

Florida Department of Education



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

Proposed for 2012-2013

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

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

| | |
|--|-------------------------------------|
| School Name: Dr. John Long Middle School | District Name: Pasco County Schools |
| Principal: Christine E. Wolff | Superintendent: Heather Fiorentino |
| SAC Chair: Rhonda Shaw | Date of School Board Approval: |

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

| Position | Name | Degree(s)/ Certification(s) | Number of Years at Current School | Number of Years as an Administrator | Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year) |
|-----------|-----------------|---|-----------------------------------|-------------------------------------|---|
| Principal | Christine Wolff | Varying Exceptionalities K-12, Educational Leadership | 2 | 12 | Middle School Principal for five years: 2007/2008= B, 2008/2009= A, 2009/2010= B, 2010/2011= A, 2011/2012= A |

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

| | | | | | |
|---------------------|--------------|--|---|---|---|
| Assistant Principal | Jill Briscoe | B.S. Business M.B.A. Management, M. Ed. Educational Leadership. Certification Areas: Math 5-9 and Educational Leadership | 6 | 9 | Opened a new middle school in 2006 as an assistant principal. The school has been an A school for the past 6 years. |
| Assistant Principal | Deb Collin | B.S. M.S. | 6 | 1 | Staff member at JLMS for 6 years. Each year school was an A. First year as an administrator 2011/2012= A. |
| Assistant Principal | Myra Croft | | 1 | | |

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

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 | Christine Schimpf | | 1 | | |
| | | | | | |
| | | | | | |

Highly Effective Teachers

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

| Description of Strategy | Person Responsible | Projected Completion Date |
|-------------------------|--------------------|---------------------------|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |

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

Non-Highly Effective Instructors

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

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

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

Staff Demographics

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

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

| Total Number of Instructional Staff | % of First-Year Teachers | % of Teachers with 1-5 Years of Experience | % of Teachers with 6-14 Years of Experience | % of Teachers with 15+ Years of Experience | % of Teachers with Advanced Degrees | % Highly Effective Teachers | % Reading Endorsed Teachers | % National Board Certified Teachers | % ESOL Endorsed Teachers |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|
| 97 | 5% { 5 out of 97} | 19% { 18 out of 97} | 46% { 45 out of 97} | 30% { 29 out of 97} | 41% {40 out of 97} | | 23% {23 out of 97} | 5% {5 out of 97} | 64% { 62 out of 97} |

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 |
|--------------|-----------------|------------------------------|--|
| Art Hellbaum | John Van Vleck | Same subject- Science | Joint lesson planning, coaching, observations, orienting to school culture |
| Chris Loth | Theresa Lavo | Same subject- Social Studies | Joint lesson planning, coaching, observations, orienting to school culture |

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

| | | | |
|-----------------------------|-------------------|---|--|
| Christina Hail | Jennifer Norris | Same subject- Language Arts | Joint lesson planning, coaching, observations, orienting to school culture |
| Carolyn Niemeyer | Rosanna Sarmiento | Same subject- ESE | Joint lesson planning, coaching, observations, orienting to school culture |
| Laura Meshbesher {District} | Christine Nigro | Same subject- Speech Language Pathologist | Joint lesson planning, coaching, observations, orienting to school culture |
| | | | |

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

Additional Requirements

Coordination and Integration-Title I Schools Only

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

| |
|---|
| Title I, Part A |
| Title I, Part C- Migrant |
| Title I, Part D |
| Title II |
| Title III |
| Title X- Homeless |
| Supplemental Academic Instruction (SAI) |
| Violence Prevention Programs |
| Nutrition Programs |
| Housing Programs |
| Head Start |
| Adult Education |
| Career and Technical Education |
| Job Training |
| Other |

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

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

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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Christine Wolff- Principal
Deb Collin – Assistant Principal
Marti dePrimo – Reading Teacher
Michele Fisher- Reading Teacher
Jennifer Gregory- Math Teacher
Becky Jenkins- Social Studies Teacher
Beth Klesius- SSAP Teacher
Christina Prince- Guidance Counselor
Diana Lister- Math Teacher
Ashleigh Maltby- Guidance Counselor
Jessica Metzler- Guidance Counselor
Carolyn Niemeyer- VE Teacher
Ginger Nucamendi- Science Teacher
Stacey Smith- Reading Teacher
Val Wilkerson- Language Arts Teacher
Christine Nigro- Speech Language Pathologist
Nesya Bliss- Science Teacher
Jay Frenchko- Science Teacher
Josh Arnold- Social Studies Teacher
Carolyn Silcott- Math Teacher
Bill Crawford- Science Teacher
Theresa Lavo- Social Studies Teacher
Nina Wolf- Science Teacher
Jessie Louis- Science Teacher

Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The RtI Team will meet monthly throughout the school year in an effort to identify and support the infusion of the PS/RtI processes at the school. Recent articles and a book study will be completed by the committee that will continue to place a strong emphasis on academic interventions for students. Findings will be presented to the entire faculty throughout the school year. The PS/RtI team will work closely with all 6th, 7th, and 8th grade teachers to identify students in need of Tier Two and Tier Three Supports. The PS/RtI team will also work with teams to strengthen our common core.

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? Several members of the school based RtI Team also served on the SIP Data Analysis Team that convened over the summer. After examining student achievement, attendance, and discipline data, the Data Analysis Team worked through guiding questions in the SIP Template; including identifying barriers to stated goals. The SIP Data Analysis Team members will serve on Leadership Team during the school year. The Leadership Team is the primary stakeholder group that will monitor the implementation of the SIP during the school year.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Teachers, administrative and student services support staff will utilize Pasco Star , TERMS, and Student Database Systems for student achievement, attendance, and discipline data. Additionally, a dedicated RtI database {Student Database Systems} will be used by teams of teachers to help identify students in need of assistance. All academic teams will attend bi-weekly data meetings. Teams will incorporate the PS/RtI identification rubric {early warning system} into their scheduled meetings.

Describe the plan to train staff on MTSS.
The school-based RtI Leadership Team/Committee will meet with all teams and teachers during planning week to introduce the early warning system. The tem will use this to identify struggling students early in the year. Members of the PS/RtI Leadership Team/Committee along with all team leaders will do a presentation/training for the entire faculty during the school year. The committee will train teachers on how to collect and show data.

Describe the plan to support MTSS.
Administration will support RtI through our RtI Leadership Team/Committee and through our Grade Level Content meetings. Committee meetings will occur once a month and GLCs will meet twice a month. Administration will work with each grade level team to identify additional supports that teams and teachers can offer students in the classroom. If these additional supports are not enough then the Student Support and Assistance Teacher will intervene and work with the child and team on additional supports for success. We will also implement for 15 minutes each morning Student Success Time {SST}.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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

Christine Wolff- Principal
Danielle Allison- Language Arts Teacher
Sarah Broz- Language Arts Teacher
Sharon Cypriano- Language Arts Teacher
Thaisha Geiger- Language Arts Teacher
Christina Hail- Language Arts Teacher
Suzanne Kleim- Media Specialist
Joseph Messina- Reading Teacher
Jennifer Norris- Language Arts Teacher
Camille Watkins- Language Arts Teacher
Val Wilkerson- Language Arts Teacher
Toni Lazzaro- Language Arts Teacher
Carrie Frump- Reading Teacher
Joanne Nardi- Reading Teacher
Rory McLeod- Language Arts Teacher
Leslie Graber- Math Teacher
Lisa Grey- Math Teacher
Katherine Rickfelder- Math Teacher

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

The Lead Literacy Team will hold monthly meetings; all dates have been scheduled for the 2012/2013 school year. The members of the Lead Literacy Team serve as Literacy Leaders for the school. Their primary functions include designing and implementing a literacy action plan, supporting teachers to improve literacy instruction, using walkthrough data to make decisions, and building leadership capacity. The team examines literacy interventions across content areas in an effort to sustain school wide literacy development. Finally, the Lead Literacy Team works to enhance the literacy culture of the school by involving parents and the entire school community in an annual literacy event.

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

The Lead Literacy Team will focus on the integration of literacy strategies across all content areas. It will lead the Community Literacy Event.

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.

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

****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?

Literacy continues to be the foundation for all learning at JLMS. All faculty participate in job embedded literacy staff development on a monthly basis. The Walk Through tool used by administration to observe and evaluate staff includes ample evidence of effective literacy/reading strategies. All instructional staff are observed and evaluated with the same tool. Additionally, all instructional staff will participate in Grade Level Content meetings that require them to identify their non-proficient students and cite strategies they will use in the classroom to support reading development.

****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?

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](#).

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

| Reading Goals | Problem-Solving Process to Increase Student Achievement | | | | | | |
|--|--|---|---|---|-------------------------------|--|--|
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| 1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading. | 1A.1. Finding non-fiction and informational complex text. | 1A.1. Increase the use of informational and non-fiction complex text by 20% on a weekly basis. | 1A.1. Teachers and GLC Facilitators | 1A.1. Support through GLC meetings | 1A.1. FCAT Reading Results | | |
| Reading Goal #1A: <i>The percentage of students scoring a Level 3 or above on FCAT 2.0 will increase from 72% to 75% according to the Florida School Report.</i> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | 72% {1,114 students} | 75%{1,160 students} | | | | | |

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

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

| | | | | | | | |
|---|---|--|---|--|---|---|--|
| | | 1A.2. Time constraints for conferencing with each student. | 1A.2. Teachers will conference individually with students on Reading FCAT Scores and strands from the previous year. Students will track their own progress by using a data sheet. | 1A.2. Teachers, GLC Facilitators, and LA Department Head. | 1A.2. Share tracking sheets with GLC Meetings. | 1A.2. Check-ins with teachers following a timeline. | |
| | | 1A.3. Teacher follow-through. | 1A.3. Students will be assessed mid-year through Florida Achieves. | 1A.3. Teacher, GLC Facilitators, and Department Head | 1A.3. Analysis through GLC Meetings | 1A.3. FCAT Reading Results and Florida Achieves Results. | |
| 1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. | 1B.1. Student cognitive reading ability. Student mobility skills associated with communication. Students lack of vocabulary. | 1B.1. Teacher will increase reading time daily in the classroom incorporating individual skills associated with IEP reading goals. Students will increase vocabulary by using pictures, verbal, and communication tools focused on increased vocabulary words. | 1B.1. Classroom Teacher Instructional Aid Speech and Language Pathologist | 1B.1. Increase vocabulary during reading time. Increase daily living skills vocabulary. | 1B.1. Increase reading scores on assessments in the classroom. Increased level of performance on the Florida Alternative Assessment. | | |
| <u>Reading Goal #1B:</u> JLMS has one IND unit with 10 students. The classroom has a strong focus on Life Skills and transitioning to high school. | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | 80% {8 out of 10 students} | 90% {9 out of 10 students} | | | | | |
| | | 1B.2. | 1B.2. | 1B.2. | 1B.2. | 1B.2. | |

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

| | | | | | | | |
|--|--|-------|-------|-------|-------|-------|--|
| | | 1B.3. | 1B.3. | 1B.3. | 1B.3. | 1B.3. | |
|--|--|-------|-------|-------|-------|-------|--|

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
|---|---|--|---|---|---|--|--|
| 2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading. | 2A.1. Using provided curriculum and follow curriculum timetable. | 2A.1. 6 th and 7 th students will be provided with a differentiated instruction. 8 th grade advanced Language Arts students will participate in an enriched curriculum. | 2A.1. Teacher, GLC Facilitators, and Department Head | 2A.1. Support through GLC meetings | 2A.1. Florida Achieves Results and individual classroom-based assessments. | | |
| <u>Reading Goal #2A:</u> The percentage of students attaining an FCAT Level 4 and 5 on FCAT 2.0 in reading will increase from 38% to 40% according to the Florida School Report. | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | 38 % {588 students} | 40% {619 students} | | | | | |

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

| | | | | | | | |
|--|--|---|---|--|---|---|--|
| | | 2A.2. Finding non-fiction and informational complex text. | 2A.2. Increase the use of informational and non-fiction complex text by 20% on a weekly basis. | 2A.2. Teachers and GLC Facilitators | 2A.2. Support through GLC meetings | 2A.2. FCAT Reading Results | |
| | | 2A.3. Teacher follow-through. | 2A.3. Students will be assessed mid-year through Florida Achieves. | 2A.3. Teacher, GLC Facilitators, and Department Head | 2A.3. Analysis through GLC meetings | 2A.3. FCAT Reading Results and Florida Achieves Results. | |
| 2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading. | 2B.1. Cognitive Ability Motivation | 2B.1. Teacher will increase daily reading sessions to reflect vocabulary enhancement and reading fluency using Assisted Technology for communication as needed. | 2B.1. Classroom Teacher Instructional Aid Speech Language Pathologist | 2B.1. Increase reading vocabulary Increased reading fluency if appropriate Increased use of communication tools during reading activities. | 2B.1. Classroom reading assessments Florida Alternative Assessment Progress Monitoring Tool Artifacts | | |
| <u>Reading Goal #2B:</u> JLMS has one IND unit with 10 students. The classroom has a strong focus on Life Skills and transitioning to high school | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | 0% { 0 out of 10 students} | 10% { 1 out of 10 students} | | | | | |
| | | 2B.2. | 2B.2. | 2B.2. | 2B.2. | 2B.2. | |
| | | 2B.3. | 2B.3. | 2B.3. | 2B.3. | 2B.3. | |

