

Florida Department of Education



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

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Lake Nona Middle School	District Name: Orange County Public Schools
Principal: Dr. Jennifer P. Cupid-McCoy	Superintendent: Dr. Barbara Jenkins
SAC Chair: Stephanie Bednar	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)
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Principal	Jennifer Cupid-McCoy	Florida Principal Certification Ed.D.	2	16	2000-2005- Assistant Principal Carver Middle School- C 2005-2006- Principal, Pershing Elementary- A 2006-2007- Principal, Pershing Elementary- A 2007-2008- Principal, Pershing Elementary- B 2008-2009- Principal, Pershing Elementary- A 2009-2010- Principal, Pershing Elementary- A 2010-2011- Principal, Lake Nona Middle School- A 2011-2012- Principal Lake Nona Middle School-A
Assistant Principal	Jose Martinez	BA History (6-12) MS Educational Leadership (all levels)	3 Months	8	2012- Assistant Principal, Meadow Woods Middle- B 2011- Assistant Principal, Meadow Woods Middle- C 2010-Administrative Dean, Freedom Middle- A 2009-Administrative Dean, Freedom Middle- A 2008-Administrative Dean, Freedom Middle- A 2007-Administrative Dean, Freedom Middle- A 2006-Administrative Dean, Freedom Middle- A 2005-Administrative Dean, Freedom Middle- A
Assistant Principal	John R. Carlucci	Florida Principal Certification P.E. Teacher B.A. M.S. Phys. Edu Edu. Leadership	1	21	2007-2008 Wm. R, Boone HS "A" 2008-2009 Edgewater HS "D: 2009-2011 Silver Star Center – Alt. Ed. 20011-2012 Lake Nona Middle School

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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)
All	Tamara Bray	B.S.	2	12	1998-1999 Lake Whitney Elementary School "A" 1999-2000 Lake Whitney Elementary School "C" 2000-2001 Lake Whitney Elementary School "B" 2001-2002 Lake Whitney Elementary School "A" 2004-2005 Pershing Elementary School "A" 2005-2006 Pershing Elementary School "A" 2006-2007 Pershing Elementary School "B" 2007-2011 Pershing Elementary School "A" 2011-2012 Lake Nona Middle School "A"

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. Professional Development (Literacy & core content)	Jennifer Cupid-McCoy Jose Martinez Tammi Bray	Ongoing
2. Using student data to recruit highly qualified teachers	Jennifer Cupid-McCoy Jose Martinez	Ongoing
3. Creating and maintaining a culture of support for staff	Jennifer Cupid-McCoy Jose Martinez Tammi Bray	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/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
7	ESOL training off-site

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
73	3% (2)	32% (23)	55%(40)	10% (8)	42.5% (31)	99%	9.5% (7)	4.1% (3)	17

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
Tammi Bray	Eric Ross	Based on the need of the teacher	Monthly Meetings, classroom visits and observations and differentiated professional development; one-on-one meetings

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Tammi Bray	Brandi Moore	Based on the need of the teacher	Monthly Meetings, classroom visits and observations and differentiated professional development; one-on-one meetings
Tammi Bray	Eddiberto Contreras	Based on the need of the teacher	Monthly Meetings, classroom visits and observations and differentiated professional development; one-on-one meetings
Lynette Munich	Heather Jaramillo	Based on the need of the teacher, same discipline	Monthly Meetings, classroom visits and observations and differentiated professional development
Dennis Rach	Mike Julian	Based on the need of the teacher, same discipline	Monthly Meetings, classroom visits and observations and differentiated professional development
Brian Valentine	Yesenia Colon Irizarry	Based on the need of the teacher, same discipline	Monthly Meetings, classroom visits and observations and differentiated professional development
Kate Wilhoit	Tyron Browder	Based on the need of the teacher, same discipline	Monthly Meetings, classroom visits and observations and differentiated professional development
Amira Rodriguez	Ty Karnitz	Based on the need of the teacher, same discipline	Monthly Meetings, classroom visits and observations and differentiated professional development

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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 N/A
Title I, Part D N/A
Title II N/A
Title III N/A
Title X- Homeless N/A
Supplemental Academic Instruction (SAI) N/A
Violence Prevention Programs N/A
Nutrition Programs N/A
Housing Programs N/A

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Head Start N/A
Adult Education N/A
Career and Technical Education N/A
Job Training N/A
Other
<i>Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)</i> School-Based MTSS/RtI Team
<p>Identify the school-based MTSS leadership team.</p> <p><u>RTI-Team Structure</u></p> <p>Principal: Dr. Cupid-McCoy Assistant Principals: Mr. Martinez, Mr. Carlucci RTI Coordinators: Thompson, Knappins RTI Committee: Thompson, Knappins, Lloyd, Rodriguez, Ballard, Peck, Munich, Nettles, Browder, Trecida, and Perry (School Psychologist) 6th Grade Team: Thompson, Ballard, Nettles 7th Grade Team: Peck, Trecida, Munich 8th Grade Team: Knappins, Lloyd, Rodriguez Renaissance Coordinator: Tara Sanz IMS Champion and Co-Champion: Wolfe, Thompson School Resource Officer: Ralph Mills</p>

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

The RtI leadership team functions as a multi-level intervention group that supports teachers with students that are struggling academically or behaviorally. Our goal is to intervene early and identify the problem, develop a solution, progress monitor the specific intervention, and analyze the results to make necessary changes or to celebrate student achievement. Our RtI grade level meetings are held on a monthly basis. Each meeting will entail data chats concerning student performances and successful interventions. Following a meeting with their peers, teachers should submit a formal request for assistance to the appropriate grade level team. Then, the RtI grade level team will develop an intervention plan that provides high quality instruction and interventions for student achievement. However, if the RtI grade level team interventions are unsuccessful and all internal resources have been exhausted, the grade level team will refer to the school RtI committee. At that point a collaborative effort will be launched, utilizing various outside sources, such as the school psychologist.

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

The development of the 2012-13 SIP involved input from various sources; however, the RtI Leadership Team took primary ownership of School-Based MTSS/RtI. The objectives and action steps outlined in the LNMS RtI model exemplifies the work of the RtI team's commitment to student achievement, both behaviorally and academically.

MTSS Implementation

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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.

Across all three tiers of the RtI model there are multiple data sources utilized. Specific sources of data that are instrumental in developing interventions plans in tiers one, two, and three are as follows:

Academic:

1. FCAT
2. CELLA
3. Edusoft Benchmark Assessments
4. End of course exams (EOC)
5. FAIR
6. Ed. Warehouse (EDW)
7. Teacher summaries
8. Data chats
9. Instructional Management System (IMS)

Behavior:

1. RTI Action Plans
2. SMS-Student behavior
3. Plasco
4. Ed. Warehouse (EDW)
5. Daily tracking forms
6. Weekly tracking forms
7. IEP, 504, FBA, BIP (PEER/File Maker Pro)
8. Parent conference minutes
9. Data chats

Describe the plan to train staff on MTSS.

1. Pre-planning introduction to RtI
2. Common planning periods (professional development)
3. Monthly Grade level meetings
4. Weekly Team Meeting

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Describe the plan to support MTSS.

August:

1. Identification of Lowest 25% or retained students
 - 6th, 7th, 8th: Identified using FCAT, Benchmark assessments, and Progress Reports
2. Determine which areas to monitor for each student
3. Set up all student accounts in RTI Database
4. Begin Resource support by 10th day of school
5. Set up RTI Documentation folders for each student

September:

1. Adjust schedules based on students' needs
2. Review Interventions
3. RTI team meeting to review student performance data
4. Sept. 24 – Sept. 28: Identifying targeted RTI students based on LNMS triangular data

October:

1. Oct. 1: Hold meetings with students, parents, and grade level RTI team to review RTI plan:
 - Discuss academic and/or behavioral issues
 - Interventions
 - Progress monitoring plan
2. Determine what additional Interventions (Tier II or III) are needed for student achievement

November:

1. Hold RTI Meetings
2. Adjust interventions based on October data as needed
3. Set up RTI team meetings to review data: Dec. 17
4. Analyze data from October Benchmark assessments for grades 6-8 and determine whether students in lowest 25% are in need of Tier II interventions

December:

1. Hold meetings with RTI Team to review the student performance data. Determine:
 - Positive Response
 - Questionable Response
 - Negative Response
2. Carefully consider the students who showed a negative response in October and determine additional interventions needed based on data.
3. Set up RTI meetings as needed
4. Delete any areas of progress monitoring that students have already mastered
5. Add any areas of progress monitoring needed based on new areas of instructions

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).
Jose Martinez, Tammi Bray, Rosalinde Wolfe, Amira Rodriguez, Andrea Parisi, Karalyn Mello, Jennifer Cupid-McCoy
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
The LLT provides leadership for the implementation of the reading strategies written in the SIP.
The Principal is the LLT chairperson. The Reading Resource Teacher is a member of the team and provides extensive expertise in data analysis and reading interventions. The Reading Resource Teacher and Principal collaborate with the team to ensure that data-driven instructional support is provided to all teachers.
The Principal also ensures that the LLT monitors reading data, identifies school-wide and individual teachers' reading-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs. The LLT also collaborates and shares information with other administrators, teachers, staff members, and parents.
What will be the major initiatives of the LLT this year? The initiatives this year will focus on literacy through content areas and increasing text complexity in preparation for CCSS. Consistent use of reading strategies in all content areas will be promoted and supported through ongoing professional development.

Public School Choice

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

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

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

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

N/A

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

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

In order to ensure that every teacher contributes to the reading improvement of every student, a comprehensive plan based on literacy skills must be embedded within all content areas. LNMS plans on utilizing staff development through our PLC to educate our teachers on how to model the following: One sentence summary, Pre-reading Activities, Active Reading, and Writing to reinforce what has been read. It is important that we assist those teachers whose content area is not Reading or Language incorporate reading within their lesson. By teaching them how to utilize concepts like a KWL chart, Think-Pair-Share, and pre-teaching vocabulary - Math, Science, Social Studies, and elective teachers will understand how previewing the material before it is read, or building background knowledge on a subject, and even discussing key terms and main ideas before they read can benefit their individual strands of instruction. In addition, through the use of the Sunshine State Young Readers Award Program and our own Lake Nona Knights Book Club we will continue to promote and provide incentives that encourage students to read.

