

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Glenridge Middle School	District Name: Orange County Public Schools
Principal: Heather Hilton	Superintendent: Dr. Barbara Jenkins
SAC Chair: Laurie Brown	Date of School Board Approval: January 29, 2013

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

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	Heather Hilton	Masters in the Arts of Teaching	3	10	While serving as the principal at Glenridge Middle School, the school received an A grade each year but did not meet AYP. While serving as an Assistant Principal at Winter Park High School for five years the school received an A grade for 4 years. The school did not meet AYP any year.
Assistant Principal	Tom Ott	Masters in Health Services Administration	0	0	Mr. Ott is serving in his first Assistant Principal position that began in January 2013. Previously, Mr. Ott served as an administrative dean at University High School, which has earned a B grade for last school year.

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Assistant Principal	Nicole Elenzweig	Masters in Educational Leadership	1	2	While serving as an AP at Glenridge Middle School in the 11-12 school year, the school earned an A grade. In 2010-2011 while serving as an administrative dean, Riverdale Elementary School raised their school grade from a B to an A. While serving as a DOE Reading Coordinator in 2011, the target school raised their Reading FCAT by 12 points.
Assistant Principal	Diane Carter	Masters in TESOL, Ed Leadership	0	7	While serving as AP at Legacy Middle School from 2006 to 2009, the school earned an A grade. From 2009 to 2012, while serving at Union Park Middle School, the grade rose from a C to a B and fell to a C in 2012. Union Park Middle School did not meet AYP requirements.

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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
CRT	Judy Lister	PE 6-12 PE K-8 English 5-9 IB MYP trained	44	12	For the last 12 years, Glenridge has received a school grade of "A". It has not met AYP any of those years.
Reading	Geoffrey Kessler	SS 6-12 ESOL 6-12 Reading K-12 Ed. Leadership Masters in Reading	0	0	While at Walker Middle School, students in the lowest 25% assigned to Mr. Kessler averaged 70-72% learning gains. Walker MS earned grades of B and C during this timeframe.

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Interview and hire only highly qualified teachers	All Administration	August 2012
2. Provide IB MYP training for all staff members as we move to 3. whole school implementation.	Principal, CRT, APs	2014
4. Administrative and coaching support, team building	Principal, CRT, APs and Reading Coach	ongoing
5. Mentoring program for new teachers to Glenridge	Principal, CRT	ongoing

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Non-Highly Effective Instructors

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

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
4% (4)	Staff development is provided through the school and district programs. Assistance with individual certification and course requirements

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
90	4	25	45	26	33	94	9	3	15

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
Rachel Ruiz	Sam Leininger	Same Content Area	Data reporting, common assessments, order of instruction, lesson planning, IB instructional methods
Rachel Ruiz	Laurence Persaud	Same grade level	All activities will relate to the Alternative Certification Program
Pam Bonhagen	Jean Skidgel	Language Arts	Data reporting, common assessments, order of instruction, lesson planning, IB

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			instructional methods
Pam Bonhagen	Stacey Mackin	Same Content Area and Grade level	All activities will relate to the Alternative Certification Program
Angela Jones	Derek Noggle	Same Content Area and Grade level	Data reporting, common assessments, order of instruction, lesson planning, IB instructional methods
Norene Olson	Lindsay Branham	Same Content Area	Data reporting, common assessments, order of instruction, lesson planning, IB instructional methods
Rich Miller	Jennifer Barber	Same Grade Level	All activities will relate to the Alternative Certification Program

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A	N/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	

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Principal, Assistant Principals, CRT, Reading Coach, School Psychologist, Guidance Counselors, SAFE Coordinator
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 MTSS leadership team meets monthly to review data (tier 1, 2, 3) from math, language arts, science and social studies. At this time, individual student concerns are reviewed, interventions discussed, and plans put into place for teachers to implement. Each member of the leadership team works with teachers to provide instructional suggestions and additional data review.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the MTSS problem-solving process is used in developing and implementing the SIP? Data is reviewed by the MTSS team which leads to the development of necessary staff development and areas of focus for each 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. We will coordinate data meetings every 3 weeks with teachers to discuss benchmarks and student mastery of the benchmarks. Data reviewed will include teacher created common assessments, mini assessments, and benchmark exams through the district. All students will maintain a portfolio that includes work samples and self assessment pieces through graphs and charts of progress towards the benchmarks.
Describe the plan to train staff on MTSS. We will continue to train staff in the MTSS philosophy to identify students needing Tier 1, 2 and 3 interventions or support. Once students and needs are identified, support staff will assist in determining resources and materials being used and implemented to meet student needs.
Describe the plan to support MTSS. To begin the school year, FCAT scores and trends for each subgroup were reviewed with the faculty. PBS data was reviewed and the Lion PRIDE program introduced to the faculty for this school year. Benchmark data, classroom given writing prompts, FAIR and grade level common assessments will be used to evaluate the effectiveness of the programs. Faculty meetings will also be used to provide updates on student behavior goals. Key staff members consisting of the AP, SAFE coordinator, Staffing Specialist, and Guidance Department have received the MTSS training and will continue to build capacity with the staff. One member of the MTSS leadership team will be working with each core subject area in their data and PLC meetings.

Literacy Leadership Team (LLT)

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School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Principal, Reading Coach, and one member of each department on campus – Math, Language Arts, Science, Social Studies, Technology, World Languages, and the Arts.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The literacy team meets monthly and has representatives from each department on campus. They review, change, and adopt the school literacy plan. As a team they determine ways that can positively increase the amount of reading students complete and ways to involve families. The group will also provide training and modeling of literacy strategies.
What will be the major initiatives of the LLT this year? The Literacy Leadership Team will assist in the creation and support of a culture of literacy on campus. Reading comprehension skills and the use of authentic literacy in classrooms will be the main focus, as it ties to the IB philosophy.

Public School Choice

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

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

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

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

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

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

School Reading data (Benchmark and FAIR) will be reviewed with all teachers to understand the student needs in their classroom. Each class and subject will be responsible for including content authentic literacy within their courses on a weekly basis. The literacy coach will provide training on key strategies to all instructional staff - promoting literacy across all content areas. Monitoring will take place through classroom walkthroughs and lesson plans. Reading and writing across the curriculum is the major objective of our school year. The literacy coach will also continue the support and monitoring of the use of CRISS strategies in science and social students.

As a campus we will begin deconstructing the Common Core Literacy standards and the instructional implications it has for the classroom.

****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](#).

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. Teacher knowledge of Common Core Literacy Standards and implementation strategies.	1A.1. Use of PLC and Progress Monitoring Meetings to unwrap the standards and develop appropriate lesson plans for student achievement.	1A.1. Principal APs CRT Reading Coach All Teachers	1A.1. PLC meeting minutes PM meeting minutes Common Assessments Informal Observations Lesson Plans	1A.1. FCAT FAIR Benchmark Results
Reading Goal #1A: By July 2013, 31% (421) of all students taking the FCAT Reading test at Glenridge Middle School will score at Level 3 or above	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	28% (383)	31%(421)					
			1A.2. Engaging students in the content and exciting them about learning.	1A.2. Book study, training and implementation of <u>The Art and Science of Teaching</u> . Specific attention will be given to Design questions 2 and 5.	1A.2. Principal APs Coaches All Teachers	1A.2. Informal Observations Lesson Plans Unit Planners	1A.2. FCAT Common Assessments Formal Observations
		1A.3. Use of rigorous assessment that engages students at the higher level of Bloom's taxonomy.	1A.3. Continued training and study of IB assessment and implementation of performance assessments and real world application.	1A.3. Principal APs Coaches All Teachers	1A.3. Observations Lesson Plans Summative Assessments Common Assessments	1A.3. Writing samples Rubrics from performance assessments FCAT	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1. Engaging students in the content and exciting them about learning.	1B.1. Book study, training and implementation of <u>The Art and Science of Teaching</u> . Specific attention will be given to Design questions 2 and 5.	1B.1. Principal APs Coaches All Teachers	1B.1. Informal Observations Lesson Plans Unit Planners	1B.1. FCAT Common Assessments Formal Observations
Reading Goal #1B: By July 2013, 53% (12) of all students taking the Florida Alternative Assessment in reading at Glenridge Middle School will score at Level 4, 5 or 6	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	50%(11)	53%(12)					
			1B.2. Use of rigorous assessment that engages students at the higher level of Bloom's taxonomy.	1B.2. Continued training and study of IB assessment and implementation of performance assessments and real world application.	1B.2. Principal APs Coaches All Teachers	1B.2. Observations Lesson Plans Summative Assessments Common Assessments	1B.2. Writing samples Rubrics from performance assessments FCAT