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

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
|---|--|---|---|--|---|--|--|
| 3A. FCAT 2.0: Percentage of students making learning gains in reading. | 3A.1. Finding non-fiction and informational complex text. | 3A.1. Increase the use of informational and non-fiction complex text by 20% on a weekly basis. | 3A.1. Teachers and GLC Facilitators | 3A.1. Support through GLC meetings | 3A.1. FCAT Reading Results | | |
| <u>Reading Goal #3A:</u> The percentage of students making learning gains in reading will increase from 71% to 73% on FCAT 2.0 based on the Florida School Report. | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | 71%{1,098 students} | 73%{1,129 students} | | | | | |
| | | 3A.2. Time constraints for conferencing with each student. | 3A.2. Teachers will conference individually with students on Reading FCAT Scores and strands from the previous year. Students will track their own progress by using a data sheet. | 3A.2. Teachers, GLC Facilitators, and LA Department Head. | 3A.2. Share tracking sheets with GLC Meetings. | 3A.2. Check-ins with teachers following a timeline. | |

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

| | | | | | | | |
|--|--|---|---|--|--|---|--|
| | | 3A.3. Teacher follow-through. | 3A.3. Students will be assessed mid-year through Florida Achieves. | 3A.3. Teacher, GLC Facilitators, and Department Head | 3A.3. Analysis through GLC Meetings | 3A.3. FCAT Reading Results and Florida Achieves Results. | |
| 3B. Florida Alternate Assessment: Percentage of students making learning gains in reading. | 3B.1. . Cognitive Ability Motivation | 3B.1. Teacher will increase daily reading sessions to reflect vocabulary enhancement and reading fluency using Assisted Technology for communication as needed. | 3B.1. Classroom Teacher Instructional Aid Speech Language Pathologist | 3B.1. Increase reading vocabulary Increased reading fluency if appropriate Increased use of communication tools during reading activities. | 3B.1. Classroom reading assessments Florida Alternative Assessment Progress Monitoring Tool Artifacts | | |
| <u>Reading Goal #3B:</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| JLMS has one IND unit with 10 students. The classroom has a strong focus on Life Skills and transitioning to high school | | | | | | | |
| | 50% { 5 out of 10 students} | 60% { 6 out of 10 students} | | | | | |
| | | 3B.2. | 3B.2. | 3B.2. | 3B.2. | 3B.2. | |
| | | 3B.3. | 3B.3. | 3B.3. | 3B.3. | 3B.3. | |

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

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

| 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 | | |
|--|---|---|---|---|---|---|--|
| 4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading. | 4A.1. Using provided curriculum and follow curriculum timetable. | 4A.1. Students will be provided with a differentiated instruction in reading and in language arts. | 4A.1. Teacher, GLC Facilitators, and Department Head | 4A.1. Support through GLC and department meetings. | 4A.1. Florida Achieves Results and individual classroom-based assessments. | | |
| <u>Reading Goal #4A:</u> The percentage of students in the lowest 25% that made a learning gain will increase from 71% to 74% on the FCAT 2.0 based on data from the Florida School Report. | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | 71%{81 students of 114 students} | 74%{84 students of 114 students} | | | | | |
| | | 4A.2. Personnel facilitate the battle. | 4A.2. Students will participate in the book battle program, school wide or in the classroom. | 4A.2. Media Specialist, Literacy Coach, and Lead Literacy Team | 4A.2. Planning to be done during Lead Literacy Meetings. | 4A.2. Students successful completion of the book battle program. | |

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

| | | | | | | | |
|--|--|---|---|---|--|--|--|
| | | 4A.3. Time constraints for conferencing with each student. | 4A.3. Teachers will conference individually with students on Reading FCAT Scores and strands from the previous year. Students will track their own progress by using a data sheet. | 4A.3. Teachers, GLC Facilitators, and LA Department Head. | 4A.3. Share tracking sheets with GLC Meetings. | 4A.3. Check-ins with teachers following a timeline. | |
| 4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading. | 4B.1. Cognitive Ability Motivation | 4B.1. Teacher will increase daily reading sessions to reflect vocabulary enhancement and reading fluency using Assisted Technology for communication as needed. | 4B.1. Classroom Teacher Instructional Aid Speech Language Pathologist | 4B.1. Increase reading vocabulary Increased reading fluency if appropriate Increased use of communication tools during reading activities | 4B.1. Classroom reading assessments Florida Alternative Assessment Progress Monitoring Tool Artifacts | | |
| <u>Reading Goal #4B:</u> JLMS has one IND unit with 10 students. The classroom has a strong focus on Life Skills and transitioning to high school | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | 50% { 1 out of 2 students } | 100% { 2 out of 2 students } | | | | | |
| | | 4B.2. | 4B.2. | 4B.2. | 4B.2. | 4B.2. | |
| | | 4B.3. | 4B.3. | 4B.3. | 4B.3. | 4B.3. | |

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

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

| Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | |
|---|--|--|---|---|----------------------|-----------|--|
| 5A. In six years school will reduce their achievement gap by 50%. | Baseline data 2010-2011 | | | | | | |
| <u>Reading Goal #5A:</u> The achievement gap will be reduced by 50% within 6 years by seeing the number of proficient students increase by 4% each year. | | | | | | | |
| Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. | 5B.1. Student attendance, completion of homework and classwork on a consistent basis, poor study habits, and below grade level skills are barriers to student success and growth. Many of these students in this subgroup experience multiple challenges. | 5B.1.K12 Literacy Coach will provide best practices through PD and GLC meetings. | 5B.1.K12 Literacy Coach and GLC Facilitators. | 5B.1.Monthly PD and GLC Meetings. | 5B.1.Meeting Minutes | | |

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

| | | | | | | | |
|---|--|---|--|----------------------|----------------------------|------------------------------|--|
| <p>Reading Goal #5B: Students in the ethnic subgroups of white, black, and Hispanic will make learning gains in reading that lead to proficiency. JLMS would like to see a 3% increase in each subgroup.</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: 74% Black: 65% Hispanic: 64% Asian: American Indian:</p> | <p><i>Enter numerical data for expected level of performance in this box.</i> White: 77% Black: 68% Hispanic: 67% Asian: American Indian:</p> | | | | | |
| | | 5B.2. Access to technology and enough lab time or mobile labs. | 5B.2. Technology integration through varied multi-media. | 5B.2. Core teachers. | 5B.2. Teacher lesson plans | 5B.2. Student's end product. | |
| | | 5B.3. | 5B.3. | 5B.3. | 5B.3. | 5B.3. | |

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

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
|---|---|---|--|---|--------------------------------------|------------------------------|--|
| 5C. English Language Learners (ELL) not making satisfactory progress in reading. | 5C.1. Student attendance, completion of homework and classwork on a consistent basis, poor study habits, and below grade level skills are barriers to student success and growth. Many of these students in this subgroup experience multiple challenges. | 5C.1. K12 Literacy Coach will provide best practices through PD and GLC meetings. | 5C.1. K12 Literacy Coach and GLC Facilitators. | 5C.1. Monthly PD and GLC Meetings. | 5C.1. Meeting Minutes, Walk-throughs | | |
| Reading Goal #5C: Students in the ELL subgroup are significantly behind all of our other subgroups at JLMS. We will increase the proficiency rate of this subgroup by 3% on FCAT 2.0. | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | <i>17% { 7 students of 42 students }</i> | <i>20% { 9 students of 42 students }</i> | | | | | |
| | | 5C.2. Access to technology and enough lab time or mobile labs. | 5C.2. Technology integration through varied multi-media. | 5C.2. Core teachers. | 5C.2. Teacher lesson plans | 5C.2. Student's end product. | |

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

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

| | | 5C.3. | 5C.3. | 5C.3. | 5C.3. | 5C.3. | |
|--|---|--|--|---|--|-------|--|
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| 5D. Students with Disabilities (SWD) not making satisfactory progress in reading. | 5D.1. Student attendance, completing homework and classwork consistently, poor study habits, and below grade level skills are barriers to student success and growth. Many of these students in this subgroup experience multiple challenges. | 5D.1. Identify these students and provide classroom teachers with students IEP so that accommodations can be implemented early in the school year. Classroom teachers and ESE teachers work closely together to identify, monitor, and implement best teaching strategies and differentiate instruction when needed. | 5D.1. Language Arts/Reading Teacher and ESE Co-Teacher | 5D.1. Department/GLC Meetings | 5D.1. FAIR Testing 3 times per year, Florida Achieves, and classroom assessments | | |

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

| Reading Goal #5D: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
|--|---|---|---|--|---|----------------------------------|--|
| Students in the subgroup Students with Disabilities {SWD} will increase their proficiency by 2% as reported on FCAT 2.0. | | | | | | | |
| | 36% {47 students out of 131 students} | 38% {50 students out of 131 students} | | | | | |
| | | 5D.2. Teacher consistency throughout the department | 5D.2. Teachers will conference individually with students on FCAT Reading Scores from the previous year and after each FAIR assessment window to discuss goals with the individual student. | 5D.2. Language Arts Department Head and GLC Facilitators | 5D.2. Teacher/student conferences three times per year. | 5D.2. Teacher/student data sheet | |
| | | 5D.3. | 5D.3. | 5D.3. | 5D.3. | 5D.3. | |

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

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
|--|---|---|---|---|---|--|--|
| 5E. Economically Disadvantaged students not making satisfactory progress in reading. | 5E.1. Student attendance, completing homework and classwork consistently, poor study habits, and below grade level skills are barriers to student success and growth. Many of these students in this subgroup experience multiple challenges. | 5E.1. Identify these students. Classroom teachers monitor and implement best teaching strategies and differentiate instruction when needed. | 5E.1. Language Arts/Reading Teachers | 5E.1. Department/GLC Meetings | 5E.1. FAIR Testing 3 times per year and classroom assessments | | |
| <u>Reading Goal #5E:</u> Students in the subgroup Free/Reduced Lunch will increase their proficiency by 3% as measured by FCAT 2.0. | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | 60%{ 301 students out of 501 students} | 63%{316 students out of 501 students} | | | | | |

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

| | | | | | | | |
|--|--|--|---|--------------------|---------------------------|--------------------------|--|
| | | 5E.2. Technology access and enough lab time or mobile labs. | 5E.2.Technology integration through varied multi-media. | 5E.2.Core teachers | 5E.2.Teacher lesson plans | 5E.2.Student end product | |
| | | 5E.3. | 5E.3. | 5E.3. | 5E.3. | 5E.3. | |

Reading Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity. | | | | | | |
|--|-----------------------------------|-------------------------------------|--------------------------------------|---|--|-------------------------------------|
| | PD Content/Topic and/or PLC Focus | Grade Level/ Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring |
| Common Core | 6-8, All Content Areas | K-12 Literacy Coach, Administration | School-wide, all instructional staff | Meetings held monthly | Teacher lesson plans, GLC meeting notes, walk throughs | K-12 Literacy Coach, Administration |
| The Art and Science of Teaching | 6-8, All Content Areas | K-12 Literacy Coach, Administration | School-wide, all instructional staff | Meetings held monthly | Teacher lesson plans, walk-throughs | Administration |
| | | | | | | |

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

Reading Budget (Insert rows as needed)

| | | | |
|--|---|--|------------|
| Include only school funded activities/ materials and exclude district funded activities/materials. | | | |
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Grade level effective delivery of reading curriculum | Jamestown computer program, AMP workbooks, Read 180 r books, Treasure workbooks | Textbook funds Cell phone tower money | \$8000.00 |
| | | | |
| Subtotal: | | | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| Subtotal: | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Common Core Training | Research materials for K-12 Coach/Trainer | Discretionary Funds | \$1,000.00 |
| | | | |
| Subtotal: | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Interdisciplinary Lesson Planning | Common Core Lesson Plan Book | Discretionary Funds | \$400.00 |
| | | | |
| Subtotal: | | | |
| Total: | | | |

End of Reading Goals

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

Comprehensive English Language Learning Assessment (CELLA) Goals

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

| CELLA Goals | Problem-Solving Process to Increase Language Acquisition | | | | | |
|--|---|--|--|---|-------------------------------|-----------------------|
| Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students. | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | |
| 1. Students scoring proficient in listening/speaking. | 1.1. Utilizing the instructional assistant to fulfill other duties. | 1.1. ELL Instructional Assistant support in the Developmental Language Arts class, daily. | 1.1. Assistant Principal that oversees ELL. | 1.1. IA schedule of daily classroom visits. | 1.1. CELLA Results | |
| CELLA Goal #1: Based on results from the Florida Comprehensive English Language Learning Assessment 47% of our students are proficient. We will increase our proficiency to 50%. | 2012 Current Percent of Students Proficient in Listening/Speaking: | | | | | |
| | 47% {16 students out of 34 students} | | | | | |
| | | 1.2. Teacher planning and structure of classroom. | 1.2. Use of Rosetta Stone and audiobooks. | 1.2. Developmental Language Arts Teacher | 1.2. Classroom assessments | 1.2. CELLA Results |