****High Schools Only***

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	IA.1 Low motivation due to poor academic record and students below grade level in proficiency.	IA.1. Implement RTI with positive behavior support and mentors. Using reading strategies across all content areas and provide small group instruction by teachers.	IA.1. Teachers, Principal, Assistant Principals, Resource, Guidance, Staffing Specialist and Deans	IA.1. Progress monitoring, weekly Professional Learning Communities and data chats.	IA.1. Sharepoint, IMS, EDW and Progress Book		

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<u>Reading Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June 2013, the percent of students scoring FCAT level three in reading will improve three percent in each grade level.	30% [356]	33% [421]					
		1A.2. Quality of instruction and engaging students in content and exciting them about learning.	1A.2. PLC collaboration weekly and implementation of school wide expectations for grading. Continue ongoing professional development for the technology enhanced classrooms.	1A.2. Teachers, Principal, Assistant Principals, Resource, Guidance, Staffing Specialist, Deans and Technology Support	1A.2. Frequent monitoring of student performance. Formal and informal evaluations using iObservation	1A.2. Formative/summative assessments, progress reports, report cards	
		1A.3. Students with limited English proficiency.	1A.3. Students will receive extra academic support from our ESOL department, and differentiated instruction in content area classrooms. Teachers will receive professional development geared towards ELL and an alignment with CCSS.	1A.3. Teachers, ESOL Compliance Teacher, ESOL Aide	1A.3. ESOL student grades and test scores will be progress monitored, weekly Professional Learning Communities and data chats.	1A.3. Benchmark assessments, Progress Book, IMS, Progress Reports and Report Cards	

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1. N/A	1B.1. N/A	1B.1. N/A	1B.1. N/A	1B.1. N/A		
	Reading Goal #1B: N/A	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* N/A				
	N/A	N/A					
		1B.2. N/A	1B.2. N/A	1B.2. N/A	1B.2. N/A	1B.2. N/A	
		1B.3. N/A	1B.3. N/A	1B.3. N/A	1B.3. N/A	1B.3. N/A	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</p>	<p>2A.1. Maintaining and increasing the achievement levels of students already on grade level or above.</p>	<p>2A.1. Engage students in high level tasks that expand their academic capacities.</p>	<p>2A.1. Teachers, Principal, Assistant Principals, Resource, Deans</p>	<p>2A.1. Weekly Professional Learning Communities, data chats, formal and informal evaluations using iObservation</p>	<p>2A.1. Sharepoint, IMS, EDW and Progress Book</p>		
<p><u>Reading Goal #2A:</u> By June 2013, the percent of students scoring FCAT level four in reading will improve three percent in each grade level.</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					
	<p>23% (273)</p>	<p>26% (332)</p>					
		<p>2A.2. Quality of instruction and engaging students in content and exciting them about learning.</p>	<p>2A.2. PLC collaboration weekly and implementation of school-wide expectations for grading. Continue ongoing professional development for the technology enhanced classrooms.</p>	<p>2A.2. Teachers, Principal, Assistant Principals, Resource, Guidance, Staffing Specialist, Deans and Technology Support</p>	<p>2A.2. Frequent monitoring of student performance. Formal and informal evaluations using iObservation</p>	<p>2A.2. Formative/summative assessments, progress reports, report cards</p>	

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		2A.3. Students with limited English proficiency	2A.3. Students will receive extra academic support from our ESOL department, and differentiated instruction in content area classrooms. Teachers will receive professional development geared towards ELL and an alignment with CCSS	2A.3. Teachers, ESOL compliance teacher, ESOL aide	2A.3. ESOL student grades and test scores will be progress monitored, weekly Professional Learning Communities and data chats.	2A.3. Benchmark assessments, Progress Book, IMS, Progress Reports and Report Cards	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1. N/A	2B.1. N/A	2B.1. N/A	2B.1. N/A	2B.1. N/A		
<u>Reading Goal #2B:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		2B.2. N/A	2B.2. N/A	2B.2. N/A	2B.2. N/A	2B.2. N/A	
		2B.3. N/A	2B.3. N/A	2B.3. N/A	2B.3. N/A	2B.3. N/A	

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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. Increasing learning gains in students below grade level in proficiency and increasing learning gains in those already on grade level.	3A.1. Implement RTI and mentors to support students below grade level and engage on grade level or above students in high level tasks that expand their academic capacities	3A.1. Teachers, Principal, Assistant Principals, Resource, Guidance, Staffing Specialist and Deans	3A.1. Progress monitoring, weekly Professional Learning Communities and data chats.	3A.1. Sharepoint, IMS, EDW and Progress Book		
Reading Goal #3A: By June 2013, the percent of students making learning gains in reading will improve three percent	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	69% (818)	72% (919)					

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		3A.2. Quality of instruction and engaging students in content and exciting them about learning.	3A.2. PLC collaboration weekly and implementation of school-wide expectations for grading. Continue ongoing professional development for the technology enhanced classrooms.	3A.2. Teachers, Principal, Assistant Principals, Resource, Guidance, Staffing Specialist, Deans and Technology Support	3A.2. Frequent monitoring of student performance. Formal and informal evaluations using Observation	3A.2. Formative/summative assessments, progress reports, report cards	
		3A.3. Students with limited English proficiency	3A.3. Students will receive extra academic support from our ESOL department, and differentiated instruction in content area classrooms. Teachers will receive professional development geared towards ELL and an alignment with CCSS	3A.3. Teachers, ESOL compliance teacher, ESOL aide	3A.3. ESOL student grades and test scores will be progress monitored, weekly Professional Learning Communities and data chats.	3A.3. Benchmark assessments, Progress Book, IMS, Progress Reports and Report Cards	
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1. N/A	3B.1. N/A	3B.1. N/A	3B.1. N/A	3B.1. N/A		
<u>Reading Goal #3B:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	N/A	N/A					
		3B.2. N/A	3B.2. N/A	3B.2. N/A	3B.2. N/A	3B.2. N/A	
		3B.3. N/A	3B.3. N/A	3B.3. N/A	3B.3. N/A	3B.3. N/A	
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. Low motivation due to poor academic record and students below grade level in proficiency.	4A.1. Implement RTI with positive behavior support and mentors. Using reading strategies across all content areas and provide small group instruction by teachers.	4A.1. Teachers, Principal, Assistant Principals, Resource, Guidance, Staffing Specialist and Deans	4A.1. Progress monitoring, weekly Professional Learning Communities and data chats.	4A.1. Sharepoint, IMS, EDW and Progress Book		

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Reading Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By June 2013, the percent of students in the lowest 25% making learning gains in reading will improve three percent							
	69% (205)	72% (214)					
		4A.2. Quality of instruction and engaging students in content and exciting them about learning.	4A.2. PLC collaboration weekly and implementation of school-wide expectations for grading. Continue ongoing professional development for the technology enhanced classrooms.	4A.2. Teachers, Principal, Assistant Principals, Resource, Guidance, Staffing Specialist, Deans and Technology Support	4A.2. Frequent monitoring of student performance. Formal and informal evaluations using iObservation	4A.2. Formative/summative assessments, progress reports, report cards	
		4A.3. Students with limited English proficiency	4A.3. Students will receive extra academic support from our ESOL department, and differentiated instruction in content area classrooms. Teachers will receive professional development geared towards ELL and an alignment with CCSS	4A.3. Teachers, ESOL compliance teacher, ESOL aide	4A.3. ESOL student grades and test scores will be progress monitored, weekly Professional Learning Communities and data chats.	4A.3. Benchmark assessments, Progress Book, IMS, Progress Reports and Report Cards	

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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	5A.1. <i>A higher percentage of minority students drop out of high school. This is in large due to higher rates of absence and suspension in minority students.</i>	5A.1. <i>Creation of dropout prevention programs that begin to identify students at middle school level.</i>	5A.1. <i>Deans and Assistant Principals</i>	5A.1. <i>Data Analysis utilizing EDW Enrollment Reports</i>	5A.1. <i>RtI Reduction in levels</i>	5A.1. <i>RtI Reduction in Levels</i>
<u>Reading Goal #5A:</u> <i>In six years LNMS will reduce the achievement gap by 50%</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5B.1. <i>Low motivation due to poor academic record and students below grade level in proficiency.</i>	5B.1. <i>Implement RTI with positive behavior support and mentors. Using reading strategies across all content areas and provide small group instruction by teachers.</i>	5B.1. <i>Teachers, Principal, Assistant Principals, Resource, Guidance, Staffing Specialist and Deans</i>	5B.1. <i>Progress monitoring, weekly Professional Learning Communities and data chats.</i>	5B.1. <i>Sharepoint, IMS, EDW and Progress Book</i>		

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Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
<p>By June 2013, all subgroups not making satisfactory progress in reading will decrease by three percent.</p>						
	<p>White:18%(74) Black:39% (48) Hispanic:42% (235) Asian:15% (9) American Indian:14% (1)</p>	<p>White:15% (69) Black:36% (46) Hispanic:39% (226) Asian:12% (8) American Indian:11% (.2)</p>				
		<p>5B.2. Students with limited English proficiency</p>	<p>5B.2. Students will receive extra academic support from our ESOL department, and differentiated instruction in content area classrooms. Teachers will receive professional development geared towards ELL and an alignment with CCSS</p>	<p>5B.2. Teachers, ESOL compliance teacher, ESOL aide</p>	<p>5B.2. ESOL student grades and test scores will be progress monitored, weekly Professional Learning Communities and data chats.</p>	<p>5B.2. Benchmark assessments, Progress Book, IMS, Progress Reports and Report Cards</p>

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		5B.3. Quality of instruction and engaging students in content and exciting them about learning.	5B.3. PLC collaboration weekly and implementation of school-wide expectations for grading. Continue ongoing professional development for the technology enhanced classrooms.	5B.3. Teachers, Principal, Assistant Principals, Resource, Guidance, Staffing Specialist, Deans and Technology Support	5B.3. Frequent monitoring of student performance. Formal and informal evaluations using Observation	5B.3. Formative/summative assessments, progress reports, report cards	
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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. Students with limited English proficiency	5C.1. Students will receive extra academic support from our ESOL department, and differentiated instruction in content area classrooms	5C.1. Teachers, ESOL compliance teacher, ESOL aide	5C.1. ESOL student grades and test scores will be progress monitored, weekly Professional Learning Communities and data chats.	5C.1. Benchmark assessments, progress reports and report cards		
<u>Reading Goal #5C:</u> By June 2013, all ELL students not making satisfactory progress in reading will decrease by three percent.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	61% (77)	58% (75)					