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		1B.3. Teacher knowledge of Common Core Literacy Standards and implementation strategies.	1B.3. Use of PLC and Progress Monitoring Meetings to unwrap the standards and develop appropriate lesson plans for student achievement.	1B.3. Principal APs CRT Reading Coach All Teachers	1B.3 PLC meeting minutes PM meeting minutes Common Assessments Informal Observations Lesson Plans	1B.3 FCAT FAIR Benchmark Results
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. Teacher knowledge of Common Core Literacy Standards and implementation strategies.	2A.1. Use of PLC and Progress Monitoring Meetings to unwrap the standards and develop appropriate lesson plans for student achievement.	2A.1. Principal APs CRT Reading Coach All Teachers	2A.1. PLC meeting minutes PM meeting minutes Common Assessments Informal Observations Lesson Plans	2A.1. FCAT FAIR Benchmark Results
Reading Goal #2A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By July 2013, 46% (634) of all students taking the FCAT Reading test at Glenridge Middle School will score at Level 4 or above	43% (548)	46%(634)					
			2A.2. Engaging students in the content and exciting them about learning.	2A.2. Book study, training and implementation of <u>The Art and Science of Teaching</u> . Specific attention will be given to Design questions 2 and 5.	2A.2. Principal Aps Coaches All Teachers	2A.2. Informal Observations Lesson Plans Unit Planners	2A.2. FCAT Common Assessments Formal Observations
			2A.3. Use of rigorous assessment that engages students at the higher level of Webb's DOK.	2A.3. Continued training and study of IB assessment and implementation of performance assessments and real world application.	2A.3. Principal APs Coaches All Teachers	2A.3. Observations Lesson Plans Summative Assessments Common Assessments	2A.3. Writing samples Rubrics from performance assessments FCAT
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1. Teacher knowledge of Common Core Literacy Standards and implementation strategies.	2B.1. Use of PLC and Progress Monitoring Meetings to unwrap the standards and develop appropriate lesson plans for student achievement.	2B.1. Principal APs CRT Reading Coach All Teachers	2B.1. PLC meeting minutes PM meeting minutes Common Assessments Informal Observations Lesson Plans	2B.1. FCAT FAIR Benchmark Results
Reading Goal #2B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By July 2013, 39% (9) of all students taking the Florida Alternative Assessment in reading at Glenridge Middle School will score at Level 7 or above	36% (8)	39% (9)					
			2B.2. Engaging students in the content and exciting them about learning.	2B.2. Book study, training and implementation of <u>The Art and Science of Teaching</u> . Specific attention will be given to Design questions 2 and 5.	2B.2. Principal Aps Coaches All Teachers	2B.2. Informal Observations Lesson Plans Unit Planners	2B.2. FCAT Common Assessments Formal Observations
			2B.3. Use of rigorous assessment that engages students at the higher level of Webb's DOK.	2B.3. Continued training and study of IB assessment and implementation of performance assessments and real world application.	2B.3. Principal APs Coaches All Teachers	2B.3. Observations Lesson Plans Summative Assessments Common Assessments	2B.3. Writing samples Rubrics from performance assessments FCAT

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Teacher knowledge of Common Core Literacy Standards and implementation strategies.	3A.1. Use of PLC and Progress Monitoring Meetings to unwrap the standards and develop appropriate lesson plans for student achievement.	3A.1. Principal APs CRT Reading Coach All Teachers	3A.1. PLC meeting minutes PM meeting minutes Common Assessments Informal Observations Lesson Plans	3A.1. FCAT FAIR Benchmark Results
<u>Reading Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By July 2013, 73% (992) of all students taking the FCAT in reading at Glenridge Middle School will make learning gains	70% (794)	73% (992)					
			3A.2. Engaging students in the content and exciting them about learning.	3A.2. Book study, training and implementation of <u>The Art and Science of Teaching</u> . Specific attention will be given to Design questions 2 and 5.	3A.2. Principal Aps Coaches All Teachers	3A.2. Informal Observations Lesson Plans Unit Planners	3A.2. FCAT Common Assessments Formal Observations
			3A.3. Use of rigorous assessment that engages students at the higher level of Webb's DOK.	3A.3. Continued training and study of IB assessment and implementation of performance assessments and real world application.	3A.3. Principal APs Coaches All Teachers	3A.3. Observations Lesson Plans Summative Assessments Common Assessments	3A.3. Writing samples Rubrics from performance assessments FCAT
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1. Teacher knowledge of Common Core Literacy Standards and implementation strategies.	3B.1. Use of PLC and Progress Monitoring Meetings to unwrap the standards and develop appropriate lesson plans for student achievement.	3B.1. Principal APs CRT Reading Coach All Teachers	3B.1. PLC meeting minutes PM meeting minutes Common Assessments Informal Observations Lesson Plans	3B.1. FCAT FAIR Benchmark Results
<u>Reading Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By July 2013, 53% (12) of all students taking the Florida Alternative Assessment in reading at Glenridge Middle School will make learning gains	50% (11)	53% (12)					
			3B.2. Engaging students in the content and exciting them about learning.	3B.2. Book study, training and implementation of <u>The Art and Science of Teaching</u> . Specific attention will be given to Design questions 2 and 5.	3B.2. Principal Aps Coaches All Teachers	3B.2. Informal Observations Lesson Plans Unit Planners	3B.2. FCAT Common Assessments Formal Observations
			3B.3. Use of rigorous assessment that engages students at the higher level of Bloom's taxonomy.	3B.3. Continued training and study of IB assessment and implementation of performance assessments and real world application.	3B.3. Principal APs Coaches All Teachers	3B.3. Observations Lesson Plans Summative Assessments Common Assessments	3B.3. Writing samples Rubrics from performance assessments FCAT

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Teacher knowledge of Common Core Literacy Standards and implementation strategies.	4A.1. Use of PLC and Progress Monitoring Meetings to unwrap the standards and develop appropriate lesson plans for student achievement.	4A.1. Principal APs CRT Reading Coach All Teachers	4A.1. PLC meeting minutes PM meeting minutes Common Assessments Informal Observations Lesson Plans	4A.1. FCAT FAIR Benchmark Results
<u>Reading Goal #4:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By July 2013, 70% (952) of all students taking the FCAT Reading test at Glenridge Middle School will make learning gains with the lowest 25% of students.	67% (924)	70% (972)					
			4A.2. Engaging students in the content and exciting them about learning.	4A.2. Book study, training and implementation of <u>The Art and Science of Teaching</u> . Specific attention will be given to Design questions 2 and 5.	4A.2. Principal Aps Coaches All Teachers	4A.2. Informal Observations Lesson Plans Unit Planners	4A.2. FCAT Common Assessments Formal Observations
			4A.3. Use of rigorous assessment that engages students at the higher level of Webb's DOK.	4A.3. Continued training and study of IB assessment and implementation of performance assessments and real world application.	4A.3. Principal APs Coaches All Teachers	4A.3. Observations Lesson Plans Summative Assessments Common Assessments	4A.3. Writing samples Rubrics from performance assessments FCAT