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

| | | 1.3. Teacher planning | 1.3. Project based assessments using technology. | 1.3. Developmental Language Arts Teacher | 1.3. Classroom assessments | 1.3. CELLA Results |
|--|--|--|--|---|-------------------------------|-----------------------|
| Students read grade-level text in English in a manner similar to non-ELL students. | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | |
| 2. Students scoring proficient in reading. | 2.1. Utilizing the instructional assistant to fulfill other duties. | 2.1. ELL Instructional Assistant support in the Developmental Language Arts class, daily. | 2.1. Assistant Principal that oversees ELL. | 2.1. IA schedule of daily classroom visits. | 2.1. CELLA Results | |
| <u>CELLA Goal #2:</u> We will increase the percent of students proficient in reading from 53% to 56%. | <u>2012 Current Percent of Students Proficient in Reading:</u> | | | | | |
| | <i>53% {18 students out of 34 students}</i> | | | | | |
| | | 2.2. Teacher planning and structure of classroom. | 2.2. Use of Rosetta Stone and audiobooks. | 2.2. Developmental Language Arts Teacher | 2.2. Classroom assessments | 2.2. CELLA Results |
| | | 2.3. Teacher planning | 2.3. Project based assessments using technology. | 2.3. Developmental Language Arts Teacher | 2.3. Classroom assessments | 2.3. CELLA Results |

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

| Students write in English at grade level in a manner similar to non-ELL students. | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | |
|---|---|--|---|---|---|-----------------------|
| 3. Students scoring proficient in writing. | 2.1. Time constraints to complete writing. | 2.1. Students will be giving the opportunity to write everyday. | 2.1. Developmental Language Arts Teacher | 2.1. Journal for daily writings | 2.1. CELLA Results | |
| CELLA Goal #3: The current percent of students proficient in writing is 32% and we will increase it by 3% to 35%. | 2012 Current Percent of Students Proficient in Writing : | | | | | |
| | <i>32% { 11 students out of 34 students}</i> | | | | | |
| | | 2.2. Teacher Planning and specific feedback. | 2.2. Student/Teacher writing conferences twice a year. | 2.2. Developmental Language Arts Teacher | 2.2. Completion of student conference sheet. | 2.2. CELLA Results |
| | | 2.3. Must be taught within the context of the curriculum. | 2.3. Grammar activities (teaching the basics) | 2.3. Developmental Language Arts | 2.3. Classroom assessments. | 2.3. CELLA Results |

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

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

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 |
| | | | |
| | | | |
| Subtotal: | | | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| Subtotal: | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| Subtotal: | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| Subtotal: | | | |
| Total: | | | |

End of CELLA Goals

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

Elementary School Mathematics Goals

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

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

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

| | | | | | | | |
|--|--|---|-------|-------|-------|-------|--|
| <p>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</p> | 1B.1. | 1B.1. | 1B.1. | 1B.1. | 1B.1. | | |
| <p><u>Mathematics Goal #1B:</u> <i>Enter narrative for the goal in this box.</i></p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |
| | <p><i>Enter numerical data for current level of performance in this box.</i></p> | <p><i>Enter numerical data for expected level of performance in this box.</i></p> | | | | | |
| | | 1B.2. | 1B.2. | 1B.2. | 1B.2. | 1B.2. | |
| | | 1B.3. | 1B.3. | 1B.3. | 1B.3. | 1B.3. | |

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

Elementary School Mathematics Goals

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

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

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

| | | | | | | | |
|---|---|--|-------|-------|-------|-------|--|
| 1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. | 1B.1. | 1B.1. | 1B.1. | 1B.1. | 1B.1. | | |
| <u>Mathematics Goal #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> | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | 1B.2. | 1B.2. | 1B.2. | 1B.2. | 1B.2. | |
| | | 1B.3. | 1B.3. | 1B.3. | 1B.3. | 1B.3. | |

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

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

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

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

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

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

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

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

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

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

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

| 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 | | |
|---|---|--|---|---|-----------------|-------|--|
| 4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics. | 4A.1. | 4A.1. | 4A.1. | 4A.1. | 4A.1. | | |
| Mathematics Goal #4A: <i>Enter narrative for the goal in this box.</i> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | 4A.2. | 4A.2. | 4A.2. | 4A.2. | 4A.2. | |
| | | 4A.3. | 4A.3. | 4A.3. | 4A.3. | 4A.3. | |
| 4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics. | 4B.1. | 4B.1. | 4B.1. | 4B.1. | 4B.1. | | |

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

| <u>Mathematics Goal #4B:</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
|--|---|--|-------|-------|-------|-------|--|
| <i>Enter narrative for the goal in this box.</i> | | | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | 4B.2. | 4B.2. | 4B.2. | 4B.2. | 4B.2. | |
| | | 4B.3. | 4B.3. | 4B.3. | 4B.3. | 4B.3. | |

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

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

| Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | |
|---|--|-----------|---|---|-----------------|-----------|--|
| 5A. In six years school will reduce their achievement gap by 50%. | Baseline data 2010-2011 | | | | | | |
| <u>Mathematics Goal</u> #5A: <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 | | |
| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. | 5B.1. White: Black: Hispanic: Asian: American Indian: | 5B.1. | 5B.1. | 5B.1. | 5B.1. | | |

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

| <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> | | | | | |
|--|--|---|-------|-------|-------|-------|--|
| <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. | |

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

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

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

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

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

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

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
|--|---|--|---|---|-----------------|-------|-------|
| 5E. Economically Disadvantaged students not making satisfactory progress in mathematics. | 5E.1. | 5E.1. | 5E.1. | 5E.1. | 5E.1. | | |
| <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.2. |
| | | 5E.3. | 5E.3. | 5E.3. | 5E.3. | 5E.3. | 5E.3. |

End of Elementary School Mathematics Goals

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

Middle School Mathematics Goals

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

| 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 | | |
| | | | | | | | |

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

| | | | | | | | |
|---|---|---|----------------------------|--|--|--|--|
| <p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</p> | <p>1A.1. Students lacking prerequisite skills</p> | <p>1A.1. Teachers will identify students early in the year through FCAT data and baseline assessments. Students will be aware of their FCAT Math Achievement Level and their type of learning gains through our FCAT Overview conferencing with students in the first semester. Students will also use the FCAT Overview form to record their progress on the common assessments during each test administration.</p> | <p>1A.1. Math teachers</p> | <p>1A.1. During Grade Level Content Meetings and Math Department Meetings, teachers will analyze school wide data and grade level data to monitor and drive instruction.</p> | <p>1A.1. Summative testing through base line, mid-year and end of year assessment {CORE K-12}, classroom assessments, progress report, and report cards.</p> | | |
|---|---|---|----------------------------|--|--|--|--|

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

| <u>Mathematics Goal</u> <u>#1A:</u> | <u>2012 Current</u> <u>Level of</u> <u>Performance:*</u> | <u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u> | | | | | |
|--|--|--|--|--|---|---|--|
| JLMS will increase student performance by increasing the number of proficient students from 69% as reported on the Florida School Report to 72%. The JLMS faculty has identified that students with poor attendance, low classwork and homework completion rates, and below grade level skills can show poor performance on classroom, school level, and standardized assessments. | | | | | | | |
| | 69% {1,067 students out of 1,547 students} | 72% {1,113 students} | | | | | |
| | | 1A.2. Students attendance, completion of homework and classwork consistently, poor study habits. | 1A.2. Teachers will target Level 1 and 2 students and provide extra teacher instruction time during 1 st period and monitor and address attendance/work habits. Teachers will use activating strategies, inquiry based instruction, hands on activities, applying concepts to real world. Teachers will increase emphasis on writing. | 1A.2. Math teachers, Students, Parents, Administration and Guidance. | 1A.2. During Grade Level Content Meetings and Math Department Meetings, teachers will analyze school wide data and grade level data to monitor and drive instruction. | 1A.2. Summative testing through base line, mid-year and end of year assessment {CORE K-12}, classroom assessments, progress report, and report cards. | |
| | | 1A.3. . Students attendance, completion of homework and classwork consistently, poor study habits. | 1A.3. Teachers will use data from common assessments to guide instruction through bi-monthly grade level content meetings. Teachers have created a bank of pre and post test questions per chapter aligned with Math standards and common assessments. Students will be self-monitoring their own understanding through the use of a student tracking sheet throughout each chapter. | 1A.3. Math teachers, Students, Parents, Administration and Guidance. | 1A.3. We want higher chapter test and common assessment scores as a result of using pre and post questions to monitor student progress. | 1A.3. Summative testing through base line, mid-year and end of year assessment {CORE K-12}, classroom assessments, progress report, and report cards. | |

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

| | | | | | | | |
|--|---|--|---|---|--|--|--|
| <p>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</p> | <p>1B.1. Barriers include both cognitive ability and communication ability.</p> | <p>1B.1. Teachers will incorporate all necessary communication tools necessary to enhance communication and to adequately assess the students true mastery. Speech and language pathologist will practice daily articulation skills to improve communication both with assisted technology and verbal. Physical Therapy will be incorporated into the classroom to ensure that mobility skills will be successful. Adaptive PE Coach will work with PT to develop those skills highlighted on the IEP during PE class.</p> | <p>1B.1. Classroom Teacher, Instructional Aid, Speech Language Pathologist, PT, Adaptive Physical Education Coach</p> | <p>1B.1. Student will demonstrate increased communication skills in the classroom during instruction as determined by a prescribed rubric. PT learning goals will show increased mobility during classroom activities or during other environments in the school.</p> | <p>1B.1. IEP goals mastered; increased performance levels on the Florida Alternative Assessment.</p> | | |
|--|---|--|---|---|--|--|--|

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

| Mathematics Goal #1B: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
|--|---|--|-------|-------|-------|-------|--|
| JLMS has one IND unit with 10 students. The classroom has a strong focus on Life Skills and transitioning to high school | | | | | | | |
| | 89% { 8 out of 9 students} | 100% { 9 out of 9 students} | | | | | |
| | | 1B.2. | 1B.2. | 1B.2. | 1B.2. | 1B.2. | |
| | | 1B.3. | 1B.3. | 1B.3. | 1B.3. | 1B.3. | |

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
|--|---|---|--|---|---|--|--|
| 2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics. | 2A.1. Refining and creating challenging questions and activities that will promote our students to Level 4 & 5. | 2A.1. Teachers have created a bank of pre and post test questions per chapter aligned with Math standards and common assessments. Students will be self-monitoring their own understanding through the use of a student tracking sheet throughout each chapter. | 2A.1. Math Teachers as part of a Grade Level Content group. Math Grade Level Content Chairperson for each grade level. | 2A.1. During Grade Level Content Meetings and Math Department Meetings, teachers will analyze school wide data and grade level data to monitor and drive instruction. We want higher chapter test and common assessment scores as a result of using pre and post questions to monitor student progress. | 2A.1. The number of Level 4 and 5 students will increase on 2013 FCAT Achievement Levels to include growth within the students currently at level 4 or 5. CORE K-12 | | |
| <u>Mathematics Goal #2A:</u> JLMS will increase the number of students that are above proficiency from 33% to 35% as reported in Pasco STAR. This does not include our students who took Algebra I. | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | 33%{510 students out of 1,547 students} | 35% {541 students} | | | | | |

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

| | | | | | | | |
|---|--|---|--|---|---|---|--|
| | | 2A.2. Refining and creating challenging questions and activities that will promote our students to Level 4 & 5. | 2A.2. Teachers will use data from common assessments to guide instruction through bimonthly grade level content meetings. | 2A.2. Math Teachers as part of a Grade Level Content group. Math Grade Level Content Chairperson for each grade level | 2A.2. During Grade Level Content Meetings and Math Department Meetings, teachers will analyze school wide data and grade level data to monitor and drive instruction. We want higher chapter test and common assessment scores as a result of using pre and post questions to monitor student progress. | 2A.2. . The number of Level 4 and 5 students will increase on 2013 FCAT Achievement Levels to include growth within the students currently at level 4 or 5. CORE K-12 | |
| | | 2A.3. Refining and creating challenging questions and activities that will promote our students to Level 4 & 5. | 2A.3. Students will be aware of their FCAT Math Achievement Level and their type of Learning Gains through our FCAT Overview conferencing with students in the first semester. Students will also use the FCAT Overview form to record their progress on the common assessments during each test administration. | 2A.3. Math Teachers as part of a Grade Level Content group. Math Grade Level Content Chairperson for each grade level | 2A.3. During Grade Level Content Meetings and Math Department Meetings, teachers will analyze school wide data and grade level data to monitor and drive instruction. We want higher chapter test and common assessment scores as a result of using pre and post questions to monitor student progress. | 2A.3. . The number of Level 4 and 5 students will increase on 2013 FCAT Achievement Levels to include growth within the students currently at level 4 or 5. CORE K-12 | |
| 2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. | 2B.1. Anticipated barriers include both cognitive ability and communication abilities. | 2B.1. Classroom teacher will increase the IEP goal in the curriculum domain to reflect more time working on the core subjects. Speech Language Pathologist will increase the weekly therapy on the student's service page to improve communication skills. PT will increase mobility services weekly as reflected on the service page of the IEP. | 2B.1. Speech Language Pathologist Classroom Teacher Instructional Aid Physical Therapy | 2B.1. Weekly Assessment of skills Progress Monitoring Tool | 2B.1. IEP Mastery Progress Monitoring Tool Florida Alternate Assessment | | |

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

| Mathematics Goal #2B: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
|--|---|--|-------|-------|-------|-------|--|
| JLMS has one IND unit with 10 students. The classroom has a strong focus on Life Skills and transitioning to high school | | | | | | | |
| | 13% { 1 out of 8 students} | 25% { 2 out of 8 students} | | | | | |
| | | 2B.2. | 2B.2. | 2B.2. | 2B.2. | 2B.2. | |
| | | 2B.3. | 2B.3. | 2B.3. | 2B.3. | 2B.3. | |