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		5C.2. Teacher knowledge of ESOL accommodations and strategies	5C.2. Teachers will receive professional development and guidance on the use of ESOL strategies and will receive extra para support from our ESOL department Teachers will receive professional development geared towards ELL and an alignment with CCSS.	5C.2. Teachers, Principal, Assistant Principals, Resource, Guidance, Staffing Specialist and Deans	5C.2. ESOL student grades and test scores will be progress monitored, weekly Professional Learning Communities and data chats.	5C.2. Benchmark assessments, Progress Book, IMS, Progress Reports and Report Cards	
		5C.3. Quality of instruction and engaging students in content and exciting them about learning.	5C.3. PLC collaboration weekly and implementation of school-wide expectations for grading. Continue ongoing professional development for the technology enhanced classrooms.	5C.3. Teachers, Principal, Assistant Principals, Resource, Guidance, Staffing Specialist, Deans and Technology Support	5C.3. Frequent monitoring of student performance. Formal and informal evaluations using iObservation	5C.3. Formative/summative assessments, progress reports, report cards	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5D.1. SWD students were not provided with instruction to meet their unique needs.</p>	<p>5D.1. Teachers will be given copies of student goal pages (from student IEP). Students will be given appropriate accommodations which reflect their IEP goals. Teachers will become familiar with student's IEP. SWD students will receive reading instruction with a teacher trained in SWD strategies.</p>	<p>5D.1. ESE Placement Specialist Assistant Principal Teachers</p>	<p>5D.1. Administrators will conduct Informal and Formal Observations to identify teachers in need of additional support and collaborate with CCT to develop a coaching plan for identified teachers. Placement specialist will support teachers with lesson planning, side by side coaching, and lesson modeling.</p>	<p>5D.1. Classroom walkthrough tool and data Benchmark Testing Teacher Assessments</p>		
<p><u>Reading Goal #5D:</u> By April 2013, 29.7% of SWD will make satisfactory progress in reading.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	26.7	29.7%					
		5D.2. Inconsistent use of examples from the Test Item Specifications during instruction.	5D.2. Teachers will engage in professional development on the use of samples from the Test Item Specification to generate and utilize Higher Order questioning. Teachers will engage in professional development that demonstrates effective coupling of small group instruction and standards. Teachers will utilize Professional Learning Communities (PLC) to plan lessons that integrate the use of samples from the Test Item Specification to teach the benchmarks.	5D.2. Assistant Principal Teachers	5D.2. Administrators will conduct Informal and Formal Observations to identify teachers in need of additional support and collaborate with CRT to develop a coaching plan for identified teachers. Teachers will meet biweekly with other teachers in their content area to plan, discuss instruction, and review data.	5D.2. Classroom walkthrough tool and data	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p>	<p>5E.1. Students with limited English proficiency</p>	<p>5E.1. Students will receive extra academic support from our ESOL department, and differentiated instruction in content area classrooms. Teachers will receive professional development geared towards ELL and an alignment with CCSS</p>	<p>5E.1. Teachers, ESOL compliance teacher, ESOL aide</p>	<p>5E.1. ESOL student grades and test scores will be progress monitored, weekly Professional Learning Communities and data chats.</p>	<p>5E.1. Benchmark assessments, Progress Book, IMS, Progress Reports and Report Cards</p>		
<p><u>Reading Goal #5E:</u> By June 2013, all Economically Disadvantaged students not making satisfactory progress in reading will decrease by three percent.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	43% (246)	40% (240)					
		5E.2. Low motivation due to poor academic record and students below grade level in proficiency	5E.2. Implement RTI with positive behavior support and mentors. Using reading strategies across all content areas and provide small group instruction by teachers.	5E.2. Teachers, Principal, Assistant Principals, Resource, Guidance, Staffing Specialist and Deans	5E.2. Progress monitoring, weekly Professional Learning Communities and data chats.	5E.2. Sharepoint, IMS, EDW and Progress Book	
		5E.3. Quality of instruction and engaging students in content and exciting them about learning.	5E.3. PLC collaboration weekly and implementation of school-wide expectations for grading. Continue ongoing professional development for the technology enhanced classrooms.	5E.3. Teachers, Principal, Assistant Principals, Resource, Guidance, Staffing Specialist, Deans and Technology Support	5E.3. Frequent monitoring of student performance. Formal and informal evaluations using iObservation	5E.3. Formative/summative assessments, progress reports, report cards	

Reading Professional Development

August 2012
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 Revised April 29, 2011

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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
CCSS Instructional Shift	6-8	Principal, API, Resource Team	School-wide	Monthly through PLCs	Data chats and iObservation	Principal, API, Resource Team
Effective implementation of Differentiated Instruction	LA/Reading	API and CRT	School-wide	Ongoing	Classroom walk throughs	Principal Assistant Principal CRT

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Reading Budget (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
CCSS	Substitutes For Staff Development	Title II/ School Budget	\$1,000.00
PD 360	N/A	N/A	N/A
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$1,000.00			

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.	1.1. English is not the primary language in many of the ELL homes at Lake Nona Middle, and parental support in academics is limited.	1.1. Host Parent Leadership Council meetings in the areas of literacy, resources to help students, understanding assessments. Increase the number of attendance of ELL families at Parent Leadership Council by hosting them in conjunction with PTSA/ SAC meetings and the high school PLC	1.1. ESOL Compliance Teacher Classroom Teachers Assistant Principal Principal	1.1. Collaboration in professional learning communities to share strategies Observation and anecdotal evidence	1.1. CELLA	

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<p>CELLA Goal #1:</p> <p>In March 2012, 69% (144) ELL students at Lake Nona Middle School scored Proficient on the Listening/Speaking section of CELLA.</p> <p>By March 2013, 72% will score Proficient on the Listening/Speaking portion of CELLA.</p>	<p>2012 Current Percent of Students Proficient in Listening/Speaking:</p>					
	<p>In March 2012, 69% (144) ELL students at Lake Nona Middle School scored Proficient on the Listening/Speaking section of CELLA.</p>					
		<p>1.2.</p> <p>Few teachers are trained in teaching ELLs</p>	<p>1.2.</p> <p>Provide access to professional development in the area of ESOL Endorsement or ESOL Essentials.</p>	<p>1.2.</p> <p>ESOL Compliance Teacher Classroom Teachers Assistant Principal Principal</p>	<p>1.2.</p> <p>Collaboration in professional learning communities to share strategies</p> <p>Observation and anecdotal evidence</p>	<p>1.2.</p> <p>CELLA</p>
		<p>1.4.</p> <p>Lack of differentiated and small group instruction in teaching ELLs</p>	<p>1.3.</p> <p>Provide professional development in the area of differentiated instruction</p>	<p>1.3.</p> <p>ESOL Compliance Teacher Assistant Principal Principal Instructional Coach</p>	<p>1.3.</p> <p>Collaboration in professional learning communities</p> <p>Observation and anecdotal evidence</p>	<p>1.3.</p> <p>PLC</p>

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Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	2.1. Influx of new students moving to area from many different countries who are non-English readers	2.1. Offer after school tutoring which will allow for a more focused smaller group instruction that is more targeted in reading comprehension	2.1. ESOL Compliance Reading Resource Teacher Classroom Teachers who are tutors Assistant Principal Principal	2.1. Collaborate with reading teachers and reading resource teacher on effective strategies to use with small group instruction after school	2.1. FAIR District Benchmarks CELLA	
<p><u>CELLA Goal #2:</u></p> <p>In March 2012, 53% (99) ELL students at Lake Nona Middle School scored Proficient on the Reading section of CELLA.</p> <p>By March 2013, 58% will score Proficient on the Reading portion of CELLA.</p>	<p>2012 Current Percent of Students Proficient in Reading:</p>					
	In March 2012, 53% (99) ELL students at Lake Nona Middle School scored Proficient on the Reading section of CELLA.					

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		2.2. Lack of differentiated instruction and use of literacy strategies in teaching ELLs	2.2. Provide professional development opportunities in the area of DI and literacy strategies	2.2. ESOL Compliance Reading Resource Teacher Classroom Teachers who are tutors Assistant Principal Principal	2.2. Observations and anecdotal evidence Mini Assessments	2.2. FAIR District Benchmarks CELLA
		2.3. Knowledge of data is limited	2.3. Provide teacher training in Instructional Management System and host data chats with teachers and one-on-one data chats with ELL students	2.3. ESOL Compliance teacher Classroom teachers IMS Champions Assistant Principal Principal	2.3. Observations and anecdotal evidence	2.3. FAIR District Benchmarks CELLA

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	2.1. Influx of new students moving to area from many different countries who are non-English writers	2.1. Provide collaboration time for ESOL language arts teacher to meet with other language arts teachers to implement school wide writing portfolios with ESOL students Provide writing opportunities across the core content areas (math, social studies, science)to give them more exposure to writing opportunities	2.1. ESOL Language Arts teacher Core Content teachers Language Arts department chairperson Assistant Principal Principal	2.1. Writing samples/portfolio Teacher assessments	2.1. CELLA	
<p><u>CELLA Goal #3:</u></p> <p>In March 2012, 58% (84) ELL students at Lake Nona Middle School scored Proficient on the Writing section of CELLA.</p> <p>By March 2013, 61% will score Proficient on the Reading portion of CELLA.</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					

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	In March 2012, 58% (84) ELL students at Lake Nona Middle School scored Proficient on the Writing section of CELLA.					
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CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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Elementary School Mathematics Goals

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

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

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1. N/A	1B.1. N/A	1B.1. N/A	1B.1. N/A	1B.1. N/A		
<u>Mathematics Goal #1B:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		1B.2. N/A	1B.2. N/A	1B.2. N/A	1B.2. N/A	1B.2. N/A	
		1B.3. N/A	1B.3. N/A	1B.3. N/A	1B.3. N/A	1B.3. N/A	

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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. N/A	2A.1. N/A	2A.1. N/A	2A.1. N/A	2A.1. N/A		
<u>Mathematics Goal #2A:</u> N/A	<u>2012 Current Level of Performance:*</u> N/A	<u>2013 Expected Level of Performance:*</u> N/A					
	N/A	N/A					
		2A.2. N/A	2A.2. N/A	2A.2. N/A	2A.2. N/A	2A.2. N/A	
		2A.3. N/A	2A.3. N/A	2A.3. N/A	2A.3. N/A	2A.3. N/A	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1. N/A	2B.1. N/A	2B.1. N/A	2B.1. N/A	2B.1. N/A		
<u>Mathematics Goal #2B:</u> N/A	<u>2012 Current Level of Performance:*</u> N/A	<u>2013 Expected Level of Performance:*</u> N/A					