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011		All:71 Asian:77 Black:54 Hispanic:52 White:83	All:73 Asian:79 Black:58 Hispanic:57 White:84	All:76 Asian:81 Black:63 Hispanic:61 White:86	All:79 Asian:83 Black:67 Hispanic:65 White:87	All:81 Asian:85 Black:71 Hispanic:70 White:89	All:84 Asian:88 Black:75 Hispanic: 74 White:91
Reading Goal #5A: <i>The school goal is to decrease the achievement gap by a minimum of 3% each year for six years.</i>			ELL:34 SWD:48 EcoDis:54	ELL:40 SWD:53 EcoDis:58	ELL:46 SWD:57 EcoDis:63	ELL:52 SWD:62 EcoDis:67	ELL:58 SWD:67 EcoDis:71	ELL:64 SWD:72 EcoDis:75
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. Lack of Reading in all Content Areas	5B.1. Define set amount of reading for each grade level. Provide daily reading and writing for all students in all classes. Identify and provide authentic literacy pieces for each content area.	5B.1. Principal APs Reading Coach Teachers	5B.1. CWT Lesson Plans PLC discussions	5B.1. FCAT FAIR Student Discussions Lesson plans	
Reading Goal #5B: By July 2013, there will be a 3% decrease in the amount of students in each subgroup not making satisfactory progress on the FCAT Reading test at Glenridge Middle School.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	White:83 Black:54 Hispanic:52 Asian:77 American Indian:N/A	White:84 Black:58 Hispanic:57 Asian:79 American Indian:N/A				
			5B.2. Student knowledge of state standard content or application of the content.	5B.2. Develop small group instruction to target deficiencies with specific standards. The instruction will be pullouts or push ins to the Tier 1 classroom.	5B.2. Principal Aps Coaches All Teachers	5B.2. Informal Observations Weekly data reviews Student work	5B.2. FCAT Common Assessments Formal Observations	
			5B.3. Use of rigorous assessment that engages students at the higher level of Webb's DOK.	5B.3. Continued training and study of IB assessment and implementation of performance assessments and real world application.	5B.3. Principal APs Coaches All Teachers	5B.3. Observations Lesson Plans Summative Assessments Common Assessments	5B.3. Writing samples Rubrics from performance assessments FCAT	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. Teacher knowledge of Common Core Literacy Standards and implementation strategies.	5C.1. Use of PLC and Progress Monitoring Meetings to unwrap the standards and develop appropriate lesson plans for student achievement.	5C.1. Principal APs CRT Reading Coach All Teachers	5C.1. PLC meeting minutes PM meeting minutes Common Assessments Informal Observations Lesson Plans	5C.1. FCAT FAIR Benchmark Results
Reading Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By July 2013, 40% of all English Language Learners taking the FCAT Reading test at Glenridge Middle School will be proficient	36%	40%					
			5C.2. Student knowledge of state standard content or application of the content.	5C.2. Develop small group instruction to target deficiencies with specific standards. The instruction will be pullouts or push ins to the Tier 1 classroom.	5C.2. Principal Aps Coaches All Teachers	5C.2. Informal Observations Weekly data reviews Student work	5C.2. FCAT Common Assessments Formal Observations
			5C.3. Use of rigorous assessment that engages students at the higher level of Webb's DOK.	5C.3. Continued training and study of IB assessment and implementation of performance assessments and real world application.	5C.3. Principal APs Coaches All Teachers	5C.3. Observations Lesson Plans Summative Assessments Common Assessments	5C.3. Writing samples Rubrics from performance assessments FCAT
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. Teacher knowledge of Common Core Literacy Standards and implementation strategies.	5D.1. Use of PLC and Progress Monitoring Meetings to unwrap the standards and develop appropriate lesson plans for student achievement.	5D.1. Principal APs CRT Reading Coach All Teachers	5D.1. PLC meeting minutes PM meeting minutes Common Assessments Informal Observations Lesson Plans	5D.1. FCAT FAIR Benchmark Results
Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By July 2013, 53% of all Students with Disabilities (SWD) taking the FCAT Reading test at Glenridge Middle School will be proficient	48%	53%					
			5D.2. Student knowledge of state standard content or application of the content.	5D.2. Develop small group instruction to target deficiencies with specific standards. The instruction will be pullouts or push ins to the Tier 1 classroom.	5D.2. Principal Aps Coaches All Teachers	5D.2. Informal Observations Weekly data reviews Student work	5D.2. FCAT Common Assessments Formal Observations
			5D.3. Use of rigorous assessment that engages students at the higher level of Webb's DOK.	5D.3. Continued training and study of IB assessment and implementation of performance assessments and real world application.	5D.3. Principal APs Coaches All Teachers	5D.3. Observations Lesson Plans Summative Assessments Common Assessments	5D.3. Writing samples Rubrics from performance assessments FCAT

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Teacher knowledge of Common Core Literacy Standards and implementation strategies.	5E.1. Use of PLC and Progress Monitoring Meetings to unwrap the standards and develop appropriate lesson plans for student achievement.	5E.1. Principal APs CRT Reading Coach All Teachers	5E.1. PLC meeting minutes PM meeting minutes Common Assessments Informal Observations Lesson Plans	5E.1. FCAT FAIR Benchmark Results
Reading Goal #5E: By July 2013, 58% of all Economically Disadvantaged students taking the FCAT Reading test at Glenridge Middle School will be proficient	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	57%	58%					
			5E.2. Student knowledge of state standard content or application of the content.	5E.2. Develop small group instruction to target deficiencies with specific standards. The instruction will be pullouts or push ins to the Tier 1 classroom.	5E.2. Principal Aps Coaches All Teachers	5E.2. Informal Observations Weekly data reviews Student work	5E.2. FCAT Common Assessments Formal Observations
			5E.3. Use of rigorous assessment that engages students at the higher level of Webb's DOK.	5E.3. Continued training and study of IB assessment and implementation of performance assessments and real world application.	5E.3. Principal APs Coaches All Teachers	5E.3. Observations Lesson Plans Summative Assessments Common Assessments	5E.3. Writing samples Rubrics from performance assessments FCAT

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CC Literacy Standards - unpacking	All	Admin and Reading Coach	School Wide	During school day, two main days with follow up throughout the year	Informal observations, progress monitoring meetings, lesson plans	Admin, Reading Coach, CRT
Literacy Wednesdays	All	Reading Coach	School Wide	Monthly, last Wednesday of the month	Informal observations, Progress Monitoring Meetings	Administration, Reading Coach, CRT
Professional Development training in IB assessment	All	Principal, CRT	School Wide	Faculty Meetings – third Wed. PLC meetings- 2 nd Wed.	Lesson plans, progress monitoring meetings, teacher and student feedback	Administration, CRT, Teachers

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Strategy	Strategy	Strategy
			Subtotal:
Technology			
Strategy	Strategy	Strategy	Strategy
Authentic Literacy pieces for all content areas	Authentic Literacy pieces for all content areas	Authentic Literacy pieces for all content areas	Authentic Literacy pieces for all content areas
			Subtotal:\$500.00
Professional Development			
Strategy	Strategy	Strategy	Strategy
Unwrapping the Common Core Literacy Standards	Unwrapping the Common Core Literacy Standards	Unwrapping the Common Core Literacy Standards	Unwrapping the Common Core Literacy Standards
Development of IB assessments	Development of IB assessments	Development of IB assessments	Development of IB assessments
			Subtotal:\$1000.00
Other			
Strategy	Strategy	Strategy	Strategy
Development and purchase of authentic literacy pieces across content areas	Development and purchase of authentic literacy pieces across content areas	Development and purchase of authentic literacy pieces across content areas	Development and purchase of authentic literacy pieces across content areas
			Subtotal:\$2000.00
			Total:\$3,500.00

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking. CELLA Goal #1: <i>The school goal is for 55% of all ELL students to be proficient in listening and speaking.</i>	2012 Current Percent of Students Proficient in Listening/Speaking: 50% (56).	1.1. Teacher knowledge of Common Core Literacy Standards and implementation strategies.	1.1. Use of PLC and Progress Monitoring Meetings to unwrap the standards and develop appropriate lesson plans for student achievement.	1.1. Principal APs CRT Reading Coach All Teachers	1.1. PLC meeting minutes PM meeting minutes Common Assessments Informal Observations Lesson Plans	1.1. FCAT FAIR Benchmark Results
		1.2. Engaging students in the content and exciting them about learning.	1.2. Book study, training and implementation of <u>The Art and Science of Teaching</u> . Specific attention will be given to Design questions 2 and 5.	1.2. Principal APs Coaches All Teachers	1.2. Informal Observations Lesson Plans Unit Planners	1.2. FCAT Common Assessments Formal Observations
		1.3. Use of rigorous assessment that engages students at the higher level of Bloom's taxonomy.	1.3. Continued training and study of IB assessment and implementation of performance assessments and real world application.	1.3. Principal APs Coaches All Teachers	1.3. Observations Lesson Plans Summative Assessments Common Assessments	1.3. Writing samples Rubrics from performance assessments FCAT
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. CELLA Goal #2: <i>The school goal is for 30% of all ELL students to be proficient in reading.</i>	2012 Current Percent of Students Proficient in Reading: 26% (31)	2.1. Teacher knowledge of Common Core Literacy Standards and implementation strategies.	2.1. Use of PLC and Progress Monitoring Meetings to unwrap the standards and develop appropriate lesson plans for student achievement.	2.1. Principal APs CRT Reading Coach All Teachers	2.1. PLC meeting minutes PM meeting minutes Common Assessments Informal Observations Lesson Plans	2.1. FCAT FAIR Benchmark Results
		2.2. Engaging students in the content and exciting them about learning.	2.2. Book study, training and implementation of <u>The Art and Science of Teaching</u> . Specific attention will be given to Design questions 2 and 5.	2.2. Principal APs Coaches All Teachers	2.2. Informal Observations Lesson Plans Unit Planners	2.2. FCAT Common Assessments Formal Observations

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		2.3. Use of rigorous assessment that engages students at the higher level of Bloom's taxonomy.	2.3. Continued training and study of IB assessment and implementation of performance assessments and real world application.	2.3. Principal APs Coaches All Teachers	2.3. Observations Lesson Plans Summative Assessments Common Assessments	2.3. Writing samples Rubrics from performance assessments FCAT
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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		3.1. Teacher knowledge of Common Core Literacy Standards and implementation strategies.	3.1. Use of PLC and Progress Monitoring Meetings to unwrap the standards and develop appropriate lesson plans for student achievement.	3.1. Principal APs CRT Reading Coach All Teachers	3.1. PLC meeting minutes PM meeting minutes Common Assessments Informal Observations Lesson Plans	3.1. FCAT FAIR Benchmark Results
CELLA Goal #3: <i>The school goal is for 45% of all ELL students to be proficient in writing.</i>	2012 Current Percent of Students Proficient in Writing : 41% (47)					
		3.2. Engaging students in the content and exciting them about learning.	3.2. Book study, training and implementation of <u>The Art and Science of Teaching</u> . Specific attention will be given to Design questions 2 and 5.	3.2. Principal Aps Coaches All Teachers	3.2. Informal Observations Lesson Plans Unit Planners	3.2. FCAT Common Assessments Formal Observations
		3.3. Use of rigorous assessment that engages students at the higher level of Bloom's taxonomy.	3.3. Continued training and study of IB assessment and implementation of performance assessments and real world application.	3.3. Principal APs Coaches All Teachers	3.3. Observations Lesson Plans Summative Assessments Common Assessments	3.3. Writing samples Rubrics from performance assessments FCAT