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

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

| 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>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</p> | <p>3A.1.Students lacking prerequisite skills. Student attendance, completion of homework and classwork consistently, poor study habits.</p> | <p>3A.1. Teachers will identify students early in the year through FCAT data and baseline assessments. Students will be aware of their FCAT Math Achievement Level and their type of Learning Gains through our FCAT Overview conferencing with students in the first semester. Students will also use the FCAT Overview form to record their progress on the common assessments during each test administration.</p> | <p>3A.1.Math teachers, Students, Parents, Administration and Guidance</p> | <p>3A.1. During Grade Level Content Meetings and Math Department Meetings, teachers will analyze school wide data and grade level data to monitor and drive instruction. We want higher chapter test and common assessment scores as a result of using pre and post questions to monitor student progress.</p> | <p>3A.1.The percentage of students earning a learning gain will increase on 2013 FCAT Assessment. CORE K-12</p> | | |

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

| <u>Mathematics Goal</u> <u>#3A:</u> | <u>2012 Current</u> <u>Level of</u> <u>Performance:*</u> | <u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u> | | | | | |
|---|--|--|--|--|--|--|--|
| <p>JLMS will increase the number of students making learning gains in math by 3% as reported on the Florida School Report. In 2012, 78% of JLMS students made a learning gain and we will increase that to 81% for the school year 2012-2013. JLMS math teachers have discovered that a focused look at student data and specific goals to address student needs through data analysis can directly affect student performance.</p> | | | | | | | |
| | <p>78% {1,206 students out of 1,547 students}</p> | <p>81% {1,253 students out of 1,547 students}</p> | | | | | |
| | | <p>3A.2. Students lacking prerequisite skills. Student attendance, completion of homework and classwork consistently, poor study habits.</p> | <p>3A.2. . Teachers will target Level 1 and 2 students and provide extra teacher instruction time during 1st period and monitor and address attendance/work habits. Teachers will use activating strategies, inquiry based instruction, hands on activities, applying concepts to real world. Teachers will increase emphasis on writing.</p> | <p>3A.2. Math teachers, Students, Parents, Administration and Guidance</p> | <p>3A.2. During Grade Level Content Meetings and Math Department Meetings, teachers will analyze school wide data and grade level data to monitor and drive instruction. We want higher chapter test and common assessment scores as a result of using pre and post questions to monitor student progress.</p> | <p>3A.2. The percentage of students earning a learning gain will increase on 2013 FCAT Assessment. CORE K-12</p> | |

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

| | | | | | | | |
|--|---|---|--|---|---|---|--|
| | | 3A.3. Students lacking prerequisite skills. Student attendance, completion of homework and classwork consistently, poor study habits. | 3A.3. Teachers will use data from common assessments to guide instruction through bi-monthly grade level content meetings. Teachers have created a bank of pre and post test questions per chapter aligned with Math standards and common assessments. Students will be self-monitoring their own understanding through the use of a student tracking sheet throughout each chapter. | 3A.3. Math teachers, Students, Parents, Administration and Guidance | 3A.3. During Grade Level Content Meetings and Math Department Meetings, teachers will analyze school wide data and grade level data to monitor and drive instruction. We want higher chapter test and common assessment scores as a result of using pre and post questions to monitor student progress. | 3A.3. The percentage of students earning a learning gain will increase on 2013 FCAT Assessment. CORE K-12 | |
| 3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics. | 3B.1. Students will have limited introduction to math concepts. Limited cognitive ability. Limited fine and gross motor skills to demonstrate mastery of math concepts. | 3B.1. Students will work daily on their performance level to improve mastery of math skills. | 3B.1. Classroom Teacher Instructional Aid PT | 3B.1. Students will be assessed weekly on their performance level in math. Artifacts will be used to determine student mastery. | 3B.1. Classroom Math assessment tools Artifacts Alternative Assessment Tool | | |
| <u>Mathematics Goal #3B:</u> JLMS has one IND unit with 10 students. The classroom has a strong focus on Life Skills and transitioning to high school | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | 44% {4 out of 9 students} | 56% { 5 out of 9 students} | | | | | |
| | | 3B.2. | 3B.2. | 3B.2. | 3B.2. | 3B.2. | |
| | | 3B.3. | 3B.3. | 3B.3. | 3B.3. | 3B.3. | |

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

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

| 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>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</p> | <p>4A.1. Students lacking prerequisite skills. Student attendance, completion of homework and classwork consistently, poor study habits.</p> | <p>4A.1. Teachers will identify students early in the year through FCAT data and baseline assessments. Students will be aware of their FCAT Math Achievement Level and their type of Learning Gains through our FCAT Overview conferencing with students in the first semester, Students will also use the FCAT Overview form to record their progress on the common assessments during each test administration.</p> | <p>4A.1. Math teachers, Students, Parents, Administration and Guidance</p> | <p>4A.1. . During Grade Level Content Meetings and Math Department Meetings, teachers will analyze school wide data and grade level data to monitor and drive instruction. We want higher chapter test and common assessment scores as a result of using pre and post questions to monitor student progress.</p> | <p>4A.1. CORE K-12, Pre and Post tests will show learning gains of the students in the lowest 25%. FCAT 2.0</p> | | |

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

| <u>Mathematics Goal</u> <u>#4A:</u> | <u>2012 Current</u> <u>Level of</u> <u>Performance:*</u> | <u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u> | | | | | |
|---|--|---|--|---|---|--|--|
| Increase the percentage of students in the lowest 25% making a learning gain by three percentage points | | | | | | | |
| | 67% {259 of 386 students} | 70% { 270 of 386 students} | | | | | |
| | | 4A.2. Student attendance, completion of homework and classwork consistently, poor study habits. . Students lacking prerequisite skills. | 4A.2. Teachers will target Level 1 and 2 students and provide extra teacher instruction time during 1 st period and monitor and address attendance/work habits. Teachers will use activating strategies, inquiry based instruction, hands on activities, applying concepts to real world. Teachers will increase emphasis on writing. | 4A.2. Math teachers, Students, Parents, Administration and Guidance | 4A.2. . During Grade Level Content Meetings and Math Department Meetings, teachers will analyze school wide data and grade level data to monitor and drive instruction. We want higher chapter test and common assessment scores as a result of using pre and post questions to monitor student progress. | 4A.2. CORE K-12, Pre and Post tests will show learning gains of the students in the lowest 25%. FCAT 2.0 | |
| | | 4A.3. Students lacking prerequisite skills. Student attendance, completion of homework and classwork consistently, poor study habits. | 4A.3. Teachers will use data from common assessments to guide instruction through bi-monthly grade level content meetings. Teachers have created a bank of pre and post test questions per chapter aligned with Math standards and common assessments. Students will be self-monitoring their own understanding through the use of a student tracking sheet throughout each chapter. | 4A.3. Math teachers, Students, Parents, Administration and Guidance | 4A.3. . During Grade Level Content Meetings and Math Department Meetings, teachers will analyze school wide data and grade level data to monitor and drive instruction. We want higher chapter test and common assessment scores as a result of using pre and post questions to monitor student progress. | 4A.3. CORE K-12, Pre and Post tests will show learning gains of the students in the lowest 25%. FCAT 2.0 | |

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

| | | | | | | | |
|--|--|---|---|--|--|--------------|--|
| <p>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.</p> | <p>4B.1. Students will have limited introduction to math concepts. Limited cognitive ability. Limited fine and gross motor skills to demonstrate mastery of math concepts.</p> | <p>4B.1. Students will work daily on their performance level to improve mastery of math skills.</p> | <p>4B.1. Classroom Teacher Instructional Aid PT</p> | <p>4B.1. Students will be assessed weekly on their performance level in math. Artifacts will be used to determine student mastery.</p> | <p>4B.1. Classroom Math assessment tools Artifacts Alternative Assessment Tool</p> | | |
| <p><u>Mathematics Goal #4B:</u> JLMS has one IND unit with 10 students. The classroom has a strong focus on Life Skills and transitioning to high school</p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |
| | <p>0% {0 out of 9 students}</p> | <p>11% {1 out of 9 students}</p> | | | | | |
| | | <p>4B.2.</p> | <p>4B.2.</p> | <p>4B.2.</p> | <p>4B.2.</p> | <p>4B.2.</p> | |
| | | <p>4B.3.</p> | <p>4B.3.</p> | <p>4B.3.</p> | <p>4B.3.</p> | <p>4B.3.</p> | |

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

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

| Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | |
|---|--------------------------------|-----------|---|---|-----------------|-----------|--|
| 5A. In six years, school will reduce their achievement gap by 50%. | Baseline data 2010-2011 | | | | | | |
| <u>Mathematics Goal</u> #5A: The achievement gap will be reduced by 50% within 6 years by seeing the number of proficient students increase by 4% each year. | | | | | | | |
| 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 | | |

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

| | | | | | | | |
|--|---|---|---|--|--|--------------|--|
| <p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p> | <p>5B.1. Student attendance, students completing homework and classwork consistently, poor study habits, and below grade level skills are barriers to student success and growth.</p> | <p>5B.1. Identifying these students early in the school year and providing either extra teacher instruction time and/or monitoring student attendance. Math teachers will address students poor skill levels with activating strategies, inquiry-based instruction, hands-on activities, data from school level assessments and classroom assessments, and student FCAT conferencing and goal writing. Math teachers will use Grade Level Content meetings to evaluate student data and strategies and curriculum to improve student performance.</p> | <p>5B.1. Math teachers, students, parents, guidance, Administration</p> | <p>5B.1. Grade Level Content meetings twice a month. Department meetings. All members will analyze school wide data, grade level data, team data, and classroom data to monitor and drive instruction.</p> | <p>5B.1. Summative testing through baseline, mid-year, and end-of year assessments {CORE K-12}, classroom assessments, progress reports, report cards.</p> | | |
| <p><u>Mathematics Goal #5B:</u> <i>JLMS will increase the percentage of students being proficient in all subgroups by 3%.</i></p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |
| | <p>White: 72% {608 of 845 students} Black: 61% {87 of 143 students} Hispanic: 61% {239 of 392 students} Asian: American Indian:</p> | <p>White: 75% {633 of 845 students} Black: 64% {92 of 143 students} Hispanic: 64% {251 of 392 students} Asian: American Indian:</p> | | | | | |
| | | <p>5B.2.</p> | <p>5B.2.</p> | <p>5B.2.</p> | <p>5B.2.</p> | <p>5B.2.</p> | |
| | | <p>5B.3.</p> | <p>5B.3.</p> | <p>5B.3.</p> | <p>5B.3.</p> | <p>5B.3.</p> | |

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

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

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

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

| | | | | | | | |
|--|---|---|---|---|---|--|--|
| <p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p> | <p>5C.1. Student attendance, students completing homework and classwork consistently, poor study habits, and below grade level skills are barriers to student success and growth.</p> | <p>5C.1. Identifying these students early in the school year and providing either extra teacher instruction time and/or monitoring student attendance. Math teachers will address students poor skill levels with activating strategies, inquiry-based instruction, hands-on activities, data from school level assessments and classroom assessments, and student FCAT conferencing and goal writing. Math teachers will use Grade Level Content meetings to evaluate student data and strategies and curriculum to improve student performance.</p> | <p>5C.1. Math teachers, students, parents, guidance, Administration</p> | <p>5C.1. Grade Level Content meetings twice a month. Department meetings. All members will analyze school wide data, grade level data, team data, and classroom data to monitor and drive instruction</p> | <p>5C.1. Summative testing through baseline, mid-year, and end-of year assessments {CORE K-12}, classroom assessments, progress reports, report cards</p> | | |
|--|---|---|---|---|---|--|--|

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

| <u>Mathematics Goal</u> <u>#5C:</u> | <u>2012 Current</u> <u>Level of</u> <u>Performance:*</u> | <u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u> | | | | | |
|--|--|---|---|---|-----------------|-------|--|
| <i>JLMS will increase the percentage of students in the ELL subgroup being proficient by 3%.</i> | | | | | | | |
| | <i>13% {4 out of 31 students}</i> | <i>16% {5 out of 31 students}</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 | | |

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

| | | | | | | | |
|---|---|---|---|---|---|--|--|
| <p>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</p> | <p>5D.1. Student attendance, students completing homework and classwork consistently, poor study habits, and below grade level skills are barriers to student success and growth.</p> | <p>5D.1. Identifying these students early in the school year and providing either extra teacher instruction time and/or monitoring student attendance. Math teachers will address students poor skill levels with activating strategies, inquiry-based instruction, hands-on activities, data from school level assessments and classroom assessments, and student FCAT conferencing and goal writing. Math teachers will use Grade Level Content meetings to evaluate student data and strategies and curriculum to improve student performance.</p> | <p>5D.1. Math teachers, students, parents, guidance, Administration</p> | <p>5D.1. Grade Level Content meetings twice a month. Department meetings. All members will analyze school wide data, grade level data, team data, and classroom data to monitor and drive instruction</p> | <p>5D.1. Summative testing through baseline, mid-year, and end-of-year assessments {CORE K-12}, classroom assessments, progress reports, report cards</p> | | |
|---|---|---|---|---|---|--|--|

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

| <u>Mathematics Goal</u> <u>#5D:</u> | <u>2012 Current</u> <u>Level of</u> <u>Performance:*</u> | <u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u> | | | | | |
|---|--|---|-------|-------|-------|-------|--|
| <i>JLMS will increase SWD student performance by increasing the number of proficient students</i> | | | | | | | |
| | 28% {35 of 131 students} | 31% {41 of 131 students} | | | | | |
| | | 5D.2. | 5D.2. | 5D.2. | 5D.2. | 5D.2. | |
| | | 5D.3. | 5D.3. | 5D.3. | 5D.3. | 5D.3. | |