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 Rule 6A-1.099811
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	N/A	N/A					
		2B.2. N/A	2B.2. N/A	2B.2. N/A	2B.2. N/A	2B.2. N/A	
		2B.3. N/A	2B.3. N/A	2B.3. N/A	2B.3. N/A	2B.3. N/A	

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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. N/A	3A.1. N/A	3A.1. N/A	3A.1. N/A	3A.1. N/A		
<u>Mathematics Goal #3A:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		3A.2. N/A	3A.2. N/A	3A.2. N/A	3A.2. N/A	3A.2. N/A	
		3A.3. N/A	3A.3. N/A	3A.3. N/A	3A.3. N/A	3A.3. N/A	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1. N/A	3B.1. N/A	3B.1. N/A	3B.1. N/A	3B.1. N/A		
<u>Mathematics Goal #3B:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	N/A	N/A					
		3B.2. N/A	3B.2. N/A	3B.2. N/A	3B.2. N/A	3B.2. N/A	
		3B.3. N/A	3B.3. N/A	3B.3. N/A	3B.3. N/A	3B.3. N/A	

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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. N/A	4A.1. N/A	4A.1. N/A	4A.1. N/A	4A.1. N/A		
Mathematics Goal #4: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
		4A.2. N/A	4A.2. N/A	4A.2. N/A	4A.2. N/A	4A.2. N/A	
		4A.3. N/A.	4A.3. N/A	4A.3. N/A	4A.3. N/A	4A.3. N/A	

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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						
<u>Mathematics Goal</u> #5A: N/A							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. N/A						
<u>Mathematics Goal</u> #5B: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	N/A	N/A					
		5B.2. N/A	5B.2. N/A	5B.2. N/A	5B.2. N/A	5B.2. N/A	
		5B.3. N/A	5B.3. N/A	5B.3. N/A	5B.3. N/A	5B.3. N/A	

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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. N/A	5C.1. N/A	5C.1. N/A	5C.1. N/A	5C.1. N/A		
<u>Mathematics Goal</u> #5C: N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		5C.2. N/A	5C.2. N/A	5C.2. N/A	5C.2. N/A	5C.2. N/A	
		5C.3. N/A	5C.3. N/A	5C.3. N/A	5C.3. N/A	5C.3. N/A	
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. N/A	5D.1. N/A	5D.1. N/A	5D.1. N/A	5D.1. N/A		

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<u>Mathematics Goal</u> <u>#5D:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
N/A							
	N/A	N/A					
		5D.2. N/A	5D.2. N/A	5D.2. N/A	5D.2. N/A	5D.2. N/A	
		5D.3. N/A	5D.3. N/A	5D.3. N/A	5D.3. N/A	5D.3. N/A	

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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. <i>N/A</i>	5E.1. <i>N/A</i>	5E.1. <i>N/A</i>	5E.1. <i>N/A</i>	5E.1. <i>N/A</i>		
<u>Mathematics Goal</u> <u>#5E:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>N/A</i>							
	<i>N/A</i>	<i>N/A</i>					
		5E.2. <i>N/A</i>	5E.2. <i>N/A</i>	5E.2. <i>N/A</i>	5E.2. <i>N/A</i>	5E.2. <i>N/A</i>	
		5E.3. <i>N/A</i>	5E.3. <i>N/A</i>	5E.3. <i>N/A</i>	5E.3. <i>N/A</i>	5E.3. <i>N/A</i>	

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

Middle School Mathematics	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1. Teacher knowledge of standards and item specifications	1A.1. Use of PLC meetings to unwrap the standards and develop appropriate lesson plans for student achievement	1A.1. Administration, instructional coach, math department chair and math teachers.	1A.1. PLC meeting minutes, common assessments, classroom walkthroughs and lesson plans	1A.1. FCAT, end of course exams, benchmarks and mini assessments. Informal and Formal Observations.		

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Mathematics Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In April of 2012, 59.8% of students at LNMS scored a Level 3 in Math. By April of 2013, 62.8% of students will score at Level 3 on Math.	59.8% (625.8)	62.8% (816.4)					
		1A.2. Lack of rigor in instruction	1A.2. Require teachers to work together to unwrap the standard of each course to have a clearer understanding of the depth of knowledge required. Develop assignments that challenge students to work at the advanced levels with required readings, writings and use of technology. Provide ongoing professional development for teachers to re-design assignments and assessments to include more cognitively complex work	1A.2. Administration, instructional coach and leadership team.	1A.2. Math Department PLC meeting minutes, common assessments, classroom walkthroughs and lesson plans.	1A.2. FCAT, end of course exams, benchmarks and mini assessments. Informal and Formal Observations.	

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		1A.3. Teachers not using enough varied instructional strategies within the classroom to meet all students' needs.	1A.3. Implementing Marzano's best practices into lesson plans.	1A.3. Administration, instructional coach and leadership team,	1A.3. Math department meeting minutes, common assessments, class room walk throughs and lesson plans	1A.3. FCAT, end of course exams, benchmarks and mini assessments. Informal and Formal Observations.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1. N/A	1B.1. N/A	1B.1. N/A	1B.1. N/A	1B.1. N/A		
<u>Mathematics Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							
	N/A	N/A					
		1B.2. N/A	1B.2. N/A	1B.2. N/A	1B.2. N/A	1B.2. N/A	
		1B.3. N/A	1B.3. N/A	1B.3. N/A	1B.3. N/A	1B.3. N/A	

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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 standards and item specifications	2A.1. Use of PLC meetings to unwrap the standards and develop appropriate lesson plans for student achievement	2A.1. Administration, CRT, math department chair and math teachers.	2A.1. PLC meeting minutes, common assessments, classroom walkthroughs and lesson plans	2A.1. FCAT, end of course exams, benchmarks and mini assessments. Informal and Formal Observations.		
<u>Mathematics Goal #2A:</u> In April of 2012, 67.2% of students at LNMS scored a level 4 or 5 in Math. By April of 2013, 70.2% of students will score at Level 4 or 5 in Math.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	67.2% (707)	70.2% (912)					
		2A.2	2A.2.	2A.2.	2A.2.	2A.2	
		Lack of rigor in instruction	Require teachers to work together to unwrap the standard of each course to have a clearer understanding of the depth of knowledge required. Develop assignments that challenge students to work at the advanced levels with required readings, writings and use of technology. Provide ongoing professional development for teachers to re-design assignments and assessments to include more cognitively complex work	Administration, instructional coach and leadership team.	Math department meeting minutes, common assessments, class room walkthroughs and lesson plans	FCAT, end of course exams, benchmarks and mini assessments. Informal and Formal Observations.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
		Teachers not using enough varied instructional strategies within the classroom to meet all students' needs.	Implementing best practices into lesson plans (Marzano)	Administration, CRT, and leadership team	Math department meeting minutes, common assessments, class room walkthroughs and lesson plans	FCAT, end of course exams, benchmarks and mini assessments. Informal and Formal Observations.	

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2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1. N/A	2B.1. N/A	2B.1. N/A	2B.1. N/A	2B.1. N/A		
<u>Mathematics Goal #2B:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		2B.2. N/A	2B.2. N/A	2B.2. N/A	2B.2. N/A	2B.2. N/A	
		2B.3. N/A	2B.3. N/A	2B.3. N/A	2B.3. N/A	2B.3. N/A	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</p>	<p>3A.1. The teachers will develop a lesson plan for one day out the week that will focus on Differentiation in the classroom. These lessons will be designed for students who are: on-target, need improvement and need much improvement.</p>	<p>3A.1. Provide training on Differentiated Instruction. Consistent Monitoring of student progress; adjust instruction and interventions based upon student's needs and progress.</p>	<p>3A.1. Math Coach Instructional Staff Assistant Principal Leadership Team</p>	<p>3A.1. Data meetings will be held to review interventions and assessments to determine progress towards benchmarks.</p>	<p>3A.1. Mini-Assessments CIM Mini-Assessments FOCUS Mini-Assessments Edusoft Benchmark Exams Informal and Formal Observations.</p>		

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<u>Mathematics Goal</u> <u>#3A:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
<p>In April of 2012, 60% of students at LNMS made learning gains in Math. By April of 2013, 63% of students at LNMS will make a learning gain in Math.</p>							
	60% (625)	63% (819)					

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		<p>3A.2</p> <p>The teachers need to develop more Moderate to High Complexity questions in their daily instruction in order for the students to be more prepared/ successful on the FCAT.</p>	<p>3A.2</p> <p>Provide professional development for teachers on Higher-Order Thinking Questions and Complexity Levels.</p>	<p>3A.2</p> <p>Resource Teachers Instructional Staff</p>	<p>3A.2</p> <p>Weekly Lesson Planning Meetings PLC Meetings</p>	<p>3A.2</p> <p>Monitor the success of students on Mini Assessments and benchmark tests</p> <p>Informal and Formal Observations.</p>	
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		3A.3. Lack of varied instructional strategies to accommodate varied learning styles. Lack of relevance of instruction to students.	3A.3. Math concepts will be reinforced with increased usage of manipulatives and technology. Use of problem base instruction tasks to incorporate real world situations to instruction. Training in these strategies for these teachers.	3A.3. Assistant Principal Leadership Team Instructional Staff \	3A.3. Informal and Formal Observations. Each grade level will develop lesson plans that incorporate the use of technology and manipulatives.	3A.3. Increased achievement between assessments. Progress of student on assessments. Informal and Formal Observations.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1. N/A	3B.1. N/A	3B.1. N/A	3B.1. N/A	3B.1. N/A		
<u>Mathematics Goal #3B:</u> N/A	<u>2012 Current Level of Performance.*</u> N/A	<u>2013 Expected Level of Performance.*</u> N/A					
	N/A	N/A					

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

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<p>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</p>	<p>4A.1. Low performing students come to Middle School lacking basic skills in Mathematics to be successful in Middle School. In order to decrease the educational gap between elementary and middle school we need to implement basic skill practice without taking away too much time from our daily instructional focus.</p>	<p>4A.1. Multiplication and Division minute tests. Use of Big 20's & 25's</p>	<p>4A.1. Math Department Chairs Assistant Principal</p>	<p>4A.1. The students and the teachers will monitor the individual student's progress with a tracking sheet. The pre-test on each of these programs will develop a track for each individual student. The teacher will monitor their progress.</p>	<p>4A.1. Benchmarks Mini Assessments Informal and Formal Observations.</p>		
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Mathematics Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p>In April of 2012, 65.4% of students at LNMS, in the lowest 25% made learning gains in Math. By April of 2013, 68.4% of the lowest 25% will make learning gains in Math.</p>							
	65.4% (682)	68.4% (889)					
		<p>4A.2. The teachers need to develop more Moderate to High Complexity questions in their daily instruction in order for the students to be more successful/ prepared on the FCAT.</p>	<p>4A.2. Provide professional development for teachers on Higher-Order Thinking Questions and Complexity Levels.</p>	<p>4A.2. Resource Teachers Instructional Staff</p>	<p>4A.2. Weekly Lesson Planning Meetings PLC Meetings</p>	<p>4A.2. Monitor the success of students on Mini Assessments and benchmark tests Informal and Formal Observations.</p>	