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Strategy	Strategy	Strategy
			Subtotal:
Technology			
Strategy	Strategy	Strategy	Strategy
			Subtotal:
Professional Development			
Strategy	Strategy	Strategy	Strategy
Unwrapping the Common Core Literacy Standards	Unwrapping the Common Core Literacy Standards	Unwrapping the Common Core Literacy Standards	Unwrapping the Common Core Literacy Standards
Development of IB assessments	Development of IB assessments	Development of IB assessments	Development of IB assessments
			Subtotal:\$1,000.00
Other			
Strategy	Strategy	Strategy	Strategy
Development and purchase of authentic literacy pieces across content areas	Development and purchase of authentic literacy pieces across content areas	Development and purchase of authentic literacy pieces across content areas	Development and purchase of authentic literacy pieces across content areas
			Subtotal: \$2,000.00
			Total: \$3,000.00

End of CELLA Goals

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Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1. Teacher knowledge of Common Core Math Standards and implementation strategies.	1A.1. Use of PLC and Progress Monitoring Meetings to unwrap the standards and develop appropriate lesson plans for student achievement.	1A.1. Principal APs CRT All Teachers	1A.1. PLC meeting minutes PM meeting minutes Common Assessments Informal Observations Lesson Plans	1A.1. FCAT FAIR Benchmark Results
<u>Mathematics Goal</u> #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By July 2013, 28% (381) of all students taking the FCAT Math test at Glenridge Middle School will score at Level 3 or above	25% (339)	28% (381)					
			1A.2. Engaging students in the content and exciting them about learning.	1A.2. Book study, training and implementation of <i>The Art and Science of Teaching</i> . Specific attention will be given to Design questions 2 and 5.	1A.2. Principal APs Coaches All Teachers	1A.2. Informal Observations Lesson Plans Unit Planners	1A.2. FCAT Common Assessments Formal Observations
			1A.3. Use of rigorous assessment that engages students at the higher level of Webb’s DOK.	1A.3. Continued training and study of IB assessment and implementation of performance assessments and real world application.	1A.3. Principal APs Coaches All Teachers	1A.3. Observations Lesson Plans Summative Assessments Common Assessments	1A.3. Writing samples Rubrics from performance assessments FCAT
			1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1. Teacher knowledge of Common Core Math Standards and implementation strategies.	1B.1. Use of PLC and Progress Monitoring Meetings to unwrap the standards and develop appropriate lesson plans for student achievement.
<u>Mathematics Goal</u> #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By July 2013, 71% (16) of all students taking the Florida Alternate Assessment in Math at Glenridge Middle School will score at Level 4, 5 or 6	68% (15)	71% (16)					
			1B.2. Engaging students in the content and exciting them about learning.	1B.2. Book study, training and implementation of <i>The Art and Science of Teaching</i> . Specific attention will be given to Design questions 2 and 5.	1B.2. Principal APs Coaches All Teachers	1B.2. Informal Observations Lesson Plans Unit Planners	1B.2. FCAT Common Assessments Formal Observations
			1B.3. Use of rigorous assessment that engages students at the higher level of Webb’s DOK.	1B.3. Continued training and study of IB assessment and implementation of performance assessments and real	1B.3. Principal APs Coaches	1B.3. Observations Lesson Plans Summative Assessments	1B.3. Writing samples Rubrics from performance assessments

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			world application.	All Teachers	Common Assessments	FCAT
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. Teacher knowledge of Common Core Math Standards and implementation strategies.	2A.1. Use of PLC and Progress Monitoring Meetings to unwrap the standards and develop appropriate lesson plans for student achievement.	2A.1. Principal APs CRT All Teachers	2A.1. PLC meeting minutes PM meeting minutes Common Assessments Informal Observations Lesson Plans	2A.1. FCAT FAIR Benchmark Results	
<u>Mathematics Goal</u> #2A: By July 2013, 41% (557) of all students taking the FCAT Math test at Glenridge Middle School will score at Level 4 or 5	<u>2012 Current Level of Performance:*</u> 38% (481)	<u>2013 Expected Level of Performance:*</u> 41% (557)						
				2A.2. Engaging students in the content and exciting them about learning.	2A.2. Book study, training and implementation of <u>The Art and Science of Teaching</u> . Specific attention will be given to Design questions 2 and 5.	2A.2. Principal Aps Coaches All Teachers	2A.2. Informal Observations Lesson Plans Unit Planners	2A.2. FCAT Common Assessments Formal Observations
				2A.3. Use of rigorous assessment that engages students at the higher level of Webb's DOK.	2A.3. Continued training and study of IB assessment and implementation of performance assessments and real world application.	2A.3. Principal APs Coaches All Teachers	2A.3. Observations Lesson Plans Summative Assessments Common Assessments	2A.3. Writing samples Rubrics from performance assessments FCAT
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1. Teacher knowledge of Common Core Math Standards and implementation strategies.	2B.1. Use of PLC and Progress Monitoring Meetings to unwrap the standards and develop appropriate lesson plans for student achievement.	2B.1. Principal APs CRT All Teachers	2B.1. PLC meeting minutes PM meeting minutes Common Assessments Informal Observations Lesson Plans	2B.1. FCAT FAIR Benchmark Results	
<u>Mathematics Goal</u> #2B: By July 2013, 22% of all students taking the Florida Alternative Assessment in math at Glenridge Middle School will score at Level 7 or above	<u>2012 Current Level of Performance:*</u> 18% (4)	<u>2013 Expected Level of Performance:*</u> 22%						
				2B.2. Engaging students in the content and exciting them about learning.	2B.2. Book study, training and implementation of <u>The Art and Science of Teaching</u> . Specific attention will be given to Design questions 2 and 5.	2B.2. Principal Aps Coaches All Teachers	2B.2. Informal Observations Lesson Plans Unit Planners	2B.2. FCAT Common Assessments Formal Observations
				2B.3. Use of rigorous assessment that engages students at the higher level of Webb's DOK.	2B.3. Continued training and study of IB assessment and implementation of performance assessments and real world application.	2B.3. Principal APs Coaches All Teachers	2B.3. Observations Lesson Plans Summative Assessments Common Assessments	2B.3. Writing samples Rubrics from performance assessments FCAT

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1. Teacher knowledge of Common Core Math Standards and implementation strategies.	3A.1. Use of PLC and Progress Monitoring Meetings to unwrap the standards and develop appropriate lesson plans for student achievement.	3A.1. Principal APs CRT All Teachers	3A.1. PLC meeting minutes PM meeting minutes Common Assessments Informal Observations Lesson Plans	3A.1. FCAT FAIR Benchmark Results
<u>Mathematics Goal</u> #3A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By July 2013, 66% (898) of all students taking the FCAT in math at Glenridge Middle School will make learning gains	63% (898)	66% (898)					
			3A.2. Engaging students in the content and exciting them about learning.	3A.2. Book study, training and implementation of <u>The Art and Science of Teaching</u> . Specific attention will be given to Design questions 2 and 5.	3A.2. Principal Aps Coaches All Teachers	3A.2. Informal Observations Lesson Plans Unit Planners	3A.2. FCAT Common Assessments Formal Observations
			3A.3. Use of rigorous assessment that engages students at the higher level of Webb's DOK.	3A.3. Continued training and study of IB assessment and implementation of performance assessments and real world application.	3A.3. Principal APs Coaches All Teachers	3A.3. Observations Lesson Plans Summative Assessments Common Assessments	3A.3. Writing samples Rubrics from performance assessments FCAT
			3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1. Teacher knowledge of Common Core Math Standards and implementation strategies.	3B.1. Use of PLC and Progress Monitoring Meetings to unwrap the standards and develop appropriate lesson plans for student achievement.
<u>Mathematics Goal</u> #3B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By July 2013, 67% (15) of all students taking the Florida Alternative Assessment in math at Glenridge Middle School will make learning gains	64% (14)	67% (15)					
			3B.2. Engaging students in the content and exciting them about learning.	3B.2. Book study, training and implementation of <u>The Art and Science of Teaching</u> . Specific attention will be given to Design questions 2 and 5.	3B.2. Principal Aps Coaches All Teachers	3B.2. Informal Observations Lesson Plans Unit Planners	3B.2. FCAT Common Assessments Formal Observations
			3B.3. Use of rigorous assessment that engages students at the higher level of Webb's DOK.	3B.3. Continued training and study of IB assessment and implementation of performance assessments and real world application.	3B.3. Principal APs Coaches All Teachers	3B.3. Observations Lesson Plans Summative Assessments Common Assessments	3B.3. Writing samples Rubrics from performance assessments FCAT

