<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.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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**Additional Goals Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Additional Goal(s)*

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

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

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<b>Grand Total:</b>
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**Differentiated Accountability**

**School-level Differentiated Accountability (DA) Compliance**

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

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

Are you reward school? Yes No

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

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

**School Advisory Council (SAC)**

*SAC Membership Compliance*

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

Yes  No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.

Describe the projected use of SAC funds.	Amount
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