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		<p>4A.3.</p> <p>Lack of varied instructional strategies to accommodate varied learning styles.</p> <p>Lack of relevance of instruction to students.</p>	<p>4A.3.</p> <p>Math concepts will be reinforced with increased usage of manipulative and technology.</p> <p>Use of problem base instruction tasks to incorporate real world situations to instruction.</p> <p>Training in these strategies for these teachers.</p>	<p>4A.3.</p> <p>Principal Leadership Team Instructional Staff</p>	<p>4A.3.</p> <p>Informal and Formal Observations.</p> <p>Each grade level will develop lesson plans that incorporate the use of technology and manipulatives.</p>	<p>4A.3.</p> <p>Increased achievement between assessments.</p> <p>Progress of student on assessments.</p> <p>Informal and Formal Observations.</p>	
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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011 N/A	5A.1 A higher percentage of minority students drop out of high school. This is in large due to high rates of absence and suspension in minority students.	5A.1 Creation of dropout prevention programs that begin to identify students at the middle school level. Increased partnership between middle and high school to create programs that target at risk youth. Increase College and Career Readiness	5A.1 Deans and Assistant Principal	5A.1 Data Analysis utilizing EDW. Enrollment Reports	5A.1 RtI Reduction in levels	5A.1 RtI Reduction in levels.
<u>Mathematics Goal #5A:</u> In six years, LNMS will reduce the achievement gap by 50%.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p>	<p>5B.1. Students come to Middle School lacking basic skills in Mathematics to be successful in Middle School.</p>	<p>5B.1. In order to decrease the educational gap between elementary and middle school we need to implement basic skill practice without taking away too much time from our daily instructional focus.</p>	<p>5B.1. Math Teachers API</p>	<p>5B.1. The students and the teachers will monitor the individual student's progress with a tracking sheet.</p>	<p>5B.1. EDW, Benchmark Assessments Data, IMS Monitor the success of students on Mini Assessments and benchmark tests Informal and Formal Observations</p>		
<p><u>Mathematics Goal #5B:</u> By April 2013, all subgroups will demonstrate at least a 3% decrease in not making satisfactory gains in math.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White: 24.4% Black: 50.0% Hispanic: 43.4% Others: 25.5%</p>	<p>White: 21.4% Black: 47% Hispanic: 40.4% Others: 21.5%</p>					

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		5B.2. Lack of rigorous instruction.	5B.2. Professional Development Opportunities for staff in identifying the achievement gap. How can we incorporate rigor and relevance into classrooms?	5B.2. API CRT	5B.2. Lesson Planning PLC Meeting	5B.2. EDW, Benchmark Assessments Data, IMS Monitor the success of students on Mini Assessments and benchmark tests Informal and Formal Observations	
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. Limited use of innovative instructional practices/instructional differentiation.	5C.1. Identify students that are at risk of failing and are in need of remediation.	5C.1. Principal Assistant Principal Deans Guidance	5C.1. Classroom Observation Implementation of Marzano's Best Practices	5C.1. EDW, Benchmark Assessments Data, IMS		

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<u>Mathematics Goal #5C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By April 2013, 43.6% of ELL students will demonstrate satisfactory progress in math.							
	40.6% (86)	43.6% (118)					
		5C.2. Lack of rigorous instruction (teaching to the test and minimum standards).	5C.2. Professional Development Opportunities for staff in identifying the achievement gap. How can we incorporate rigor and relevance into classrooms?	5C.2. Principal Assistant Principal Deans Guidance	5C.2. Weekly PLC Meetings School-wide PLC Meetings Lesson Plans	5C.2. Classroom Observation Implementation of Marzano's Best Practices	
		5C.3. Lack of varied instructional strategies to accommodate varied learning styles. Lack of relevance of instruction to students.	5C.3. Math concepts will be reinforced with increased usage of manipulatives and technology. Use of problem base instruction tasks to incorporate real world situations to instruction. Training in these strategies for these teachers.	5C.3. Assistant Principal Leadership Team Instructional Staff ESE Placement Specialist	5C.3. Informal and Formal Observations. Each grade level will develop lesson plans that incorporate the use of technology and manipulatives.	5C.3. Increased achievement between assessments. Progress of student on assessments.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</p>	<p>5D.1. Many of our students come to Middle School lacking basic skills in Mathematics to be successful in Middle School. In order to decrease the educational gap between elementary and middle school we need to implement basic skill practice without taking away too much time from our daily instructional focus.</p>	<p>5D.1. Multiplication and Division minute tests. Use of Big 20's & 25's</p>	<p>5D.1. Math Department Chairs Instructional Staff</p>	<p>5D.1. The students and the teachers will monitor the individual student's progress with a tracking sheet. The pre-test on each of these programs will develop a track for each individual student. The teacher will monitor their progress.</p>	<p>5D.1. Minute tests Big 20's & 25's Pre-Test Post-Test</p>		
<p><u>Mathematics Goal #5D:</u> In the 2011-2012 school year 24.7% of SWD demonstrated proficiency. By April of 2013, 27.7% of SWD will demonstrate proficiency.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>24.7% (20)</p>	<p>27.7% (24)</p>					

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		<p>5D.2.</p> <p>Lack of varied instructional strategies to accommodate varied learning styles.</p> <p>Lack of relevance of instruction to students.</p>	<p>5D.2.</p> <p>Math concepts will be reinforced with increased usage of manipulative and technology.</p> <p>Use of problem base instruction tasks to incorporate real world situations to instruction.</p> <p>Training in these strategies for these teachers.</p>	<p>5D.2.</p> <p>Leadership Team Instructional Staff ESE Placement Specialist</p>	<p>5D.2.</p> <p>Informal and Formal Observations.</p> <p>Each grade level will develop lesson plans that incorporate the use of technology and manipulatives.</p>	<p>5D.2.</p> <p>Increased achievement between assessments.</p> <p>Progress of student on assessments.</p>	
		<p>5D.3.</p> <p>SWD students were not provided specific individual accommodations based on their needs.</p>	<p>5D.3.</p> <p>All SWD students will be appropriately identified to instructional teachers.</p> <p>All accommodations will be documented on Lesson Plans.</p>	<p>5D.3.</p> <p>Leadership Team Instructional Staff ESE Placement Specialist</p>	<p>5D.3.</p> <p>Review of assessment data.</p> <p>Informal and Formal Observations</p>	<p>5D.3.</p> <p>Edusoft</p>	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</p>	<p>5E.1. Many students come to middle school lacking basic skills in Mathematics to be successful in middle school. In order to decrease the educational gap between elementary and middle school we need to implement basic skill practice without taking away too much time from our daily instructional focus.</p>	<p>5E.1. Multiplication and Division minute tests. Use of Big 20's & 25's</p>	<p>5E.1. Math Department Chairs Assistant Principal Principal</p>	<p>5E.1. The students and the teachers will monitor the individual student's progress with a tracking sheet. The pre-test on each of these programs will develop a track for each individual student. The teacher will monitor their progress.</p>	<p>5E.1. Minute tests Big 20's & 25's</p>		
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Mathematics Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p>In April of 2012, 52.2% of economically disadvantaged students made satisfactory progress in mathematics. By April of 2013, 55.2 % of economically disadvantaged students will demonstrate satisfactory progress in mathematics.</p>							
	52.2% (265)	55.2% (280)					

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		<p>5E.2.</p> <p>Lack of varied instructional strategies to accommodate varied learning styles.</p> <p>Lack of relevance of instruction to students.</p>	<p>5E.2.</p> <p>Math concepts will be reinforced with increased usage of manipulative and technology.</p> <p>Use of problem base instruction tasks to incorporate real world situations to instruction.</p> <p>Training in these strategies for these teachers.</p>	<p>5E.2.</p> <p>Principal Leadership Team Instructional Staff</p>	<p>5E.2.</p> <p>Informal and Formal Observations.</p> <p>Each grade level will develop lesson plans that incorporate the use of technology and manipulatives.</p>	<p>5E.2.</p> <p>Increased achievement between assessments.</p> <p>Progress of student on assessments.</p>	
		<p>5E.3.</p> <p>Teachers will provide students who lack instructional support at home the opportunity for help.</p>	<p>5E.3.</p> <p>Math concepts will be reinforced through online resources in after school programs.</p>	<p>5E.3.</p> <p>Math Department Chairs Assistant Principal Instructional Staff</p>	<p>5E.3.</p> <p>Monitor their progress through online programs and assessments.</p>	<p>5E.3.</p> <p>Increased achievements on benchmark assessments.</p>	

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

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

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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		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2.1. N/A	2.1. N/A	2.1. N/A	2.1. N/A	2.1. N/A		
Mathematics Goal #2: N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		2.2. N/A	2.2. N/A	2.2. N/A	2.2. N/A	2.2. N/A	
		2.3. N/A	2.3. N/A	2.3. N/A	2.3. N/A	2.3. N/A	

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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. N/A	3.1. N/A	3.1. N/A	3.1. N/A	3.1. N/A		
Mathematics Goal #3: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
		3.2. N/A	3.2. N/A	3.2. N/A	3.2. N/A	3.2. N/A	
		3.3. N/A	3.3. N/A	3.3. N/A	3.3. N/A	3.3. N/A	

End of Florida Alternate Assessment High School Mathematics Goals

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

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

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

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<p>1. Students scoring at Achievement Level 3 in Algebra 1.</p>	<p>1.1 Lack of varied instructional strategies to accommodate varied learning styles. Lack of relevance of instruction to students.</p>	<p>1.1 Math concepts will be reinforced with increased usage of manipulative and technology. Use of problem base instruction tasks to incorporate real world situations to instruction. Professional learning opportunities in these strategies for these teachers.</p>	<p>1.1 Assistant Principal Leadership Team Instructional Staff</p>	<p>1.1 Informal and Formal Observations. Developed lesson plans that incorporate the use of technology and manipulatives.</p>	<p>1.1 Increased achievement between assessments. Progress of student on assessments.</p>		
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Algebra 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p>In April 2012, 57% of the students taking the Algebra 1 EOC scored at Level 3.</p> <p>By April 2013, 60% of the students taking the Algebra 1 EOC will score at Level 3.</p>							
	57% (127)	60% (136)					
		<p>1.2</p> <p>Teachers have difficulty developing more Moderate to High Complexity questions in their daily instruction in order for the students to be more successful/ prepared on the FCAT.</p>	<p>1.2</p> <p>Provide professional development for teachers on Higher-Order Thinking Questions and Complexity Levels.</p>	<p>1.2</p> <p>Resource Teachers Instructional Staff</p>	<p>1.2</p> <p>Weekly Lesson Planning Meetings PLC Meetings</p>	<p>1.2</p> <p>Monitor the success of students on Mini Assessments and benchmark tests</p> <p>Lesson Plans</p>	