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1. Teacher knowledge of Common Core Math Standards and implementation strategies.	4A.1. Use of PLC and Progress Monitoring Meetings to unwrap the standards and develop appropriate lesson plans for student achievement.	4A.1. Principal APs CRT All Teachers	4A.1. PLC meeting minutes PM meeting minutes Common Assessments Informal Observations Lesson Plans	4A.1. FCAT FAIR Benchmark Results
Mathematics Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By July 2013, 66% (224) of all students taking the FCAT Math test at Glenridge Middle School will make learning gains with the lowest 25% of students.	63% (217)	66% (224)					
			4A.2. Engaging students in the content and exciting them about learning.	4A.2. Book study, training and implementation of <u>The Art and Science of Teaching</u> . Specific attention will be given to Design questions 2 and 5.	4A.2. Principal Aps Coaches All Teachers	4A.2. Informal Observations Lesson Plans Unit Planners	4A.2. FCAT Common Assessments Formal Observations
			4A.3. Use of rigorous assessment that engages students at the higher level of Webb's DOK.	4A.3. Continued training and study of IB assessment and implementation of performance assessments and real world application.	4A.3. Principal APs Coaches All Teachers	4A.3. Observations Lesson Plans Summative Assessments Common Assessments	4A.3. Writing samples Rubrics from performance assessments FCAT

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011		All:66 Asian:88 Black:43 Hispanic:50 White:78 ELL:36 SWD:44 EcoDis:50	All: 68 Asian:87 Black:48 Hispanic:51 White:79 ELL:43 SWD:46 EcoDis:53	All:72 Asian:88 Black:54 Hispanic:56 White:81 ELL:49 SWD:51 EcoDis:57	All:75 Asian:89 Black:59 Hispanic:61 White:83 ELL:55 SWD:57 EcoDis:62	All:78 Asian:91 Black:64 Hispanic: 66 White:85 ELL:60 SWD:62 EcoDis:67	All:81 Asian:92 Black:69 Hispanic:71 White:88 ELL:66 SWD:68 EcoDis:72
	<u>Mathematics Goal #5A:</u> <i>The school will reduce the achievement gap by a minimum of 3% each year for six years.</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.	<u>Mathematics Goal #5B:</u> By July 2013, all subgroups taking the FCAT math test at Glenridge Middle School will meet the AMO target for the year.		5B.1. Teacher knowledge of Common Core Math Standards and implementation strategies.	5B.1. Use of PLC and Progress Monitoring Meetings to unwrap the standards and develop appropriate lesson plans for student achievement.	5B.1. Principal APs CRT All Teachers	5B.1. PLC meeting minutes PM meeting minutes Common Assessments Informal Observations Lesson Plans	5B.1. FCAT FAIR Benchmark Results	
	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>						
	White:77 Black:43 Hispanic:46 Asian:85 American Indian: N/A	White:79 Black:48 Hispanic:51 Asian:87 American Indian:n/a						
			5B.2. Student knowledge of state standard content or application of the content.	5B.2. Develop small group instruction to target deficiencies with specific standards. The instruction will be pullouts or push ins to the Tier 1 classroom.	5B.2. Principal Aps Coaches All Teachers	5B.2. Informal Observations Weekly data reviews Student work	5B.2. FCAT Common Assessments Formal Observations	
		5B.3. Use of rigorous assessment that engages students at the higher level of Webb's DOK.	5B.3. Continued training and study of IB assessment and implementation of performance assessments and real world application.	5B.3. Principal APs Coaches All Teachers	5B.3. Observations Lesson Plans Summative Assessments Common Assessments	5B.3. Writing samples Rubrics from performance assessments FCAT		

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1. Teacher knowledge of Common Core Math Standards and implementation strategies.	5C.1. Use of PLC and Progress Monitoring Meetings to unwrap the standards and develop appropriate lesson plans for student achievement.	5C.1. Principal APs CRT All Teachers	5C.1. PLC meeting minutes PM meeting minutes Common Assessments Informal Observations Lesson Plans	5C.1. FCAT FAIR Benchmark Results
<u>Mathematics Goal</u> #5C:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By July 2013, 43% of all English Language Learners taking the FCAT math test at Glenridge Middle School will be proficient	36%	43%					
			5C.2. Student knowledge of state standard content or application of the content.	5C.2. Develop small group instruction to target deficiencies with specific standards. The instruction will be pullouts or push ins to the Tier 1 classroom.	5C.2. Principal Aps Coaches All Teachers	5C.2. Informal Observations Weekly data reviews Student work	5C.2. FCAT Common Assessments Formal Observations
			5C.3. Use of rigorous assessment that engages students at the higher level of Bloom's taxonomy.	5C.3. Continued training and study of IB assessment and implementation of performance assessments and real world application.	5C.3. Principal APs Coaches All Teachers	5C.3. Observations Lesson Plans Summative Assessments Common Assessments	5C.3. Writing samples Rubrics from performance assessments FCAT
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. Teacher knowledge of Common Core Math Standards and implementation strategies.	5D.1. Use of PLC and Progress Monitoring Meetings to unwrap the standards and develop appropriate lesson plans for student achievement.	5D.1. Principal APs CRT All Teachers	5D.1. PLC meeting minutes PM meeting minutes Common Assessments Informal Observations Lesson Plans	5D.1. FCAT FAIR Benchmark Results
<u>Mathematics Goal</u> #5D:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By July 2013, 46% of all Students with Disabilities (SWD) taking the FCAT Reading test at Glenridge Middle School will be proficient	44%	46%					
			5D.2. Student knowledge of state standard content or application of the content.	5D.2. Develop small group instruction to target deficiencies with specific standards. The instruction will be pullouts or push ins to the Tier 1 classroom.	5D.2. Principal Aps Coaches All Teachers	5D.2. Informal Observations Weekly data reviews Student work	5D.2. FCAT Common Assessments Formal Observations
			5D.3. Use of rigorous assessment that engages students at the higher level of Bloom's taxonomy.	5D.3. Continued training and study of IB assessment and implementation of performance assessments and real world application.	5D.3. Principal APs Coaches All Teachers	5D.3. Observations Lesson Plans Summative Assessments Common Assessments	5D.3. Writing samples Rubrics from performance assessments FCAT

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1. Teacher knowledge of Common Core Math Standards and implementation strategies.	5E.1. Use of PLC and Progress Monitoring Meetings to unwrap the standards and develop appropriate lesson plans for student achievement.	5E.1. Principal APs CRT All Teachers	5E.1. PLC meeting minutes PM meeting minutes Common Assessments Informal Observations Lesson Plans	5E.1. FCAT FAIR Benchmark Results
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
#5E: By July 2013, 53% of all Economically Disadvantaged students taking the FCAT math test at Glenridge Middle School will be proficient	50%	53%					
			5E.2. Student knowledge of state standard content or application of the content.	5E.2. Develop small group instruction to target deficiencies with specific standards. The instruction will be pullouts or push ins to the Tier 1 classroom.	5E.2. Principal Aps Coaches All Teachers	5E.2. Informal Observations Weekly data reviews Student work	5E.2. FCAT Common Assessments Formal Observations
			5E.3. Use of rigorous assessment that engages students at the higher level of Bloom's taxonomy.	5E.3. Continued training and study of IB assessment and implementation of performance assessments and real world application.	5E.3. Principal APs Coaches All Teachers	5E.3. Observations Lesson Plans Summative Assessments Common Assessments	5E.3. Writing samples Rubrics from performance assessments FCAT

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

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

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

End of Florida Alternate Assessment High School Mathematics Goals

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High School AMO Mathematics Goals

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

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

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

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

End of HS Mathematics AMO 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. Teacher knowledge of Common Core Math Standards and implementation strategies.	1.1. Use of PLC and Progress Monitoring Meetings to unwrap the standards and develop appropriate lesson plans for student achievement.	1.1. Principal APs CRT All Teachers	1.1. PLC meeting minutes PM meeting minutes Common Assessments Informal Observations Lesson Plans	1.1. FCAT FAIR Benchmark Results
Algebra 1 Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By July 2013, 97% (271) of all students taking the Algebra 1 EOC at Glenridge Middle School will score at Level 3 or above	96% (158)	97%(271)					
			1.2. Engaging students in the content and exciting them about learning.	1.2. Book study, training and implementation of <u>The Art and Science of Teaching</u> . Specific attention will be given to Design questions 2 and 5.	1.2. Principal Aps Coaches All Teachers	1.2. Informal Observations Lesson Plans Unit Planners	1.2. FCAT Common Assessments Formal Observations
			1.3. Use of rigorous assessment that engages students at the higher level of Bloom's taxonomy.	1.3. Continued training and study of IB assessment and implementation of performance assessments and real world application.	1.3. Principal APs Coaches All Teachers	1.3. Observations Lesson Plans Summative Assessments Common Assessments	1.3. Writing samples Rubrics from performance assessments FCAT
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			1.1. Teacher knowledge of Common Core Math Standards and implementation strategies.	1.1. Use of PLC and Progress Monitoring Meetings to unwrap the standards and develop appropriate lesson plans for student achievement.	1.1. Principal APs CRT All Teachers	1.1. PLC meeting minutes PM meeting minutes Common Assessments Informal Observations Lesson Plans	1.1. FCAT FAIR Benchmark Results
Algebra Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By July 2013, 68% (350) of all students taking the Algebra 1 EOC at Glenridge Middle School will score at Level 4 or 5	65%	68% (350)					
			1.2. Engaging students in the content and exciting them about learning.	1.2. Book study, training and implementation of <u>The Art and Science of Teaching</u> . Specific attention will be given to Design questions 2 and 5.	1.2. Principal Aps Coaches All Teachers	1.2. Informal Observations Lesson Plans Unit Planners	1.2. FCAT Common Assessments Formal Observations