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

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

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

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

| | | | | | | | |
|--|---|---|---|--|--|--|--|
| <p>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</p> | <p>5E.1. Student attendance, students completing homework and classwork consistently, poor study habits, and below grade level skills are barriers to student success and growth.</p> | <p>5E.1. Identifying these students early in the school year and providing either extra teacher instruction time and/or monitoring student attendance. Math teachers will address students poor skill levels with activating strategies, inquiry-based instruction, hands-on activities, data from school level assessments and classroom assessments, and student FCAT conferencing and goal writing. Math teachers will use Grade Level Content meetings to evaluate student data and strategies and curriculum to improve student performance.</p> | <p>5E.1. Math teachers, students, parents, guidance, Administration</p> | <p>5E.1. Grade Level Content meetings twice a month. Department meetings. All members will analyze school wide data, grade level data, team data, and classroom data to monitor and drive instruction.</p> | <p>5E.1. Summative testing through baseline, mid-year, and end-of-year assessments {CORE K-12}, classroom assessments, progress reports, report cards.</p> | | |
|--|---|---|---|--|--|--|--|

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

| <u>Mathematics Goal</u> <u>#5E:</u> | <u>2012 Current</u> <u>Level of</u> <u>Performance:*</u> | <u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u> | | | | | |
|--|--|---|-------|-------|-------|-------|--|
| JLMS will increase Economically Disadvantaged student performance by increasing the number of proficient students from 56% as reported in the State Report to 59% for the 2013 school year. The JLMS faculty has identified that students with poor school attendance, low classwork and homework completion rates, and below level skills can show poor performance on classroom, school level, and standardized assessments. JLMS teachers will monitor this subgroup of students and provide strategies and support to improve their performance. | | | | | | | |
| | 56% {282 out of 501 students} | 59% {296 out of 501 students} | | | | | |
| | | 5E.2. | 5E.2. | 5E.2. | 5E.2. | 5E.2. | |
| | | 5E.3. | 5E.3. | 5E.3. | 5E.3. | 5E.3. | |

End of Middle School Mathematics Goals

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

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 | | |
| | 1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. | | |
| | Mathematics Goal #1: <i>Enter narrative for the goal in this box.</i> | <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. | |

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
|---|---|--|---|---|-----------------|------|--|
| 2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. | | |
| Mathematics Goal #2: <i>Enter narrative for the goal in this box.</i> | <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. | |

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
|---|---|--|---|---|-----------------|------|--|
| 3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics. | 3.1. | 3.1. | 3.1. | 3.1. | 3.1. | | |
| Mathematics Goal #3: <i>Enter narrative for the goal in this box.</i> | <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. | |
| 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>4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.</p> | 4.1. | 4.1. | 4.1. | 4.1. | 4.1. | | |
| <p>Mathematics Goal #4: <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> | | | | | |
| | | 4.2. | 4.2. | 4.2. | 4.2. | 4.2. | |
| | | 4.3. | 4.3. | 4.3. | 4.3. | 4.3. | |

End of Florida Alternate Assessment High School Mathematics Goals

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

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

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

| Algebra 1 EOC Goals | Problem-Solving Process to Increase Student Achievement | | | | | | |
|---|--|--|---|--|---|--|--|
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| 1. Students scoring at Achievement Level 3 in Algebra 1. | 1.1. Refining and creating challenging questions and activities that will promote our students to Level 4 & 5. | 1.1. Teachers have created a bank of pre and post test questions per chapter aligned with Math standards and common assessments. Students will be self-monitoring their own understanding through the use of a student tracking sheet throughout each chapter. | 1.1. Math teachers as part of a Grade Level Content group. Math Grade Level Content Chairperson for each grade level. | 1.1. During Grade Level Content Meetings and Math Department Meetings, teachers will analyze school wide data and grade level data to monitor and drive instruction. We want higher chapter test and common assessment scores as a result of using pre and post questions to monitor student progress. | 1.1. The number of level 4 and 5 students will increase on 2013 EOC Exam for Algebra 1. | | |

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

| | | | | | | | |
|---|--|--|---|---|--|---|--|
| Algebra 1 Goal #1: <i>All 7th and 8th grade students {100%} enrolled in Algebra 1 at JLMS and participating in the Algebra 1 EOC passed the exam with a Level 3, 4, or 5.</i> | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | 18% {26 out of 144 students} | 15% {21 out of 144 students} | | | | | |
| | | 1.2. . Refining and creating challenging questions and activities that will promote our students to Level 4 & 5. | 1.2. . Teachers will use data from common assessments to guide instruction through bimonthly grade level content meetings. | 1.2. Math teachers as part of a Grade Level Content group. Math Grade Level Content Chairperson for each grade level. | 1.2. During Grade Level Content Meetings and Math Department Meetings, teachers will analyze school wide data and grade level data to monitor and drive instruction. We want higher chapter test and common assessment scores as a result of using pre and post questions to monitor student progress. | 1.2. The number of level 4 and 5 students will increase on 2013 EOC Exam for Algebra 1. | |
| | | 1.3. . Refining and creating challenging questions and activities that will promote our students to Level 4 & 5. | 1.3. Students will be aware of their FCAT Math Achievement Level and their type of Learning Gains through our FCAT Overview conferencing with students in the first semester. Students will also use the FCAT Overview form to record their progress on the common assessments during each test administration. | 1.3. Math teachers as part of a Grade Level Content group. Math Grade Level Content Chairperson for each grade level. | 1.3. During Grade Level Content Meetings and Math Department Meetings, teachers will analyze school wide data and grade level data to monitor and drive instruction. We want higher chapter test and common assessment scores as a result of using pre and post questions to monitor student progress. | 1.3. The number of level 4 and 5 students will increase on 2013 EOC Exam for Algebra 1. | |
| 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>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</p> | <p>2.1. Refining and creating challenging questions and activities that will promote our students to Level 4 & 5.</p> | <p>2.1. Teachers have created a bank of pre and post test questions per chapter aligned with Math standards and common assessments. Students will be self-monitoring their own understanding through the use of a student tracking sheet throughout each chapter.</p> | <p>2.1. Math teachers as part of a Grade Level Content group. Math Grade Level Content Chairperson for each grade level.</p> | <p>2.1. During Grade Level Content Meetings and Math Department Meetings, teachers will analyze school wide data and grade level data to monitor and drive instruction. We want higher chapter test and common assessment scores as a result of using pre and post questions to monitor student progress.</p> | <p>2.1. The number of level 4 and 5 students will increase on 2013 EOC Exam for Algebra 1.</p> | | |
| <p><u>Algebra Goal #2:</u> <i>All 7th and 8th grade students {100%} enrolled in Algebra 1 at JLMS and participating in the Algebra 1 EOC passed the exam with a Level 3, 4, or 5. We want to increase our Level 4 & 5 students.</i></p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |
| | <p>82% { 118 students out of 144}</p> | <p>85% { 122 students out of 144}</p> | | | | | |
| | | <p>2.2. Refining and creating challenging questions and activities that will promote our students to Level 4 & 5.</p> | <p>2.2. Teachers will use data from common assessments to guide instruction through bimonthly grade level content meetings.</p> | <p>2.2. Math teachers as part of a Grade Level Content group. Math Grade Level Content Chairperson for each grade level.</p> | <p>2.2. During Grade Level Content Meetings and Math Department Meetings, teachers will analyze school wide data and grade level data to monitor and drive instruction. We want higher chapter test and common assessment scores as a result of using pre and post questions to monitor student progress.</p> | <p>2.2. The number of level 4 and 5 students will increase on 2013 EOC Exam for Algebra 1.</p> | |

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

| | | | | | | | |
|--|--|--|---|---|--|---|--|
| | | 2.3. Refining and creating challenging questions and activities that will promote our students to Level 4 & 5. | 2.3. Students will be aware of their FCAT Math Achievement Level and their type of Learning Gains through our FCAT Overview conferencing with students in the first semester. Students will also use the FCAT Overview form to record their progress on the common assessments during each test administration. | 2.3. Math teachers as part of a Grade Level Content group. Math Grade Level Content Chairperson for each grade level. | 2.3. During Grade Level Content Meetings and Math Department Meetings, teachers will analyze school wide data and grade level data to monitor and drive instruction. We want higher chapter test and common assessment scores as a result of using pre and post questions to monitor student progress. | 2.3. The number of level 4 and 5 students will increase on 2013 EOC Exam for Algebra 1. | |
|--|--|--|---|---|--|---|--|

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

| Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | |
|---|---|---|---|---|--|-------------|-------------|
| 3A. In six years, school will reduce their achievement gap by 50%. | Baseline data 2010-2011 | 100% | 100% | 100% | 100% | 100% | 100% |
| <p><u>Algebra 1 Goal #3A:</u></p> <p><i>All students enrolled in Algebra 1 at JLMS passed the EOC Exam with a Level 3, 4, or 5. We want to keep 100% of our enrolled students passing the EOC Exam.</i></p> | | | | | | | |
| Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| 3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1. | 3B.1. Refining and creating challenging questions and activities that will promote our students to Level 4 & 5. | 3B.1. Teachers have created a bank of pre and post test questions per chapter aligned with Math standards and common assessments. Students will be self-monitoring their own understanding through the use of a student tracking sheet throughout each chapter. | 3B.1. . Math teachers as part of a Grade Level Content group. Math Grade Level Content Chairperson for each grade level | 3B.1. During Grade Level Content Meetings and Math Department Meetings, teachers will analyze school wide data and grade level data to monitor and drive instruction. We want higher chapter test and common assessment scores as a result of using pre and post questions to monitor student progress. | 3B.1. The number of level 4 and 5 students will increase on 2013 EOC Exam for Algebra 1. | | |

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

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

| Algebra 1 Goal #3B: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
|---|--|---|---|--|--|---|--|
| <p><i>All students enrolled in Algebra 1 at JLMS passed the EOC Exam with a Level 3, 4, or 5. We want to keep 100% of our enrolled students passing the EOC Exam.</i></p> | | | | | | | |
| | <p><i>Enter numerical data for current level of performance in this box.</i> White: 100% Black: 100% Hispanic: 100% Asian: American Indian:</p> | <p><i>Enter numerical data for expected level of performance in this box.</i> White: 100% Black: 100% Hispanic: 100% Asian: American Indian:</p> | | | | | |
| | | <p>3B.2. Refining and creating challenging questions and activities that will promote our students to Level 4 & 5.</p> | <p>3B.2. Teachers will use data from common assessments to guide instruction through bimonthly grade level content meetings.</p> | <p>3B.2. Math teachers as part of a Grade Level Content group. Math Grade Level Content Chairperson for each grade level</p> | <p>3B.2. During Grade Level Content Meetings and Math Department Meetings, teachers will analyze school wide data and grade level data to monitor and drive instruction. We want higher chapter test and common assessment scores as a result of using pre and post questions to monitor student progress.</p> | <p>3B.2. The number of level 4 and 5 students will increase on 2013 EOC Exam for Algebra 1.</p> | |
| | | <p>3B.3. Refining and creating challenging questions and activities that will promote our students to Level 4 & 5.</p> | <p>3B.3. Students will be aware of their FCAT Math Achievement Level and their type of Learning Gains through our FCAT Overview conferencing with students in the first semester. Students will also use the FCAT Overview form to record their progress on the common assessments during each test administration.</p> | <p>3B.3. Math teachers as part of a Grade Level Content group. Math Grade Level Content Chairperson for each grade level</p> | <p>3B.3 During Grade Level Content Meetings and Math Department Meetings, teachers will analyze school wide data and grade level data to monitor and drive instruction. We want higher chapter test and common assessment scores as a result of using pre and post questions to monitor student progress.</p> | <p>3B.3. The number of level 4 and 5 students will increase on 2013 EOC Exam for Algebra 1.</p> | |

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

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

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
|--|---|---|---|---|--|--|--|
| 3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1. | 3C.1. Refining and creating challenging questions and activities that will promote our students to Level 4 & 5. | 3C.1. Teachers have created a bank of pre and post test questions per chapter aligned with Math standards and common assessments. Students will be self-monitoring their own understanding through the use of a student tracking sheet throughout each chapter. | 3C.1. Math teachers as part of a Grade Level Content group. Math Grade Level Content Chairperson for each grade level | 3C.1. During Grade Level Content Meetings and Math Department Meetings, teachers will analyze school wide data and grade level data to monitor and drive instruction. We want higher chapter test and common assessment scores as a result of using pre and post questions to monitor student progress. | 3C.1. The number of level 4 and 5 students will increase on 2013 EOC Exam for Algebra 1. | | |
| Algebra 1 Goal #3C: All of the students at JLMS taking the EOC passed the exam and our goal is to continue our 100% success rate, | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | 100% | 100% | | | | | |