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		1.3. Teachers have difficulty implementing instructional strategies to better prepare this year's students to pass the End-of-Course Assessments (EOCA) in Algebra.	1.3. The teachers will attend professional development opportunities to help them improve their instructional strategies.	1.3. Resource Teachers Instructional Staff	1.3. Weekly Lesson Plan Meetings	1.3. Algebra Mini-Assessments Algebra Benchmark Tests	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</p>	<p>2.1 Lack of varied instructional strategies to accommodate varied learning styles. Lack of relevance of instruction to students.</p>	<p>2.1 Math concepts will be reinforced with increased usage of manipulative and technology. Use of problem base instruction tasks to incorporate real world situations to instruction. Training in these strategies for these teachers.</p>	<p>2.1 Assistant Principal Leadership Team Instructional Staff</p>	<p>2.1 Informal and Formal Observations. Developed lesson plans that incorporate the use of technology and manipulatives.</p>	<p>2.1 Increased achievement between assessments. Progress of student on assessments.</p>		
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Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p>In April 2012, 30% of the students at LNMS scored a level 4 or 5 on the Algebra EOC.</p> <p>In April 2013, 33% of the students at LNMS scored a level 4 or 5 on the Algebra EOC.</p>							
	30% (67)	33% (75)					
		<p>2.2</p> <p>Teachers have difficulty developing more Moderate to High Complexity questions in their daily instruction in order for the students to be more successful/prepared on the FCAT.</p>	<p>2.2</p> <p>Provide professional development for teachers on Higher-Order Thinking Questions and Complexity Levels.</p>	<p>2.2</p> <p>Resource Teachers Instructional Staff</p>	<p>2.2</p> <p>Weekly Lesson Planning Meetings PLC Meetings</p>	<p>2.2</p> <p>Monitor the success of students on Mini Assessments and benchmark tests</p> <p>Lesson Plans</p>	

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		<p>2.3. Teachers have difficulty implementing instructional strategies to better prepare this year's students to pass the End-of-Course Assessments (EOCA) in Algebra.</p> <p>Teachers have difficulty providing consistent enrichment opportunities through differentiation.</p>	<p>2.3. The teachers will attend professional development opportunities to help them improve their instructional strategies, including differentiated instruction to promote enrichment tasks/activities.</p>	<p>2.3. Resource Teachers Instructional Staff</p>	<p>2.3. Weekly lesson plan meetings</p>	<p>2.3. Algebra Mini-Assessments Algebra Benchmark Tests Lesson Plans</p>	
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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<p>3A. In six years, school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2010-2011</p>	<p>5A.1 A higher percentage of minority students drop out of high school. This is in large due to population shifts and an increased demand on students to earn salaries to support their families. A focus will be to encourage students to participate in AVID (See Additional Goal in SIP).</p>	<p>5A.1 Creation of dropout prevention programs that begin to identify students at the middle school level. Increased partnership between middle and high school to create programs that target at-risk youth. Increase College and Career Readiness</p>	<p>5A.1 Deans and Assistant Principal</p>	<p>5A.1 Data Analysis utilizing EDW. Enrollment Reports</p>	<p>5A.1 RtI Reduction in levels</p>	<p>5A.1 RtI Reduction in levels</p>
<p><u>Algebra 1 Goal #3A:</u> <i>In six years, LNMS will reduce our achievement gap by 50%.</i></p>							
<p>Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.</p>	<p>3B.1. Lack of varied instructional strategies to accommodate varied learning styles. Lack of relevance of instruction to students.</p>	<p>3B.1. Math concepts will be reinforced with increased usage of manipulative and technology. Use of problem base instruction tasks to incorporate real world situations to instruction. Professional learning opportunities in these strategies for these teachers.</p>	<p>3B.1. Assistant Principal Leadership Team Instructional Staff</p>	<p>3B.1. Informal and Formal Observations. The teacher will develop lesson plans that incorporate the use of technology and manipulatives.</p>	<p>3B.1. Increased achievement between assessments. Progress of student on assessments.</p>		
<p><u>Algebra 1 Goal #3B:</u> <i>Data is Unavailable</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White: Black: Hispanic: Asian: American Indian:</p>	<p>White: Black: Hispanic: Asian: American Indian:</p>					
		<p>3B.2. Teachers have difficulty implementing instructional strategies to better prepare this year's students to pass the End-of-Course Assessments (EOCA) in Algebra.</p>	<p>3B.2. The teachers will attend professional development opportunities to help them improve their instructional strategies.</p>	<p>3B.2. Instructional Staff Assistant Principal</p>	<p>3B.2. Weekly Lesson Plan Meetings</p>	<p>3B.2. Algebra Mini-Assessments Algebra Benchmark Tests</p>	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.</p>	<p>3C.1. Lack of varied instructional strategies to accommodate varied learning styles.</p> <p>Lack of relevance of instruction to students.</p>	<p>3C.1. Math concepts will be reinforced with increased usage of manipulative and technology.</p> <p>Use of problem base instruction tasks to incorporate real world situations to instruction.</p> <p>Training in these strategies for these teachers.</p>	<p>3C.1. Assistant Principal Leadership Team Instructional Staff</p>	<p>3C.1. Informal and Formal Observations.</p> <p>The teacher will develop lesson plans that incorporate the use of technology and manipulatives.</p>	<p>3C.1. Increased achievement between assessments.</p> <p>Progress of student on assessments.</p>		

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Algebra 1 Goal #3C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Data is unavailable.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3C.2. Teachers have difficulty implementing instructional strategies to better prepare this year's students to pass the End-of-Course Assessments (EOCA) in Algebra.	3C.2. The teachers will attend professional development opportunities to help them improve their instructional strategies.	3C.2. Resource Teachers Instructional Staff	3C.2. Weekly Lesson Plan Meetings	3C.2. Algebra Mini-Assessments Algebra Benchmark Tests	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.</p>	<p>3D.1. Lack of varied instructional strategies to accommodate varied learning styles. Lack of relevance of instruction to students.</p>	<p>3D.1. Math concepts will be reinforced with increased usage of manipulative and technology. Use of problem base instruction tasks to incorporate real world situations to instruction. Training in these strategies for these teachers.</p>	<p>3D.1. Assistant Principal Leadership Team Instructional Staff ESE Staffing Specialist</p>	<p>3D.1. Informal and Formal Observations. The teacher will develop lesson plans that incorporate the use of technology and manipulatives.</p>	<p>3D.1. Increased achievement between assessments. Progress of student on assessments.</p>		
<p>Algebra 1 Goal #3D: <i>Data is unavailable</i></p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					

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		<p>3.D.2. SWD students were not provided specific individual accommodations based on their needs.</p>	<p>3D.2. All SWD students will be appropriately identified to instructional teachers. All accommodations will be documented on Lesson Plans.</p>	<p>3D.2. Principal Leadership Team Instructional Staff Guidance</p>	<p>3D.2. Review of assessment data. Informal and Formal Observations</p>	<p>3D.2. Edusoft</p>	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.</p>	<p>3E.1. Lack of varied instructional strategies to accommodate varied learning styles. Lack of relevance of instruction to students.</p>	<p>3E.1. Math concepts will be reinforced with increased usage of manipulative and technology. Use of problem base instruction tasks to incorporate real world situations to instruction. Training in these strategies for these teachers.</p>	<p>3E.1. Assistant Principal Leadership Team Instructional Staff</p>	<p>3E.1. Informal and Formal Observations. The teacher will develop lesson plans that incorporate the use of technology and manipulatives.</p>	<p>3E.1. Increased achievement between assessments. Progress of student on assessments.</p>		

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Algebra 1 Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Data is currently unavailable.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

End of Algebra 1 EOC Goals

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

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

Geometry EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Geometry.	1.1. Teachers have difficulty implementing instructional strategies to better prepare this year's students to pass the End-of-Course Assessments (EOCA) in Geometry.	1.1. The teachers will attend professional development opportunities to help them improve their instructional strategies.	1.1. Resource Teachers Instructional Staff	1.1. Weekly lesson plans and PLC.	1.1. Mini-Assessments Benchmark Tests Lesson Plans		

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Geometry Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p>In April of 2012, 12% of those students taking the EOC scored in the 2nd highest third. Mean Scale Score 61.</p> <p>By April of 2013, 15% of those students taking the EOC will score in the 2nd highest third.</p>							
	12% (4) (2 nd highest third)	15% (6)(2 nd highest third)					
		<p>1.2.</p> <p>Teachers have difficulty providing consistent enrichment opportunities through differentiation.</p>	<p>1.2.</p> <p>The teachers will attend professional development opportunities to help them improve their differentiated instruction in order to promote enrichment tasks/activities (CCSS and Marzano High Yield Strategies)</p>	<p>1.2.</p> <p>Principal, API, and CRT.</p>	<p>1.2.</p> <p>Weekly lesson plans and PLC.</p>	<p>1.2.</p> <p>Mini-Assessments Benchmark Tests Lesson Plans</p>	
<p>Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:</p>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</p>	<p>2.1. Teachers have difficulty implementing instructional strategies to better prepare this year's students to pass the End-of-Course Assessments (EOCA) in Geometry.</p>	<p>2.1. The teachers will attend professional development opportunities to help them improve their differentiated instruction in order to promote enrichment tasks/activities (CCSS and Marzano High Yield Strategies)</p>	<p>2.1. Principal, API, and CRT.</p>	<p>2.1. Weekly lesson plans and PLC.</p>	<p>2.1. Mini-Assessments Benchmark Tests Lesson Plans</p>		
<p><u>Geometry Goal #2:</u> In April of 2012, 83% of those students taking the Geometry EOC scored in the highest 3rd (Mean Scale Score 61) By April of 2013, 86% of those students taking the EOC will score in the highest third.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>83% (34) (highest third)</p>	<p>86%% (35) (highest third)</p>					