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		1.3. Use of rigorous assessment that engages students at the higher level of Bloom's taxonomy.	1.3. Continued training and study of IB assessment and implementation of performance assessments and real world application.	1.3. Principal APs Coaches All Teachers	1.3. Observations Lesson Plans Summative Assessments Common Assessments	1.3. Writing samples Rubrics from performance assessments FCAT
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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.			2.1. Teacher knowledge of Common Core Math Standards and implementation strategies.	2.1. Use of PLC and Progress Monitoring Meetings to unwrap the standards and develop appropriate lesson plans for student achievement.	2.1. Principal APs CRT All Teachers	2.1. PLC meeting minutes PM meeting minutes Common Assessments Informal Observations Lesson Plans	2.1. FCAT FAIR Benchmark Results
Geometry Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By July 2013, 99% (75) students taking the End of Course exam for Geometry at Glenridge Middle School will score Level 3 or above	98% (78)	99% (75)					
			2.2. Engaging students in the content and exciting them about learning.	2.2. Book study, training and implementation of <i>The Art and Science of Teaching</i> . Specific attention will be given to Design questions 2 and 5.	2.2. Principal Aps Coaches All Teachers	2.2. Informal Observations Lesson Plans Unit Planners	2.2. FCAT Common Assessments Formal Observations
			2.3. Use of rigorous assessment that engages students at the higher level of Bloom’s taxonomy.	2.3. Continued training and study of IB assessment and implementation of performance assessments and real world application.	2.3. Principal APs Coaches All Teachers	2.3. Observations Lesson Plans Summative Assessments Common Assessments	2.3. Writing samples Rubrics from performance assessments FCAT
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. Teacher knowledge of Common Core Math Standards and implementation strategies.	2.1. Use of PLC and Progress Monitoring Meetings to unwrap the standards and develop appropriate lesson plans for student achievement.	2.1. Principal APs CRT All Teachers	2.1. PLC meeting minutes PM meeting minutes Common Assessments Informal Observations Lesson Plans	2.1. FCAT FAIR Benchmark Results
Geometry Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By July 2013, 40% (30) students taking the End of Course exam for Geometry at Glenridge Middle School will score Levels 4 and 5	N/A – 3 was highest possible score	40% 4 or higher					
			2.2. Engaging students in the content and exciting them about learning.	2.2. Book study, training and implementation of <i>The Art and Science of Teaching</i> . Specific attention will be given to Design questions 2 and 5.	2.2. Principal Aps Coaches All Teachers	2.2. Informal Observations Lesson Plans Unit Planners	2.2. FCAT Common Assessments Formal Observations

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		2.3. Use of rigorous assessment that engages students at the higher level of Bloom's taxonomy.	2.3. Continued training and study of IB assessment and implementation of performance assessments and real world application.	2.3. Principal APs Coaches All Teachers	2.3. Observations Lesson Plans Summative Assessments Common Assessments	2.3. Writing samples Rubrics from performance assessments FCAT
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End of Geometry EOC Goals

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

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Mathematical Practices	All	Math Solutions	6-8 math teachers	October, November, January, February, April, May	Coaching sessions will take place after each training	Principal, APs

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
Common Core Mathematical Practices	Training and coaching sessions by a consultant	School improvement fund	\$27,600
			Subtotal: \$27,600
Other			
Strategy	Description of Resources	Funding Source	Amount

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			Subtotal:
			Total: \$27,600

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. Teacher knowledge of Common Core Literacy Standards and implementation strategies.	1A.1. Use of PLC and Progress Monitoring Meetings to unwrap the standards and develop appropriate lesson plans for student achievement.	1A.1. Principal APs CRT Reading Coach All Teachers	1A.1. PLC meeting minutes PM meeting minutes Common Assessments Informal Observations Lesson Plans	1A.1. FCAT FAIR Benchmark Results
Science Goal #1A: By July 2013, 39% (183) students taking the FCAT Science at Glenridge Middle School will score Level 3 or above	2012 Current Level of Performance:* 36% (162)	2013 Expected Level of Performance:* 39%(183)					
			1A.2. Engaging students in the content and exciting them about learning.	1A.2. Book study, training and implementation of <u>The Art and Science of Teaching</u> . Specific attention will be given to Design questions 2 and 5.	1A.2. Principal Aps Coaches All Teachers	1A.2. Informal Observations Lesson Plans Unit Planners	1A.2. FCAT Common Assessments Formal Observations
			1A.3. Use of rigorous assessment that engages students at the higher level of Bloom's taxonomy.	1A.3. Continued training and study of IB assessment and implementation of performance assessments and real world application.	1A.3. Principal APs Coaches All Teachers	1A.3. Observations Lesson Plans Summative Assessments Common Assessments	1A.3. Writing samples Rubrics from performance assessments FCAT
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1. Teacher knowledge of Common Core Literacy Standards and implementation strategies.	1B.1. Use of PLC and Progress Monitoring Meetings to unwrap the standards and develop appropriate lesson plans for student achievement.	1B.1. Principal APs CRT Reading Coach All Teachers	1B.1. PLC meeting minutes PM meeting minutes Common Assessments Informal Observations Lesson Plans	1A.1. FCAT FAIR Benchmark Results
Science Goal #1B: By July 2013, 85% (9) of all students taking the Florida Alternative Assessment in Science at Glenridge Middle School will score at Level 4, 5 or 6.	2012 Current Level of Performance:* 80% (8)	2013 Expected Level of Performance:* 85% (9)					
			1B.2. Engaging students in the content and exciting them about learning.	1B.2. Book study, training and implementation of <u>The Art and Science of Teaching</u> . Specific attention will be given to Design questions 2 and 5.	1B.2. Principal Aps Coaches All Teachers	1B.2. Informal Observations Lesson Plans Unit Planners	1B.2. FCAT Common Assessments Formal Observations
			1B.3. Use of rigorous assessment that engages students at the higher level	1B.3. Continued training and study of IB assessment and implementation of	1B.3. Principal APs	1B.3. Observations Lesson Plans	1B.3. Writing samples Rubrics from performance

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

		of Bloom's taxonomy.	performance assessments and real world application.	Coaches All Teachers	Summative Assessments Common Assessments	assessments FCAT
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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 science.			2A.1. Teacher knowledge of Common Core Literacy Standards and implementation strategies.	2A.1. Use of PLC and Progress Monitoring Meetings to unwrap the standards and develop appropriate lesson plans for student achievement.	2A.1. Principal APs CRT Reading Coach All Teachers	2A.1. PLC meeting minutes PM meeting minutes Common Assessments Informal Observations Lesson Plans	2A.1. FCAT FAIR Benchmark Results
Science Goal #2A:	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
By July 2013, 20% (94) of all students taking the FCAT Science at Glenridge Middle School will score at Level 4 and 5	17% (77)	20% (94)					
			2A.2. Engaging students in the content and exciting them about learning.	2A.2. Book study, training and implementation of <u>The Art and Science of Teaching</u> . Specific attention will be given to Design questions 2 and 5.	2A.2. Principal Aps Coaches All Teachers	2A.2. Informal Observations Lesson Plans Unit Planners	2A.2. FCAT Common Assessments Formal Observations
			2A.3. Use of rigorous assessment that engages students at the higher level of Bloom's taxonomy.	2A.3. Continued training and study of IB assessment and implementation of performance assessments and real world application.	2A.3. Principal APs Coaches All Teachers	2A.3. Observations Lesson Plans Summative Assessments Common Assessments	2A.3. Writing samples Rubrics from performance assessments FCAT
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1. Teacher knowledge of Common Core Literacy Standards and implementation strategies.	2B.1. Use of PLC and Progress Monitoring Meetings to unwrap the standards and develop appropriate lesson plans for student achievement.	2B.1. Principal APs CRT Reading Coach All Teachers	2B.1. PLC meeting minutes PM meeting minutes Common Assessments Informal Observations Lesson Plans	2B.1. FCAT FAIR Benchmark Results
Science Goal #2B:	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
By July 2013, 15% (1) of all students taking the Florida Alternative Assessment in Science at Glenridge Middle School will score at Level 7	10% (1)	15% (2)					
			2B.2. Engaging students in the content and exciting them about learning.	2B.2. Book study, training and implementation of <u>The Art and Science of Teaching</u> . Specific attention will be given to Design questions 2 and 5.	2B.2. Principal Aps Coaches All Teachers	2B.2. Informal Observations Lesson Plans Unit Planners	2B.2. FCAT Common Assessments Formal Observations
			2B.3. Use of rigorous assessment that engages students at the higher level of Bloom's taxonomy.	2B.3. Continued training and study of IB assessment and implementation of performance assessments and real world application.	2B.3. Principal APs Coaches All Teachers	2B.3. Observations Lesson Plans Summative Assessments Common Assessments	2B.3. Writing samples Rubrics from performance assessments FCAT