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

| | | | | | | | |
|--|---------------------|---|--|---|---|--|--|
| | | 3C.2. Refining and creating challenging questions and activities that will promote our students to Level 4 & 5. | 3C.2. Teachers will use data from common assessments to guide instruction through bimonthly grade level content meetings. | 3C.2. Math teachers as part of a Grade Level Content group. Math Grade Level Content Chairperson for each grade level | 3C.2. During Grade Level Content Meetings and Math Department Meetings, teachers will analyze school wide data and grade level data to monitor and drive instruction. We want higher chapter test and common assessment scores as a result of using pre and post questions to monitor student progress. | 3C.2. The number of level 4 and 5 students will increase on 2013 EOC Exam for Algebra 1. | |
| | | 3C.3. Refining and creating challenging questions and activities that will promote our students to Level 4 & 5. | 3C.3. Students will be aware of their FCAT Math Achievement Level and their type of Learning Gains through our FCAT Overview conferencing with students in the first semester. Students will also use the FCAT Overview form to record their progress on the common assessments during each test administration. | 3C.3. Math teachers as part of a Grade Level Content group. Math Grade Level Content Chairperson for each grade level | 3C.3. During Grade Level Content Meetings and Math Department Meetings, teachers will analyze school wide data and grade level data to monitor and drive instruction. We want higher chapter test and common assessment scores as a result of using pre and post questions to monitor student progress. | 3C.3. The number of level 4 and 5 students will increase on 2013 EOC Exam for Algebra 1. | |
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |

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

| | | | | | | | |
|---|--|--|--|--|--|---|--|
| <p>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.</p> | <p>3D.1. Refining and creating challenging questions and activities that will promote our students to Level 4 & 5.</p> | <p>3D.1. Teachers have created a bank of pre and post test questions per chapter aligned with Math standards and common assessments. Students will be self-monitoring their own understanding through the use of a student tracking sheet throughout each chapter.</p> | <p>3D.1. Math teachers as part of a Grade Level Content group. Math Grade Level Content Chairperson for each grade level</p> | <p>3D.1. During Grade Level Content Meetings and Math Department Meetings, teachers will analyze school wide data and grade level data to monitor and drive instruction. We want higher chapter test and common assessment scores as a result of using pre and post questions to monitor student progress.</p> | <p>3D.1. The number of level 4 and 5 students will increase on 2013 EOC Exam for Algebra 1.</p> | | |
| <p>Algebra 1 Goal #3D: All of the students taking the Algebra 1 EOC passed the exam and our goal is to continue this success rate.</p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |
| | <p>100%</p> | <p>100%</p> | | | | | |
| | | <p>3D.2. Refining and creating challenging questions and activities that will promote our students to Level 4 & 5.</p> | <p>3D.2. Teachers will use data from common assessments to guide instruction through bimonthly grade level content meetings.</p> | <p>3D.2. Math teachers as part of a Grade Level Content group. Math Grade Level Content Chairperson for each grade level</p> | <p>3D.2. During Grade Level Content Meetings and Math Department Meetings, teachers will analyze school wide data and grade level data to monitor and drive instruction. We want higher chapter test and common assessment scores as a result of using pre and post questions to monitor student progress.</p> | <p>3D.2. The number of level 4 and 5 students will increase on 2013 EOC Exam for Algebra 1.</p> | |

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

| | | | | | | | |
|--|--|---|--|---|---|--|--|
| | | 3D.3. Refining and creating challenging questions and activities that will promote our students to Level 4 & 5. | 3D.3. Students will be aware of their FCAT Math Achievement Level and their type of Learning Gains through our FCAT Overview conferencing with students in the first semester. Students will also use the FCAT Overview form to record their progress on the common assessments during each test administration. | 3D.3. Math teachers as part of a Grade Level Content group. Math Grade Level Content Chairperson for each grade level | 3D.3. During Grade Level Content Meetings and Math Department Meetings, teachers will analyze school wide data and grade level data to monitor and drive instruction. We want higher chapter test and common assessment scores as a result of using pre and post questions to monitor student progress. | 3D.3. The number of level 4 and 5 students will increase on 2013 EOC Exam for Algebra 1. | |
|--|--|---|--|---|---|--|--|

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

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

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
|--|---|---|---|---|--|--|--|
| 3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1. | 3E.1. Refining and creating challenging questions and activities that will promote our students to Level 4 & 5. | 3E.1. Teachers have created a bank of pre and post test questions per chapter aligned with Math standards and common assessments. Students will be self-monitoring their own understanding through the use of a student tracking sheet throughout each chapter. | 3E.1. Math teachers as part of a Grade Level Content group. Math Grade Level Content Chairperson for each grade level | 3E.1. During Grade Level Content Meetings and Math Department Meetings, teachers will analyze school wide data and grade level data to monitor and drive instruction. We want higher chapter test and common assessment scores as a result of using pre and post questions to monitor student progress. | 3E.1. The number of level 4 and 5 students will increase on 2013 EOC Exam for Algebra 1. | | |
| <u>Algebra 1 Goal #3E:</u> All of the students taking the Algebra 1 EOC passed the exam and our goal is to continue this success rate. | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | 100% | 100% | | | | | |

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

| | | | | | | | |
|--|--|---|--|---|---|--|--|
| | | 3E.2. Refining and creating challenging questions and activities that will promote our students to Level 4 & 5. | 3E.2. Teachers will use data from common assessments to guide instruction through bimonthly grade level content meetings. | 3E.2. Math teachers as part of a Grade Level Content group. Math Grade Level Content Chairperson for each grade level | 3E.2. . During Grade Level Content Meetings and Math Department Meetings, teachers will analyze school wide data and grade level data to monitor and drive instruction. We want higher chapter test and common assessment scores as a result of using pre and post questions to monitor student progress. | 3E.2. The number of level 4 and 5 students will increase on 2013 EOC Exam for Algebra 1. | |
| | | 3E.3. Refining and creating challenging questions and activities that will promote our students to Level 4 & 5. | 3E.3. Students will be aware of their FCAT Math Achievement Level and their type of Learning Gains through our FCAT Overview conferencing with students in the first semester. Students will also use the FCAT Overview form to record their progress on the common assessments during each test administration. | 3E.3. Math teachers as part of a Grade Level Content group. Math Grade Level Content Chairperson for each grade level | 3E.3. . During Grade Level Content Meetings and Math Department Meetings, teachers will analyze school wide data and grade level data to monitor and drive instruction. We want higher chapter test and common assessment scores as a result of using pre and post questions to monitor student progress. | 3E.3. The number of level 4 and 5 students will increase on 2013 EOC Exam for Algebra 1. | |

End of Algebra 1 EOC Goals

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

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

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

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

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
|---|---|--|---|---|-----------------|------|--|
| 2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. | | |
| Geometry Goal #2: <i>Enter narrative for the goal in this box.</i> | <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. | |

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

| | | | | | | | |
|---|--|-----------|---|---|-----------------|--|--|
| Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | | |
| 3A. In six years, school will reduce their achievement gap by 50%. | Baseline data 2011-2012 | | | | | | |
| <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 | | |
| 3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. | 3B.1. White: Black: Hispanic: Asian: American Indian: | 3B.1. | 3B.1. | 3B.1. | 3B.1. | | |

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

| 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. | |

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

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

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

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

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

| | | | | | | | |
|---|---|--|-------|-------|-------|-------|--|
| 3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. | 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. | |

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

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
|--|---|--|---|---|-----------------|-------|--|
| 3E. Economically Disadvantaged students not making satisfactory progress in Geometry. | 3E.1. | 3E.1. | 3E.1. | 3E.1. | 3E.1. | | |
| <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

| | | | | | | | |
|---|--|--|--|--|--|--|--|
| Professional Development (PD) aligned with Strategies through Professional | | | | | | | |
|---|--|--|--|--|--|--|--|

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

| Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity. | | | | | | |
|---|---------------------------------|----------------------------------|---|---|---|---|
| PD Content/Topic and/or PLC Focus | Grade Level/ Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| Big Ideas Math | All Math Teachers Grades 6-8 | Textbook Representative | All Math Teachers | One Training Date in the Fall | Walk throughs Grade Level Content and Department Meetings | Math Department Chairperson Administration |
| Curriculum Mapping and Alignment of Best Practices | All Math Teachers Grades 6-8 | GLC Facilitators | All Math Teachers | Grade Level Content Meetings held twice a month {2 nd and 4 th week of each month} Monthly Department Meetings | Walk- throughs Grade level Content and Department Meetings | Grade Level Content Facilitators |
| | | | | | | |

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

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 |
| | | | |
| | | | |
| Subtotal: | | | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| Subtotal: | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Curriculum Development | Substitute Teachers | Pasco Instructional Best Practices Funds | \$1,500.00 |
| | | | |
| Subtotal: | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| Subtotal: | | | |
| Total: | | | |

End of Mathematics Goals

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

Elementary and Middle School Science Goals

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

| Elementary and Middle Science Goals | Problem-Solving Process to Increase Student Achievement | | | | | | |
|---|---|--|---|---|--|--|--|
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| 1A. FCAT 2.0: Students scoring at Achievement Level 3 in science. | 1A.1. Adjusting to new textbook. Poor study habits. No standard feedback for 6 th and 7 th grade teachers {FCAT 2.0 only administered in 8 th grade. | 1A.1. A pre/post assessment will be administered per science strand. Students will track and analyze results. Scientific thinking questions will be included along with content questions. Teachers will aggregate data from pre/post assessments for analysis and reflection in GLC meetings. | 1A.1. Teachers GLC Coordinators | 1A.1. During Grade Level Content Meetings, teachers will analyze grade level data to monitor and drive instruction. | 1A.1. The number of level 3 and above students will increase on 2013 FCAT 2.0 Achievement Levels. CORE K-12 | | |

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

| <u>Science Goal #1A:</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
|--|--|---|--|---|---|---|--|
| <p>According to the 2012 FCAT 2.0 assessment report, 52% of students scored in the proficient range in the area of science. At this score is a decrease of 6% from the 2011 report with 58% scoring in the proficient range. The 2012 FCAT 2.0 Science Strand Report indicates the mean mastery percentages for the following strands: Physical/Chemical from 74% to 67%, Earth Science from 68% to 67%, Life Science from 68% to 67%, and Scientific Thinking from 71% to 64%. An added goal is to raise the percentage of white students achieving a Level 3 and above on the FCAT 2.0 science test from 56% to 60%.</p> | | | | | | | |
| | 52% {249 out of 479 students} | 58% {277 out of 479 students} | | | | | |
| | | 1A.2. Adjusting to new textbook. Poor study habits. No standard feedback for 6 th and 7 th grade teachers {FCAT 2.0 only administered in 8 th grade. | 1A.2. Science journals will be kept throughout the year by each student and include reflections on authentic articles related to curriculum topics. Teachers will provide articles for students with a difficulty level that is appropriately challenging. | 1A.2. Teachers, GLC Coordinators, Students, Parents | 1A.2. During Grade Level Content Meetings, teachers will analyze grade level data to monitor and drive instruction. | 1A.2. The number of level 3 and above students will increase on 2013 FCAT 2.0 Achievement Levels. CORE K-12 | |

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

| | | | | | | | |
|--|---|---|---|--|---|---|--|
| | | 1A.3. Adjusting to new textbook. Poor study habits. No standard feedback for 6 th and 7 th grade teachers {FCAT 2.0 only administered in 8 th grade. | 1A.3. Teachers will participate in monthly Walk-through observations with a peer. Predetermine “look fors” will focus on the practice of inquiry and Marzano strategies. An Observation Tool is currently in use. A component will be added to allow the observant to choose specific factors for the observer to identify {ex. Use of low/high cognitive questions.} Teachers being observed will also write a personal reflection on their observation. | 1A.3. Teachers, GLC Coordinators, Students, Parents | 1A.3. During Grade Level Content Meetings, teachers will analyze grade level data to monitor and drive instruction. | 1A.3. The number of level 3 and above students will increase on 2013 FCAT 2.0 Achievement Levels. CORE K-12 | |
| 1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. | 1B.1. Students will have limited introduction to science concepts. Limited cognitive ability. Limited fine and gross motor skills to demonstrate mastery of science concepts. | 1B.1. Students will work daily on their performance level to improve mastery of science skills. | 1B.1. Classroom Teacher Instructional Aid PT | 1B.1. Students will be assessed weekly on their performance level in science. Artifacts will be used to determine student mastery. | 1B.1. Classroom Science assessment tools Artifacts Alternative Assessment Tool | | |
| Science Goal #1B: JLMS has one IND unit with 10 students. The classroom has a strong focus on Life Skills and transitioning to high school | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | 67% { 2 out of 3 students } | 100% { 3 out of 3 students } | | | | | |

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

| | | | | | | | |
|--|--|-------|-------|-------|-------|-------|--|
| | | 1B.2. | 1B.2. | 1B.2. | 1B.2. | 1B.2. | |
| | | 1B.3. | 1B.3. | 1B.3. | 1B.3. | 1B.3. | |

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
|---|--|---|---|--|--|--|--|
| <p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</p> | <p>2A.1. Adjusting to the new textbook. Inquiry based science instruction continues to be developed within our school. Inconsistent reading for main idea of informational text by students.</p> | <p>2A.1. A pre/post assessment will be administered per science strand. Students will track and analyze results. Scientific thinking questions will be included along with content questions. Teachers will aggregate data from pre/post assessments for analysis and reflection in GLC meetings.</p> | <p>2A.1. Teachers GLC Coordinator Administrator</p> | <p>2A.1. During Grade Level Content Meetings, teachers will analyze grade level data to monitor and drive instruction.</p> | <p>2A.1. The number of Level 4 & 5 students will increase on the 2013 FCAT 2.0. CORE K-12</p> | | |