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
<p>3A. In six years, school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2011-2012</p>	<p>5A.1 A higher percentage of minority students drop out of high school. This is in large due to population shifts and an increased demand on students to earn salaries to support their families. A focus will be to encourage students to participate in AVID (See Additional Goal in SIP).</p>	<p>5A.1 Creation of dropout prevention programs that begin to identify students at the middle school level. Increased partnership between middle and high school to create programs that target at risk youth. Increase College and Career Readiness</p>	<p>5A.1 Deans and Assistant Principal</p>	<p>5A.1 Data Analysis utilizing EDW. Enrollment Reports</p>	<p>5A.1 RtI Reduction in levels</p>	

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<p><u>Geometry Goal #3A:</u></p> <p>In six years LNMS will reduce the achievement gap by 50%</p>							
<p>Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</p>	<p>3B.1. Teachers lack of varied instructional strategies to accommodate varied learning styles. Lack of relevance of instruction to students.</p>	<p>3B.1. Math concepts will be reinforced with increased usage of manipulative and technology. Use of problem base instruction tasks to incorporate real world situations to instruction. Training in these strategies for these teachers.</p>	<p>3B.1. Assistant Principal Leadership Team Instructional Staff</p>	<p>3B.1. Informal and Formal Observations. The teacher will develop lesson plans that incorporate the use of technology and manipulatives.</p>	<p>3B.1. Increased achievement between assessments. Progress of student on assessments. Classroom walkthrough feedback</p>		
<p>Geometry Goal #3B: <i>Data Not Yet Available</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<i>Data Not Yet Available</i>	<i>Data Not Yet Available</i>					
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>3C. English Language Learners (ELL) not making satisfactory progress in Geometry.</p>	<p>3B.1. Teachers lack of varied instructional strategies to accommodate varied learning styles. Lack of relevance of instruction to students.</p>	<p>3B.1. Math concepts will be reinforced with increased usage of manipulative and technology. Use of problem base instruction tasks to incorporate real world situations to instruction. Training in these strategies for these teachers.</p>	<p>3B.1. Assistant Principal Leadership Team Instructional Staff</p>	<p>3B.1. Informal and Formal Observations. The teacher will develop lesson plans that incorporate the use of technology and manipulatives.</p>	<p>3B.1. Increased achievement between assessments. Progress of student on assessments. Classroom walkthrough feedback</p>		

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Geometry Goal #3C:	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
<i>Data Not Yet Available</i>							
	<i>Data Not Yet Available</i>	<i>Data Not Yet Available</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 subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.</p>	<p>3D.1. Teachers need to receive professional development to differentiate instruction to meet the needs of SWD.</p>	<p>3D.1. Teachers will be given copies of student goal pages (from student IEP). Students will be given appropriate accommodations which reflect their IEP goals. Teachers will become familiar with student's IEP. SWD students will receive reading instruction with a teacher trained in SWD strategies.</p>	<p>3D.1. Staffing Specialist, API, CRT</p>	<p>3D.1. Administrators will conduct Informal and Formal Observations to identify teachers in need of additional support. Staffing Specialist will support teachers with lesson planning, side by side coaching, and lesson modeling.</p>	<p>3D.1. Informal Observations Benchmark Assessments</p>		
<p><u>Geometry Goal #3D:</u></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
<p><i>Data Not Yet Available</i></p>							

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	<i>Data Not Yet Available</i>	<i>Data Not Yet Available</i>					
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1. Teachers will provide students who lack instructional support at home the opportunity for help.	3E.1. Math concepts will be reinforced through online resources in after school programs.	3E.1. Math Department Chairs API Principal	3E.1. Progress Monitor Student Performance RtI	3E.1. Increased achievement on benchmark assessments.		
<u>Geometry Goal #3E:</u> <i>Data Not Yet Available</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Data Not Yet Available</i>	<i>Data Not Yet Available</i>					

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC)							
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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
CCSS	All Grades	J. Martinez and T. Bray	ALL	School Year 2012-2013	Informal and Formal Observations	J. Martinez
Marzano High Yield Strategies	All Grades	J. Martinez T. Bray	ALL	School Year 2012-2013	Informal and Formal Observations	J. Martinez

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Marzano Professional Development	Substitutes for Staff Development	Title II / School Budget	\$500.00
CCSS Professional Development	Substitutes for Staff Development	Title II /School Budget	\$500.00
Subtotal: \$1,000.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$1,000.00			

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1A.1. Identification of areas of deficiency	1A.1. Implement mini-assessments at least three times per 9-weeks, in addition to the quarterly benchmark exam.	1A.1. Science Department Chair; Assistant Principal of Instruction, Principal, Resource Team	1A.1. Student assessment results over time	1A.1. OCPS Benchmark assessments, LNMS mini-benchmark assessments		

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<u>Science Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>Currently at Lake Nona Middle School, 34% [122] of students taking the FCAT scored at a Level 3. By May 2013, 37% [133] of Lake Nona Middle School students will score at a Level 3 on the FCAT.</p>							
	<p>At Lake Nona Middle School, 34% [122] of all students taking the FCAT scored at a level 3.</p>	<p>By May 2013, 37% [133] of students taking the FCAT will score at a level 3.</p>					
		<p>1A.2. Understanding of student achievement data</p>	<p>1A.2. Conduct data discussions in PLC meetings with all science teachers at least 3 times per 9-weeks focusing on strategies to improve identified strands of deficiency.</p>	<p>1A.2. Science Department Chair; Assistant Principal of Instruction, Principal, Resource Team</p>	<p>1A.2. Student assessment results over time</p>	<p>1A.2. OCPS Benchmark assessments, LNMS mini-benchmark assessments</p>	

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		1A.3. Student Engagement	1A.3. Follow OCPS/NSTA guidelines for science instruction- 80% of time spent on lab based instruction with integration of vocabulary instruction and content reading strategies; Continue with PLC discussions on implementation of high student engagement classroom practices.	1A.3. Science Department Chair; Assistant Principal of Instruction, Principal, Resource Team	1A.3. Student assessment results over time	1A.3. Class work samples, student grades, classroom assessments, OCPS Benchmark assessments, LNMS mini-benchmark assessments	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1B.1. N/A	1B.1. N/A	1B.1. N/A	1B.1. N/A	1B.1. N/A		
<u>Science Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							
	N/A	N/A					
		1B.2. N/A	1B.2. N/A	1B.2. N/A	1B.2. N/A	1B.2. N/A	
		1B.3. N/A	1B.3. N/A	1B.3. N/A	1B.3. N/A	1B.3. N/A	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2A.1. Identificati on of areas of deficiency and of strength	2A.1. Implement mini- assessments at least three times per 9- weeks, in addition to the quarterly benchmark exam.	2A.1. Science Department Chair; Assistant Principal of Instruction, Principal, Resource Team	2A.1. Student assessment results over time	2A.1. OCPS Benchmark assessments, LNMS mini- benchmark assessments		
<u>Science Goal #2A:</u> Currently at Lake Nona Middle School, 13% [47] of students taking the FCAT score at a Level 4 or 5. By May 2013, 16% [58] of Lake Nona Middle School students will score at a Level 4 or 5 on the FCAT	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					

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	At Lake Nona Middle School, 13% [47] of students taking the FCAT scored at a level 4 or 5.	By May 2013, 16% [58] of students taking the FCAT at Lake Nona Middle School will score at a level 4 or 5.					
		2A.2. Understanding and use of student achievement data	2A.2. Conduct data discussions in PLC meetings with all science teachers at least 3 times per 9-weeks focusing on strategies to improve identified strands of deficiency and to provide for advancement in areas of strength.	2A.2. Science Department Chair; Assistant Principal of Instruction, Principal, Resource Team	2A.2. Student assessment results over time	2A.2. Classwork samples, student grades, classroom assessments, OCPS Benchmark assessments, LNMS mini-benchmark assessments	
		2A.3. Teacher knowledge	2A.3. Infusion of differentiated technology, high-yield strategies, and reading and writing instruction into the classroom; Continue with PLC discussions on implementation of high-yield classroom practices.	2A.3. Science Department Chair; Assistant Principal of Instruction, Principal, Resource Team	2A.3. Student assessment results over time; Teacher observations	2A.3. Observation of teachers; OCPS Benchmark assessments, LNMS mini-benchmark assessments	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2B.1. N/A	2B.1. N/A	2B.1. N/A	2B.1. N/A	2B.1. N/A		
<u>Science Goal #2B:</u> N/A	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					

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	N/A	N/A					
		2B.2. N/A	2B.2. N/A	2B.2. N/A	2B.2. N/A	2B.2. N/A	
		2B.3. N/A	2B.3. N/A	2B.3. N/A	2B.3. N/A	2B.3. N/A	

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

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

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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		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2.1. N/A	2.1. N/A	2.1. N/A	2.1. N/A	2.1. N/A		
<u>Science Goal #2:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		2.2. N/A	2.2. N/A	2.2. N/A	2.2. N/A	2.2. N/A	
		2.3. N/A	2.3. N/A	2.3. N/A	2.3. N/A	2.3. N/A	

End of Florida Alternate Assessment High School Science Goals

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

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

Biology 1 EOC Goals	Problem-Solving Process to Increase						

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	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. N/A	1.1. N/A	1.1. N/A	1.1. N/A	1.1. N/A		
Biology 1 Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							
	N/A	N/A					
		1.2. N/A	1.2. N/A	1.2. N/A	1.2. N/A	1.2. N/A	
		1.3. N/A	1.3. N/A	1.3. N/A	1.3. N/A	1.3. N/A	
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. N/A	2.1. N/A	2.1. N/A	2.1. N/A	2.1. N/A		

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Biology 1 Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
	N/A	N/A					
		2.2. N/A	2.2. N/A	2.2. N/A	2.2. N/A	2.2. N/A	
		2.3. N/A	2.3. N/A	2.3. N/A	2.3. N/A	2.3. N/A	

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Analysis	6 – 8	Department Chair (Valerie Ledford)	All science teachers	Wed. morning PLC meetings- Begin Sept. 2012 and continue at least twice quarterly until June 2013	Student test scores and teacher completed data analysis sheet once per quarter	Assistant Principal of Instruction (Mr. Jose Martinez) and Principal (Dr. Jennifer Cupid-McCoy)
Inquiry Labs	6 – 8	Department Chair (Valerie Ledford)	All science teachers	Wed. morning PLC meetings- Begin Oct. 2012 and continue at least twice quarterly until June 2013; Whole department Professional Development in Oct./Nov. 2012	Classroom observations and student test scores	Assistant Principal of Instruction (Mr. Jose Martinez) and Principal (Dr. Jennifer Cupid-McCoy)