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: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Florida Alternate Assessment High School Science Goals

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

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

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

Biology 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology 1.			1.1.	1.1.	1.1.	1.1.	1.1.
Biology 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology 1 Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			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
CC Literacy Standards - unpacking	All	Admin and Reading Coach	School Wide	During school day, two main days with follow up throughout the year	Informal observations, progress monitoring meetings, lesson plans	Admin, Reading Coach, CRT
Literacy Wednesdays	All	Reading Coach	School Wide	Monthly, last Wednesday of the month	Informal observations, Progress Monitoring Meetings	Administration, Reading Coach, CRT
Professional Development training in IB assessment	All	Principal, CRT	School Wide	Faculty Meetings – third Wed. PLC meetings- 2 nd Wed.	Lesson plans, progress monitoring meetings, teacher and student feedback	Administration, CRT, Teachers

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Authentic Literacy pieces for all content areas	World and I website membership	General	\$500.00
			Subtotal:\$500
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Unwrapping the Common Core Literacy Standards	Materials and copies	General	\$500.00
Development of IB assessments	Copies and materials	general	\$500.00
			Subtotal:\$1000
Other			
Strategy	Description of Resources	Funding Source	Amount
Development and purchase of authentic literacy pieces across content areas	Books, magazines, weekly readers and supplemental reading materials	General, SIP funds	\$2000.00
			Subtotal:\$2000

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Rule 6A-1.099811
Revised April 29, 2011

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

Total:\$3500

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. Teacher knowledge of Common Core Writing Standards and implementation strategies.	1A.1. Use of PLC and Progress Monitoring Meetings to unwrap the standards and develop appropriate lesson plans for student achievement.	1A.1. Principal APs CRT Reading Coach All Teachers	1A.1. PLC meeting minutes PM meeting minutes Common Assessments Informal Observations Lesson Plans	1A.1. FCAT FAIR Benchmark Results
Writing Goal #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By July 2013, 85% (403) students taking the FCAT Writing at Glenridge Middle School will score Level 3.0 or above	80% (337)	85%(403)					
			1A.2. Engaging students in the content and exciting them about learning.	1A.2. Book study, training and implementation of <u>The Art and Science of Teaching</u> . Specific attention will be given to Design questions 2 and 5.	1A.2. Principal APs Coaches All Teachers	1A.2. Informal Observations Lesson Plans Unit Planners	1A.2. FCAT Common Assessments Formal Observations
			1A.3. Lack of writing across all content areas	1A.3. Implement daily and weekly writing routines in each classroom to include research papers, long and short writing pieces	1A.3. Principal APs Coaches All Teachers	1A.3. Observations Lesson Plans Writing assessments	1A.3. Writing samples FCAT
			1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1. Teacher knowledge of Common Core Writing Standards and implementation strategies.	1B.1. Use of PLC and Progress Monitoring Meetings to unwrap the standards and develop appropriate lesson plans for student achievement.
Writing Goal #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By July 2013, 90% (9) students taking the FCAT Writing at Glenridge Middle School will score Level 4 or above	80% (8)	90% (10)					
			1B.2. Engaging students in the content and exciting them about learning.	1B.2. Book study, training and implementation of <u>The Art and Science of Teaching</u> . Specific attention will be given to Design questions 2 and 5.	1B.2. Principal APs Coaches All Teachers	1B.2. Informal Observations Lesson Plans Unit Planners	1B.2. FCAT Common Assessments Formal Observations
			1B.3. Lack of writing across all content areas	1B.3. Implement daily and weekly writing routines in each classroom to include research papers, long and short writing pieces	1B.3. Principal APs Coaches All Teachers	1B.3. Observations Lesson Plans Writing assessments	1B.3. Writing samples FCAT

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Literacy Wednesday to include writing strategies	all	Reading Coach	School wide	Last Wednesday of the Month	Progress Monitoring meetings, PLC meetings	Administration, Reading Coach
IB assessment tasks	all	Principal, CRT	School Wide	Faculty meetings, PLC meetings	Lesson plans, progress monitoring meetings	Administration, CRT

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Introduction to various supporting websites	Websites, computers	general	\$0.00
			Subtotal:\$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Literacy Wednesday trainings	Copies and materials	general	\$500
			Subtotal:\$500.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Assessment tasks	Materials and copies	General	\$300.00

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	Subtotal:\$300.00
	Total:\$800.00

End of Writing Goals

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

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

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

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Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

End of Civics Goals

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

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

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

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U.S. History Professional Development

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

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

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

End of U.S. History Goals

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Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Student motivation to be at school and on time to all classes	1.1. Provide a school wide PBS system that recognizes academics and behaviors of students. Renaissance rallies will incorporate attendance and tardies into the current policy.	1.1. Principal APs PRIDE Committee	1.1. Participation in rallies Monthly attendance and tardy rates	1.1. Attendance rates FCAT scores
Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
<i>Enter narrative for the goal in this box The school goal is for 97% of students to attend school daily for the 2012-13 school year.</i>	95.26%	97%					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	458	400					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
115	100						
			1.2. Engagement in the work provided at school	1.2. Develop curriculum that inspires students to participate and engage in school	1.2. Principal APs Teachers	1.2. CWT PLC meetings review of discipline data	1.2. FCAT Attendance rate discipline data
			1.3. Student illness or family extenuating circumstances	1.3. Child study teams to meet with students and families as soon as the problem is noted	1.3. Guidance APs Social Worker Attendance Clerk	1.3. Contract with student and family and continual checks for progress	1.3. Student attendance and grades

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Attendance Professional Development

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

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Student Motivation	Materials and supplies for Renaissance Rallies	General	3,000.00
			Subtotal:\$3000.00

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End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			I.1. Lack of consistency among faculty and administration in the implementation of school rules	I.1. Develop together the rules we will enforce Ensure students are aware and taught those expectations	I.1. Principal APs	I.1. discipline referrals student behavior in common areas faculty discussions	I.1. discipline data
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
The school goal is to reduce in and out of school suspensions by 10% for the 2012-2013 school year.	413	372					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	209	189					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	233	210					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	144	130					
			I.2. Student Knowledge of behavioral expectations	I.2. Explicitly teach and illustrate the IB learner profile Ensure code of conduct reviews each 9 weeks with all students Use of Lion Time	I.2. Principal APs Pratt	I.2. student and teacher feedback discipline data	I.2. discipline data
			I.3. Teachers knowing how to handle the most common behavior issues on campus	I.3. Providing resources that show strategies for intervention when needed Positive referrals for students who are on	I.3. Principal APs Teachers Behavior Specialist	I.3. Positive strategies implemented in the classroom and seen in CWTs. Number of discipline referrals	I.3. discipline data Positive referrals

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
RtI B : PBS policies and procedures	School wide	Principal, APs	School wide	Pre-planning	review key issues seen in the data at the faculty meetings with solutions	Principal, APs
How to manage the Most common behavioral issues in the classroom	School wide	Principal, APs behavior Specialist	School wide	Pre-planning, ongoing	Review key issues seen in the data at faculty meetings with solutions	Principal, APs

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	
Monitoring of discipline data	EDW, SMS, site data collection	General	0.00	
				Subtotal: 0.00
Technology				
Strategy	Description of Resources	Funding Source	Amount	
N/A	N/A	N/A	N/A	
				Subtotal:
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
Teaching the IB Learner Profile	videos, character ed. program, materials for class distribution and activities during LION TIME	General	1,000.00	
				Subtotal: \$1000.00
Other				
Strategy	Description of Resources	Funding Source	Amount	

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Teachers knowing how to handle the most common behavioral issues in the classroom	Behavior Specialist to work with general education students - create contracts and provide intervention	General	\$57,669.00
			Subtotal: \$57,669.00
			Total: \$58,669.00