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

| <u>Science Goal #2A:</u> | <u>2012 Current Level of Performance:*</u> | <u>2013Expected Level of Performance:*</u> | | | | | |
|---|--|--|---|---|--|--|--|
| <p>According to the 2012 FCAT 2.0 assessment report, 16% of students scored levels 4 & 5 in the area of science. This score is a decrease of 2% from 2011 with 18% scoring levels 4 & 5. The 2012 FCAT 2.0 Science Strand Report indicates the mean mastery percentages for the following strands: Physical/Chemical from 74% to 67%, Earth science from 68% to 67%, Life Science from 68% to 67%, and Scientific Thinking from 71% to 64%. An added goal is to raise the percentage of students achieving levels 4 & 5 on the FCAT 2.0 science test will increase from 16% to 18%.</p> | | | | | | | |
| | 16% {77 out of 479 students} | 19% {91 out of 479 students} | | | | | |
| | | <p>2A.2. Adjusting to the new textbook. Inquiry based science instruction continues to be developed within our school. Inconsistent reading for main idea of informational text by students.</p> | <p>2A.2. Science journals will be kept throughout the year by each student and include a reflection on authentic articles related to curriculum topics. Teachers will provide articles for students that offer sufficient challenge to promote higher cognitive complexity.</p> | <p>2A.2. Teachers GLC Coordinator Administrator</p> | <p>2A.2. During Grade Level Content Meetings, teachers will analyze grade level data to monitor and drive instruction.</p> | <p>2A.2. The number of Level 4& 5 students will increase on the 2013 FCAT 2.0. CORE K-12</p> | |

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

| | | | | | | | |
|--|--|---|---|--|---|--|--|
| | | 2A.3. Adjusting to the new textbook. Inquiry based science instruction continues to be developed within our school. Inconsistent reading for main idea of informational text by students. | 2A.3. Teachers will participate in monthly Walk-through observations with a peer. Predetermined “Ilook fors” will focus on the practice of inquiry and Marzano strategies. An Observation Tool is currently in use. A component will be added to allow the observant to choose a specific factor for the observer to identify {ex. Use of low/high cognitive questions} Teachers being observed will also write a personal reflection on the observation. | 2A.3. Teachers GLC Coordinator Administrator | 2A.3. Observed teacher, along with observer, will monitor effectiveness of lesson to enhance inquiry strategies. Administrator will collect individual self- reflections. | 2A.3. The number of Level 4& 5 students will increase on the 2013 FCAT 2.0. CORE K-12 | |
| 2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science. | 2B.1. Students will have limited introduction to science concepts. Limited cognitive ability Limited fine and gross motor skills to demonstrate mastery of science concepts. | 2B.1. Students will work daily on their performance level to improve mastery of science skills. | 2B.1. Classroom Teacher Instructional Aid PT | 2B.1. Students will be assessed weekly on their performance level in science. Artifacts will be used to determine student mastery. | 2B.1. Classroom Science assessment tools Artifacts Alternative Assessment Tool | | |
| <u>Science Goal #2B:</u> JLMS has one IND unit with 10 students. The classroom has a strong focus on Life Skills and transitioning to high school | <u>2012 Current Level of Performance:*</u> | <u>2013Expected Level of Performance:*</u> | | | | | |
| | 0% { 0 out of 3 students} | 33% { 1 out of 3 students} | | | | | |

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

| | | | | | | | |
|--|--|-------|-------|-------|-------|-------|--|
| | | 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

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

Florida Alternate Assessment High School Science Goals

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

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

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
|--|--|---|---|---|-----------------|------|--|
| 2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. | | |
| <u>Science Goal #2:</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | | | | | | | |
| | | 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]).

| Biology 1 EOC Goals | Problem-Solving Process to Increase Student Achievement | | | | | | |
|----------------------------|--|--|--|--|--|--|--|
| | | | | | | | |

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
|---|---|--|---|---|-----------------|------|--|
| 1. Students scoring at Achievement Level 3 in Biology 1. | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. | | |
| Biology 1 Goal #1: <i>Enter narrative for the goal in this box.</i> | <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 | | |
| 2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1. | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. | | |

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

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

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

Science Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity. | | | | | | |
|--|----------------------|----------------------------------|--|---|---|---|
| PD Content /Topic and/or PLC Focus | Grade Level/ Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| Pre/Post Questions | Grades 6-8 | GLC Coordinator | All Science Teachers | 1 day per quarter | End of year discussion of effectiveness of tool | Administration |
| Science Journaling | Grades 6-8 | Teachers | All Science Teachers | During 1 st semester | Second Semester | Administration |
| Selection of Science Articles | Grades 6-8 | Media | All Science Teachers | During 1 st quarter | End of year discussion of journal | Administration |

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 |
| Effective use of science journals | Science Notebooks: Writing About Inquiry by Brian Campbell | Textbook funds | \$225.00 |
| | | | |
| | Subtotal: | | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |

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

| | | | |
|--------------------------|---|---|----------|
| | | | |
| | | | |
| Subtotal: | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Curriculum Development | Extra Planning Time {Blocks of 3 hours} | Pasco Instructional Best Practices Fund | \$750.00 |
| | | | |
| Subtotal: | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| Subtotal: | | | |
| Total: | | | |

End of Science Goals

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

Writing Goals

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

| Writing Goals | Problem-Solving Process to Increase Student Achievement | | | | | | |
|---|--|---|---|---|--|--|--|
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| 1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing. | 1A.1. Time constraints with grading. | 1A.1. 6 th and 7 th grade students will take a BOY and EOY formal writing assessment. (Write to support from text). 8 th grade will take a BOY and MOY formal writing assessment. Teachers must conference with each student on writing. | 1A.1. LA Teachers, GLC Facilitators, and Department Head. | 1A.1. Train teacher on proper student conferencing. Teachers will utilize conference sheet to track progress. | 1A.1. EOY Data and FCAT Writing Results. | | |

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

| | | | | | | | |
|---|---|--|--|---|---|---|--|
| <p>Writing Goal #1A: Writing remains an area of strength for our school. According to the FCAT Writing Report 91% of our students scored a 3.0 or higher on the FCAT Writing 2.0 . This coming year the cut score for proficiency will be a 4.0. We would like to maintain the percentage of students meeting the new proficiency score.</p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |
| | <p>91% { 435 out of 479 students}</p> | <p>91% {435 out of 479 students}</p> | | | | | |
| | | <p>1A.2. Teacher training and availability of recourses.</p> | <p>1A.2. Student will be focusing on using evidence from a non-fiction or informational text to support their argumentative and informational writing.</p> | <p>1A.2. Teachers and GLC Facilitators.</p> | <p>1A.2. Report results to GLC meetings using a rubric.</p> | <p>1A.2. EOY Data and FCAT Writing Results.</p> | |
| | | <p>1A.3. Teaching conventions in context.</p> | <p>1A.3. Focus on conventions.</p> | <p>1A.3. Teachers and GLC Facilitators</p> | <p>1A.3. Classroom assessments.</p> | <p>1A.3. EOY Data and FCAT Writing Results.</p> | |
| <p>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p> | <p>1B.1. Fine motor skills Gross Motor Skills Cognitive Ability</p> | <p>1B.1. Students will increase their fine motor skills Students will increase their communication skills so that they demonstrate their knowledge during writing.</p> | <p>1B.1. Classroom Teacher Instructional Aide PT</p> | <p>1B.1. Artifacts accumulated during the school year. Progress Monitoring Tool</p> | <p>1B.1. Review of writing artifacts. Classroom Assessment Tools Florida Alternative Assessment</p> | | |

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

| | | | | | | | |
|--|---|--|--------------|--------------|--------------|--------------|--|
| <p><u>Writing Goal #1B:</u> JLMS has one IND unit with 10 students. The classroom has a strong focus on Life Skills and transitioning to high school</p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |
| | <p>67% { 2 out of 3 students}</p> | <p>100% { 3 out of 3 students}</p> | | | | | |
| | | <p>1B.2.</p> | <p>1B.2.</p> | <p>1B.2.</p> | <p>1B.2.</p> | <p>1B.2.</p> | |
| | | <p>1B.3.</p> | <p>1B.3.</p> | <p>1B.3.</p> | <p>1B.3.</p> | <p>1B.3.</p> | |

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

Writing Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity. | | | | | | |
|--|--------------------------|--|--|---|---|--|
| PD Content /Topic and/or PLC Focus | Grade Level/ Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| Curriculum and Best Practices | Grades 6-8 Language Arts | Language Arts Department Chairperson, Grade Level Content Facilitators | All Language Arts Teachers | Monthly Department Meetings, Grade Level Content Meetings Twice a Month | Discussion of key topics and activities, Observe teachers modeling the strategy | Language Arts Department Chairperson, Grade Level Content Facilitators |
| | | | | | | |
| | | | | | | |

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 |
| | | | |
| | | | |

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

| | | | |
|--------------------------|--------------------------|----------------|--------|
| Subtotal: | | | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| Subtotal: | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| Subtotal: | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| Subtotal: | | | |
| Total: | | | |

End of 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]).

| Civics EOC Goals | Problem-Solving Process to Increase Student Achievement | | | | | | |
|---|---|--|--|---|---|--|--|
| Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| 1. Students scoring at Achievement Level 3 in Civics. | 1.1. Coordinating and aligning instruction between classrooms for the same grade level and content. | 1.1. GLC Teams will meet to review curriculum maps and collaborate on timing of units to ensure curriculum is being taught at generally the same time in all “like” content classrooms. Teachers will utilize Common Pre/Post Assessments. This will provide feedback to students on learning goals. | 1.1. GLC Chairpersons, All Social Studies Teachers | 1.1. Department Meetings: Formal Data Analysis Bi-Monthly Grade Level Content Meetings Formal Data Analysis Collaboratively developing assessments | 1. Common Assessment Data Beginning of the Year {BOY} Data End of Year {EOY} Data | | |

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

| | | | | | | | |
|--|---|---|---|--|---|--|--|
| <p>Civics Goal #1: We will implement pre/post testing at the 7th grade level for Social Studies. Baseline data will be collected this school year on the Civics EOC Exam. The goal would be for all 7th students to be proficient on the exam at the end of the year.</p> | <p>2012 Current Level of Performance:*</p> | <p>2013 Expected Level of Performance:*</p> | | | | | |
| | <p><i>Baseline data will be collected this school year.</i></p> | <p><i>70% or more of our current 7th grade students will be proficient</i></p> | | | | | |
| | | <p>1.2. Teachers are using newly adopted curriculum materials and courses are still new. Faculty in this discipline need to work collaboratively to lesson plan and review best practices and their integration into the teaching of the content.</p> | <p>1.2. Utilize monthly department meetings, bi-monthly grade level content meetings, and instructional best practices planning time to work collaboratively on lesson planning, peer review/discussion of best practices and teaching methodologies.</p> | <p>1.2. GLC Chairpersons, All Social Studies Teachers</p> | <p>1.2. Instructional Best Practices Planning Time, Lesson Plan Development Review/Share Best Practices</p> | <p>1.2. Each PLC will self evaluate on a quarterly self-assessment of results/shared group practices that were implemented as a result of the meeting.</p> | |
| | | <p>1.3.</p> | <p>1.3.</p> | <p>1.3.</p> | <p>1.3.</p> | <p>1.3.</p> | |
| <p>Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:</p> | <p>Anticipated Barrier</p> | <p>Strategy</p> | <p>Person or Position Responsible for Monitoring</p> | <p>Process Used to Determine Effectiveness of Strategy</p> | <p>Evaluation Tool</p> | | |

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

| | | | | | | | |
|---|--|---|---|---|---|--|--|
| <p>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</p> | <p>2.1. Coordinating and aligning instruction between classrooms for the same grade level and content.</p> | <p>2.1. GLC Teams will meet to review curriculum maps and collaborate on timing of units to ensure curriculum is being taught at generally the same time in all "like" content classrooms. Teachers will utilize Common Pre/Post Assessments. This will provide feedback to students on learning goals.</p> | <p>2.1. GLC Chairpersons, All Social Studies Teachers</p> | <p>2.1. Department Meetings: Formal Data Analysis Bi-Monthly Grade Level Content Meetings Formal Data Analysis Collaboratively developing assessments</p> | <p>2. 2.1. Common Assessment Data Beginning of the Year {BOY} Data End of Year {EOY} Data</p> | | |
| <p>Civics Goal #2: We will implement pre/post testing at the 7th grade level for Social Studies. Baseline data will be collected this school year on the Civics EOC Exam. The goal would be for all 7th students to be proficient on the exam at the end of the year.</p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |
| | <p><i>Baseline data will be collected this school year</i></p> | <p><i>50% or more of our current 7th grade students will be above proficiency.</i></p> | | | | | |

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

| | | | | | | | |
|--|--|--|--|--|--|---|--|
| | | 2.2. Teachers are using newly adopted curriculum materials and courses are still new. Faculty in this discipline need to work collaboratively to lesson plan and review best practices and their integration into the teaching of the content. | 2.2. Utilize monthly department meetings, bi-monthly grade level content meetings, and instructional best practices planning time to work collaboratively on lesson planning, peer review/discussion of best practices and teaching methodologies. | 2.2. GLC Chairpersons, All Social Studies Teachers | 2.2. Instructional Best Practices Planning Time, Lesson Plan Development Review/Share Best Practices | 2.2. Each PLC will self evaluate on a quarterly self-assessment of results/shared group practices that were implemented as a result of the meeting. | |
| | | 2.3. | 2.3. | 2.3. | 2.3. | 2.3. | |