End of Suspension Goals

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Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention			1.1. Retention of students at 6, 7, and 8 th grades due to performance on FCAT or in their core classes.	1.1. Review student grades each nine weeks and provide course recovery programs after school to keep students on track. Offer course recovery in a before school tutoring session or as part of the YMCA afterschool program.	1.1. Principal APs	1.1. Progress in course recovery Number of students participating	1.1. Final Student Retention at each grade level
Dropout Prevention Goal #1: <i>The school goal is to reduce the number of student retentions by 10% each school year.</i> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	8 th - 15	8 th - 13					
	7 th - 5	7 th - 4					
	6 th - 2	6 th - 1					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
Enter numerical data for graduation rate in this box.		Enter numerical data for expected graduation rate in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Compass Learning program details	all	District contact for compass learning	Those teachers implementing the program	2 days prior to the start of course recovery program, and ongoing as necessary	Monthly check on compass learning for progress	Principal APs

Dropout Prevention Budget (Insert rows as needed)

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

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Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Course Recovery program	Compass Learning	Provided by the district	0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Compass Learning Training for the staff implementing	Training hours	general	0.00
			Subtotal:\$ 0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
			Total:\$ 0.00

End of Dropout Prevention Goal(s)

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Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1. Clear Communication to all parents from the school	1.1. Weekly emails from team leaders explaining assignments for the week. School Newsletter Up to date website	1.1. Principal Team Leaders Tech Rep	1.1. Feedback from parents use of website	1.1. Parental Feedback Completion of the parent survey
Parent Involvement Goal #1: <i>The school goal is for approximately 75% of our families to be involved in at least two school activities this school year.</i> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	2012 Current Level of Parent Involvement:* 70% (952)	2013 Expected Level of Parent Involvement:* 75% (1020)	1.2. Unfamiliarity with the policies, procedures, and offerings at our school	1.2. Maintain and update an informational booklet to be handed out at the start of school and posted on the website for parents.	1.2. Principal APs	1.2. following of the information provided parent and student feedback	1.2. Parental feedback
			1.3. Parents not clear on the progress needed by students at the grade level	1.3. Open house involving student portfolios to include student performance on FCAT, benchmark scores, and with goals for the school year	1.3. Principal APs Team leaders	1.3. portfolio conversations checklist	1.3. Parental Feedback Student Feedback FCAT scores

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
Portfolios and student led conferences	School wide	Reading Coach, Principal	School wide	Pre-planning, September, and April	Team Meetings, Faculty meetings	Principal, APs

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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Communicating policies and procedures	Creation of document for the website	General	0.00
Communicating school events and updates	Connect orange, weekly emails, monthly email from the principal	general	1,000.00
			Subtotal:\$1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Communication of student progress	Materials to develop portfolios	general	1,000.00
			Subtotal:\$ 1,000.00
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
			Total:\$2,000.00

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>STEM Goal #1:</p> <p><i>The school goal is for 90% of all students to be engaged in a STEM course through the Design Cycle each year.</i></p> <p><i>Curriculum in Science, Technology, Engineering and Mathematics (STEM) is available through all grade level technology elective classes. All technology classes follow the IB Design Cycle, where students are given the opportunity to investigate, plan, design, create and evaluate a final product that meets specific given criteria. 6th grade offerings include “Odyssey,” a class focused on problem solving and design to address challenges posed to students. The use of technology is key as students design, engineer, and create final products. 7th grade offerings include computer programming and Digital Design. 8th grade offerings include 3-D Animation as well as Computer Gaming. In all 7th and 8th grade technology classes, students design and create computer applications that meet specific needs.</i></p>	1.1. Engaging students in the content and exciting them about learning.	1.1. Book study, training and implementation of <u>The Art and Science of Teaching</u> . Specific attention will be given to Design questions 2 and 5.	1.1. Principal Aps Coaches All Teachers	1.1. Informal Observations Lesson Plans Unit Planners	1.1. Formal Observations
	1.2. Use of rigorous assessment that engages students at the higher level of Bloom’s taxonomy.	1.2. Continued training and study of IB assessment and implementation of performance assessments and real world application.	1.2. Principal APs Coaches All Teachers	1.2. Observations Lesson Plans Summative Assessments Common Assessments	1.2. Rubrics from performance assessments
	1.3. Students unable to take a technology elective due to other academic requirements such as intensive reading, intensive math, or Learning Strategies.	1.3. Make technology and STEM classes available in the master schedule in a variety of periods throughout the day, and make best efforts to allow enrollment in intensive academic classes along with technology classes.	1.3. API, Guidance Dept.	1.3. Monitoring of technology class enrollments; resolve any scheduling conflicts	1.3. Class count data; scheduling reports in SMS

STEM Professional Development

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

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					toward STEM related learning goals.	

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
Use of STEM technology programs in grade level tech classes	Computer software that incorporates the IB design cycle and STEM curriculum and other materials	General	\$2000
			Subtotal: \$2000
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:\$2000

End of STEM Goal(s)
End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

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

CTE Professional Development

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

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CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1: The school goal is to increase participation within the honors IB program by 10% this school year.	2012 Current Level :*	2013 Expected Level :*	Lack of understanding of IB MYP in the community	Meetings and presentations to clarify the MYP and answer questions Ensure all staff are communicating IB MYP correctly and consistently.	Principal APs IB coordinator	Parent feedback	meeting agendas number of participants in trainings
	Approximately 550 students school wide were part of the IB Honors Programme.	10% increase = 605 students enrolled in IB Honors for 2012-13.					
			1.2. Lack of funding to continue IB MYP teacher training	1.2. Continue working with the IB Foundation to support financially this endeavor	1.2. Principal IB Coordinator	1.2. teacher participation in training IB foundation budget	1.2. Budget at end of year from fundraising
			1.3. Lack of structure to emphasize consistent communication of IB	1.3. Continued alignment throughout the entire school faculty and staff	1.3. Principal IB Coordinator Teachers	1.3. common language used when communicating on and off campus	1.3. parent communication trainings for staff

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
IB MYP Level 2 training	6-8	IB of the Americas	specific teachers that have not yet been trained	As available in the school year	Continued training in faculty meetings and during school day.	Principal, IB coordinator
Instructional methodologies to meet the needs of gifted students	6-8	District trained Gifted Endorsement instructors	interested faculty members - minimum of 10 - from various departments	After school meetings throughout the first and second semester	Lesson plans classroom structure and discussion	Principal, APs

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
IB training	Training and materials	IB Foundation	25,000.00
			Subtotal:25,000
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:25,000

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Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1:	2012 Current Level :*	2013 Expected Level :*	Identification of students eligible	1.1. Review new and current Students' progress in the first weeks of school and provide placement in the correct areas.	1.1. Principal APs Guidance	1.1. Student Schedules Student grades	1.1. Progress monitoring data of students in high school courses
The school goal is for 40% of 8th grade students and 20% of 7th grade students to participate in high school level courses and perform at the level of C or higher.	16% 7 th grade.	34% 7 th grade					
	43% 8 th grade	74% 8 th grade					
			1.2. Creation of Advanced Courses for level 3 FCAT students to provide more rigorous coursework for later placement in High School level courses	1.2. Target students who need additional support to reach high school level courses Place students in advanced courses on their academic teams	1.2. Principal API Guidance	1.2. Progress monitoring of data	1.2. Number of students from advanced classes that move into HS level coursework the following year
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Development of the IB Strategies and Components of conceptual learning, unit questions, student engagement, and authentic assessments	6-8	Principal, CRT	School wide	Second Wednesday and Thursday of the month, Faculty meetings	lesson plans, observations, progress monitoring of data	Principal, IB coordinator, APs

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Authentic assessment training	Materials, books	General	2,000.00
			Subtotal:2,000.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:\$2,000

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:\$3500
CELLA Budget	Total: \$3000
Mathematics Budget	Total:\$27,600
Science Budget	Total:\$3500
Writing Budget	Total:\$800
Civics Budget	Total:N/A
U.S. History Budget	Total:N/A
Attendance Budget	Total:\$3000
Suspension Budget	Total:\$58669
Dropout Prevention Budget	Total:\$0
Parent Involvement Budget	Total:\$2000
STEM Budget	Total:\$2000
CTE Budget	Total:N/A
Additional Goals	Total:\$27000
	Grand Total:\$131,069

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

Are you reward school? Yes No

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

If No, describe the measures being taken to comply with SAC requirements.
The first SAC meeting was held on September 4 th , and it has been determined that we will need to recruit parents and teachers of certain ethnic backgrounds to represent the school community appropriately. The Principal and SAC chair recruited members so the make up is accurate to the school.

Describe the activities of the SAC for the upcoming school year.
The SAC will be reviewing data quarterly, reviewing programs and student needs, and addressing concerns. Attention will also be provided to the curriculum and programming of IB school wide and ways in which we can continue that process for all students. The SAC will also be part of the revision of the school mission statement and the IB evaluation process. The SAC will also be discussing funding for projects and programs that will support the school mission. For the first time, students will be participating in SAC meetings, starting with October.

Describe the projected use of SAC funds.	Amount
Training for the Math Teachers on the Common Core Mathematical Practices	\$20,000.00

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