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

Civics Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity. | | | | | | |
|--|-----------------------|---|--|---|--|---|
| PD Content /Topic and/or PLC Focus | Grade Level/ Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| Curriculum and Best Practices | 7 th grade | 7 th grade Social Studies Teachers | GLC- 7 th grade | Monthly department meetings, Grade level content meetings twice a month | Observe teachers modeling the strategy Dialogue with teachers | Department Head, Administration |
| | | | | | | |
| | | | | | | |

Civics Budget (Insert rows as needed)

| | | | |
|--|--|----------------|-------------|
| Include only school-based funded activities/materials and exclude district funded activities /materials. | | | |
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Effective Delivery of new social studies curriculum and standards | Textbooks for Common Core Standards for Social Studies | Textbook Funds | \$70,000.00 |
| | | | |
| Subtotal: | | | |

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

| | | | |
|---|--------------------------|--|-------------|
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Use of new electronic materials and resources provided with new textbook adoption | New textbook adoption | Textbook Funds | \$70,000.00 |
| | | | |
| Subtotal: | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Curriculum Development | Substitute Teachers | Pasco Instructional Best Practices Funds | \$1,500.00 |
| | | | |
| Subtotal: | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| Subtotal: | | | |
| Total: | | | |

End of Civics Goals

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

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

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

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

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
|---|---|--|---|---|-----------------|------|--|
| 2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. | | |
| U.S. History Goal #2: <i>Enter narrative for the goal in this box.</i> | <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. | |

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

U.S. History Professional Development

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

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

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

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

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

| | | | |
|--------------------------|--------------------------|----------------|--------|
| | | | |
| Subtotal: | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| Subtotal: | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| Subtotal: | | | |
| Total: | | | |

End of U.S. History Goals

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

Attendance Goal(s)

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

| Attendance Goal(s) | Problem-solving Process to Increase Attendance | | | | | | |
|--|--|--|---|---|---|--|--|
| Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| 1. Attendance | 1.1. Limited time and resources to monitor and follow up by JLMS teachers and student services staff. eSembler accuracy | 1.1. Teachers will follow JLMS procedures for students who meet excessive attendance criteria. | 1.1. Assistant Principal School Social Worker- Kelly Johnson | 1.1. Semi-quarterly report from TERMS and review of school wide data. | 1.1. TERMS Review of completed referrals to social worker. | | |
| <u>Attendance Goal #1:</u> By June of 2013, JLMS average daily attendance rate will increase to %. | <u>2012 Current Attendance Rate:*</u> | <u>2013 Expected Attendance Rate:*</u> | | | | | |
| | 96.55% | 97.55% | | | | | |
| | <u>2012 Current Number of Students with Excessive Absences (10 or more)</u> | <u>2013 Expected Number of Students with Excessive Absences (10 or more)</u> | | | | | |

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

| | | | | | | | |
|--|--|---|------|------|------|------|--|
| | <i>301 students out of 1542 students</i> | <i>250 students out of 1622 students</i> | | | | | |
| | <u>2012 Current Number of Students with Excessive Tardies (10 or more)</u> | <u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u> | | | | | |
| | <i>1 student out of 1542 students</i> | <i>1 student out of 1622 students</i> | | | | | |
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. | |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. | |

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

Attendance Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity. | | | | | | |
|--|----------------------|-------------------------------------|--|---|-----------------------------------|--|
| PD Content /Topic and/or PLC Focus | Grade Level/ Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| Attendance Referral and Monitoring Procedures | Grades 6 - 8 | Student Services Staff School-based | School wide | September Faculty Meeting | Semi-Quarterly TERMS Report | Student Services Team {Guidance Counselor and School Social Worker}, Assistant Principal |
| | | | | | | |
| | | | | | | |

Attendance Budget (Insert rows as needed)

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

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

| | | | |
|--------------------------|--------------------------|----------------|--------|
| | | | |
| | | | |
| Subtotal: | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| Subtotal: | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| Subtotal: | | | |
| Total: | | | |

End of Attendance Goals

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

Suspension Goal(s)

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

| Suspension Goal(s) | Problem-solving Process to Decrease Suspension | | | | | | |
|---|--|---|---|---|-------------------------------|--|--|
| Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| 1. Suspension | 1.1. The school is well over capacity and has doubled in size geographically as evidenced by the addition of 23 portable classrooms. | 1.1. A comprehensive duty and supervision plan will be developed and put into place at the beginning of the year. | 1.1. Administration | 1.1. Consistent monitoring of the duty and supervision roster to ensure students are supervised at all times. | 1.1. Discipline data in TERMS | | |
| Suspension Goal #1: By June 2013, student suspension at JLMS will decrease by 10% | <u>2012 Total Number of In-School Suspensions</u> | <u>2013 Expected Number of In-School Suspensions</u> | | | | | |
| | 136 days | 126 days | | | | | |
| | <u>2012 Total Number of Students Suspended In-School</u> | <u>2013 Expected Number of Students Suspended In-School</u> | | | | | |
| | 58 students | 53 students | | | | | |
| | <u>2012 Total Number of Out-of-School Suspensions</u> | <u>2013 Expected Number of Out-of-School Suspensions</u> | | | | | |
| | 58 days | 53 days | | | | | |

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

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

| | <u>2012 Total Number of Students Suspended Out-of-School</u> | <u>2013 Expected Number of Students Suspended Out-of-School</u> | | | | | |
|--|--|--|--|---|---|---|--|
| | <i>20 students</i> | <i>18 students</i> | | | | | |
| | | 1.2. Supports for students who struggle to comply with school rules and classroom procedures | 1.2. Teachers will identify by grade level extra interventions they will complete with students who are struggling with complying with rules and procedures. | 1.2. Teachers, Students, Administration | 1.2. Monitoring students who need TIER 2 and TIER 3 interventions. Team meetings. | 1.2. Discipline data in TERMS | |
| | | 1.3. Lack of consistency implementing the School Wide Discipline Plan | 1.3. The Discipline Committee will meet to finalize a school wide discipline plan. The plan will be presented at the August faculty meeting. | 1.3. Assistant Principal and Discipline Committee Chairperson | 1.3. Observation, Review of discipline data at monthly meetings | 1.3. Discipline Committee meeting notes, Discipline data in TERMS | |

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

Suspension Professional Development

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

Suspension Budget (Insert rows as needed)

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

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

| | | | |
|--------------------------|--------------------------|----------------|--------|
| Subtotal: | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| Subtotal: | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| Subtotal: | | | |
| Total: | | | |

End of Suspension Goals

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

Dropout Prevention Goal(s)

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

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

| Dropout Prevention Goal(s) | Problem-solving Process to Dropout Prevention | | | | | | |
|---|---|--|---|--|--|--|--|
| Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| 1. Dropout Prevention | 1.1. Students enrolling from other districts with conflicting promotion criteria. | 1.1. Identify 8 th grade students needing to recover a course as they enroll. | 1.1. Guidance Counselors, Administration, 8 th Grade Team Leaders, Learning Lab Instructor | 1.1. Data/grade review and analysis after each progress report and final grade reports. Student identification and intervention assignments. | 1.1. Formative assessment data, progress monitoring data, teacher assigned grades and Learning Lab logs. | | |

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

| | | | | | | | |
|---|--|---|---|---|---|---|--|
| <p><u>Dropout Prevention</u> <u>Goal #1:</u></p> <p>During the 2011-2012 school year 27 8th grade students failed to meet the promotion requirements by the end of the school year. These students were not promoted to high school with their peers and had to enroll in Extended School Year to recover failed courses. Our goal is to decrease the percentage of 8th graders not meeting promotion requirements so they are successfully promoted to the high school at the conclusion of the regular school year.</p> | <p><u>2012 Current Dropout Rate:*</u></p> | <p><u>2013 Expected Dropout Rate:*</u></p> | | | | | |
| | <p>6% {3 out of 479 students}</p> | <p>4% {2 out of 479 students}</p> | | | | | |
| | <p><u>2012 Current Graduation Rate:*</u></p> | <p><u>2013 Expected Graduation Rate:*</u></p> | | | | | |
| | <p>99% {476 out of 479 students}</p> | <p>99% {477 out of 479 students}</p> | | | | | |
| | | <p>1.2. Students fail second semester of the school year because they fail to take advantage of academic interventions.</p> | <p>1.2. Require/encourage students to participate in needed academic interventions such as the Learning Lab, informal/formal after school tutoring and adult mentoring.</p> | <p>1.2. Guidance Counselors, Administration, 8th Grade Team Leaders, Learning Lab Instructor</p> | <p>1.2. Data/grade review and analysis after each progress report and final grade reports. Student identification and intervention assignments.</p> | <p>1.2. Formative assessment data, progress monitoring data, teacher assigned grades and Learning Lab logs.</p> | |
| | | <p>1.3.</p> | <p>1.3.</p> | <p>1.3.</p> | <p>1.3.</p> | <p>1.3.</p> | |

Dropout Prevention Professional Development

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| <p>Professional Development</p> | | | | | | | |
|--|--|--|--|--|--|--|--|

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

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

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

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

Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)

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

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

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

| Parent Involvement Goal(s) | Problem-solving Process to Parent Involvement | | | | | | |
|---|--|--|---|--|------------------------------|--|--|
| Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| 1. Parent Involvement | 1.1. Communicating the importance of attending Open House. | 1.1. Our PTSA will set-up stations where local vendors from the community can sell their goods, products, and services to entice all parents to see what the school and community have to offer. | 1.1. Administration | 1.1. We will have parents sign in when they attend Open House. | 1.1. Parent Sign-In Rosters. | | |
| <u>Parent Involvement Goal #1:</u> We believe that when parents attend Open House at the beginning of the school year they are more successful in middle school. Our goal is to increase the number of parents attending Open House this year. | <u>2012 Current Level of Parent Involvement:*</u> | <u>2013 Expected Level of Parent Involvement:*</u> | | | | | |

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

| | | | | | | | |
|--|--------------------|--------------------|------|------|------|------|--|
| | 60% {960 families} | 63% {975 families} | | | | | |
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. | |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. | |

Parent Involvement Professional Development

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

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

Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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

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

| STEM Goal(s) | Problem-Solving Process to Increase Student Achievement | | | | |
|--|--|---|--|---|---|
| Based on the analysis of school data, identify and define areas in need of improvement: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| <p>STEM Goal #1:</p> <p>In the 2012-2013 school year, we will increase STEM awareness throughout all grade levels by providing information and activities to staff and students on a monthly basis, including greater participation in our robotics club.</p> | 1.1. Students and staff are not familiar with STEM and what it stands for. | 1.1. Increase the number of students participating in our Robotics Club and increase the number of Great American Teach In speakers with a STEM focus area. Explore current and future STEM career needs and training required. Participate in the Odyssey of the Mind and other STEM related competitions. | 1.1. Principal, Assistant Principal, Math and Science teachers | 1.1. Annual monitoring of guest speakers focused on STEM areas. Yearly review of the number of students/groups that participate in STEM and other science competitions. | 1.1. Roster of guest speakers and topics. Roster of STEM/Science Competition participants |
| | 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 | | | | | | |
|---|--|--|--|--|--|--|
| | | | | | | |

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

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

| 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 |
| | | | | | | |
| | | | | | | |
| | | | | | | |

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

STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

| CTE Goal(s) | Problem-Solving Process to Increase Student Achievement | | | | |
|--|--|--|--|---|--|
| Based on the analysis of school data, identify and define areas in need of improvement: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| <p><u>CTE Goal #1:</u> Students at JLMS participating in the CTE wheel {7th Grade} will create a portfolio in CHOICES and complete Guideway 1 in CHOICES. The assessment results will align with one or more of 16 career clusters. Students will also experience additional career exploratory competencies, activities, and research. From these activities, students will apply results of all assessments to personal abilities in order to make realistic career choices. At JLMS 8th Grade students will participate in a Career Planning and Exploration Plan that includes completing the FL Choices Planner during Quarter 1, attending Academy Field Trips during Quarter 2, and participate in Academy Showcase Nights and Curriculum Fairs at county high schools during 3rd Quarter.</p> | <p>1. Getting Students to Complete Portfolios and Plans in a timely manner on the computer Technology availability at school</p> | <p>1.1. Complete Guideway 1 in CHOICES and create a portfolio { for 7th Grade Students} 8th Graders compete FL Choices Planner Cluster Finder</p> | <p>1. CTE Teachers, Fine Arts Teachers, Guidance, Administration</p> | <p>1.1. CHOICES Program and Student responses</p> | <p>1.1. Cross Reference Students in TERMS by Grade Level and pull reports from program with percentages complete</p> |
| | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

CTE Professional Development

| | | | | | | |
|--|--|--|--|--|--|--|
| Professional Development (PD) aligned with Strategies through Professional Learning | | | | | | |
|--|--|--|--|--|--|--|

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

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

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

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

CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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

Additional Goal(s)

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

| Additional Goal(s) | Problem-Solving Process to Increase Student Achievement | | | | | | |
|---|--|--|---|---|-----------------|------|--|
| Based on the analysis of school data, identify and define areas in need of improvement: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| 1. Additional Goal | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. | | |
| Additional Goal #1: <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. | |

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

Additional Goals Professional Development

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

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

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

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

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

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

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

| |
|---------------------|
| Grand Total: |
|---------------------|

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

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

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

- Yes No

| |
|---|
| If No, describe the measures being taken to comply with SAC requirements. |
| |
| Describe the activities of the SAC for the upcoming school year. |
| Monitor the implementation of the School Improvement Plan. Approve any school recognition funds. |

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

| Describe the projected use of SAC funds. | Amount |
|--|--------|
| | |
| | |
| | |