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Differentiated Instruction Learning goals & scales (DQ1), deconstructing the standards (DQ2), DI (DQ5), FCIM, Common assessment, Data (Prioritized based on school iObservation reports and student achievement data)	6 – 8	Department Chair (Valerie Ledford)	All science teachers	Wed. morning PLC meetings- Begin Oct. 2012 and continue at least twice quarterly until June 2013; Whole department Professional Development in Nov./Dec. 2012	Classroom observations and student test scores	Assistant Principal of Instruction (Mr. Jose Martinez) and Principal (Dr. Jennifer Cupid-McCoy)
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Science Budget (Insert rows as needed)

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

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

End of Science Goals

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Writing Goals

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

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

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<p>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</p>	<p>1A.1. Students were not afforded enough FCAT writing practice.</p>	<p>1A.1. Train new teachers on how to effectively use the FCAT rubric when assessing writing. Schedule more writing opportunities into the Focus Calendar. Collaborate with other department to increase writing opportunities</p>	<p>1A.1. API Principal Language Arts and Reading Department Chairs Instructional Staff</p>	<p>1A.1. DBQ Essays Writing Prompts</p>	<p>1A.1. FCAT Writing Test FCAT Writing Rubric</p>		
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<p><u>Writing Goal #1A:</u></p> <p>In February 2012, 8th grade (84%) students scored at Level 3 or higher in Writing.</p> <p>In February, 2013 87% of 8th grade students will score at Level 3 or higher in Writing.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>84%</p>	<p>87%</p>					
		<p>IA.2.</p> <p>Teachers did not focus enough time on conventions</p>	<p>IA.2.</p> <p>Teachers will increase focus within classrooms on conventions of writing.</p> <p>Teachers will be provided professional development focusing on scoring student papers and looking at convention errors.</p> <p>Students will create writing portfolios for vertical alignment.</p>	<p>IA.2.</p> <p>API Principal Language Arts and Reading Department Chairs Instructional Staff</p>	<p>IA.2.</p> <p>DBQ Essays Writing Prompts</p>	<p>IA.2.</p> <p>FCAT Writing Test FCAT Writing Rubric</p>	

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1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1B.1. N/A	1B.1. N/A	1B.1. N/A	1B.1. N/A	1B.1. N/A		
<u>Writing Goal #1B:</u> N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		1B.2. N/A	1B.2. N/A	1B.2. N/A	1B.2. N/A	1B.2. N/A	
		1B.3. N/A	1B.3. N/A	1B.3. N/A	1B.3. N/A	1B.3. N/A	

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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
Training on the Use of FCAT Writing Rubric	All	Tammi Bray	School-Wide	November 2012	On-going follow up training throughout the school year. 2 Simulation prompts and group scoring.	Principal API CRT

Writing Budget (Insert rows as needed)

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

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Marzano Professional Development	Substitutes for Staff Development	Title II / School Budget	\$500.00
CCSS Professional Development	Substitutes for Staff Development	Title II /School Budget	\$500.00
Subtotal: 1,000.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$1,000.00			

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. LNMS introduced Civics for the first time in 2011-2012. Teachers are still familiarizing themselves with the content.	1.1. Provide training opportunities at the District level and during PLC Department Meetings	1.1. Principal, Assistant Principal, Social Studies Department Chair	1.1. Common Assessments DBQ Essays PLC FCIM	1.1. Common Assessments EOC		
<u>Civics Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Baseline Year							
	N/A	N/A					

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		1.2. New textbook adoption 2012-2013. Teachers are unfamiliar with textbook materials	1.2. Attend district sponsored textbook training Conduct textbook walk through during PLC meeting	1.2. Social Studies Department Chair District Support personnel	1.2. Common assessments	1.2. Mid-year and end of course assessments	
		1.3. Lack of consistent high order complexity questioning and DOK tasks.	1.3. Training on FCIM and Webb's DOK.	1.3. Assistant Principal District Support personnel	1.3. Common assessments DBQ essays	1.3. Mid-year and end of course assessments	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	2.1. N/A	2.1. N/A	2.1. N/A	2.1. N/A	2.1. N/A		
<u>Civics Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Baseline Year							
	N/A	N/A					

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		2.2. N/A	2.2. N/A	2.2. N/A	2.2. N/A	2.2. N/A	
		2.3. N/A	2.3. N/A	2.3. N/A	2.3. N/A	2.3. N/A	

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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
Common Assessments	SS - Civics	AP & Department Chair	SS Department	Monthly	Review of assessments and student achievement	Department Chair Assistant Principal
Higher order questions and vocabulary	SS - Civics	AP & Department Chair	SS Department	Weekly	Student assessments Review of lesson plans and assessments	Department Chair Assistant Principal

Civics Budget (Insert rows as needed)

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

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Technology			
Strategy	Description of Resources	Funding Source	Amount
	N/A	N/A	N/A
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
Subtotal:			
Total: \$0.00			

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. Continuous Improvement of knowledge acquisition of content area for instructors	1.1. Professional Development FCIM Use of focus calendar	1.1 Department Chair Assistant Principal	1.1. PLC Data Assessments	1.1. Common Assessments		
U.S. History Goal #1: Baseline Year	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					

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		1.2. Continued familiarization with higher order and EOC style questions	1.2. Identify higher order questioning techniques Identify and implement higher order vocabulary.	1.2. Principal Assistant Principal Department Chair	1.2. Compare, review, and revise lesson plans. Data Chats FCIM	1.2. Mini Assessments Grade level "Common Assessments". Benchmark Assessments EOC	
		1.3. N/A	1.3. N/A	1.3. N/A	1.3. N/A	1.3. N/A	
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. N/A	2.1. N/A	2.1. N/A	2.1. N/A	2.1. N/A		
<u>U.S. History Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Baseline Year	N/A	N/A					
		2.2. N/A	2.2. N/A	2.2. N/A	2.2. N/A	2.2. N/A	
		2.3. N/A	2.3. N/A	2.3. N/A	2.3. N/A	2.3. N/A	

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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
Understanding Benchmarks	SS – US History	Instr. Coach Dept. Chair AP	SS Department	Bi-Weekly	Instructional Focus Calendar Lesson plans	Assistant Principal Department Chair
Higher Order Test Construction	SS – US History	Instr. Coach Dept. Chair AP	SS Department	Meet monthly	Continuous assessment comparison and review. FCIM	Assistant Principal Department Chair

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	N/A	N/A	N/A
Subtotal:			

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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
N/A	N/A	N/A	N/A
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
Subtotal:			
Total: \$0.00			

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. Lack of parental involvement in ensuring student attendance at school.	1.1. Promote PTSA sponsored Parent Academy (Knight School) to highlight successful strategies for parents to increase student attendance.	1.1. Leadership Team Instructional Staff PTSA	1.1. Monitoring monthly attendance and tardiness rates (Student Services Meeting).	1.1. EDW attendance data		

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<p><u>Attendance Goal #1:</u></p> <p>By the end of the 2012-2013 school year, daily attendance will have increased by 3%.</p> <p>By the end of the 2012-2013 school year, tardiness will have decreased by 3%.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>95.68%</p>	<p>98.68</p>					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					
	<p>345</p>	<p>335</p>					
	<p><u>2012 Current Number of Students with Excessive Tardies (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u></p>					
	<p>49</p>	<p>47.53</p>					
		<p>1.2. Student illness or family extenuating circumstances</p>	<p>1.2. Child study teams to meet with students and families as the problem is noted</p>	<p>1.2. Guidance, attendance clerk, school social worker, administration</p>	<p>1.2. Contract with student and family and continual progress checks. Student Services Meeting</p>	<p>1.2. EDW attendance data</p>	

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		1.3. Student motivation to be at school and on time	1.3. Guidance counselors hold small groups to analyze why students are not attending school and create individualized strategies to alleviate issues	1.3. Guidance, attendance clerk, school social worker, administration	1.3. Contract with student and family and continual progress checks Student Services Meeting	1.3. EDW attendance data	
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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	All Grades	AP's & Dean	All Grades	Monthly meetings	CWT & monitoring of EDW attendance data	Deans

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

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N/A	N/A	N/A	N/A
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
Subtotal:			
Total: \$0.00			

End of Attendance Goals

Suspension Goal(s)

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

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		

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1. Suspension	I.1. Student knowledge of behavioral expectations	I.1. Conduct code of conduct reviews every nine weeks, conduct team discipline assemblies of student expectations	I.1. Deans and Assistant Principal	I.1. Student and teacher feedback. Discipline Data Student Services Meeting	I.1. Educational Data Warehouse and SMS		
Suspension Goal #1: Less than 10% of the student body will be suspended from Lake Nona Middle School during the 2012-2013 school year.	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	0	0					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	0	0					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	160	144					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	101	89					

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		1.2. Repeated Misconduct	1.2. RtI, Character education, student awareness, Mentor program, Progressive discipline plan,	1.2. Deans, Guidance counselors, staffing specialist, support facilitator, School resource officer, Assistant Principal, Principal	1.2. The reduction of discipline infractions will be monitored will be monitored by deans and Rti team	1.2. Enterprise Data Warehouse and SMS	
		1.3. LNMS did not use data to evaluate suspension trends.	1.3. Deans will implement Plasco software to monitor behaviors. In addition, deans will be trained on EDW and SMS in order to identify areas of concern to ensure fidelity and consistency of Discipline and RtI plan.	1.3. Deans and Assistant Principal	1.3. Review suspension reports and analyze trends and effectiveness of discipline reports. Progress Monitoring	1.3. Plasco and Summary by School Report	

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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
Response To Intervention (RtI)	All Grades	Deans and Guidance Counselors	PLC (School-Wide)	Monthly	Create Progress Monitoring teams to discuss student performance and behavior. Begin to create Disciplinary and Academic RtI Pyramids if intervention is needed. Interactive Dashboard Discipline Summary Report By Referrals/ Consequences	Deans, Assistant Principal, and Principal, District Support

Suspension 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	N/A	N/A	N/A
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Plasco Trac	System to progress monitor disciplinary offenses that could prevent suspensions	School Budget 001	12,000
Subtotal: \$12,000			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
Subtotal:			
Total: \$12,000.00			

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. Students that obtain a D/F grades during 1 st and 2 nd semester	1.1 Identify low scoring students during the 1 st 9 weeks, 2 nd 9 weeks, 3 rd 9 weeks, and 4 th 9 weeks. Implementation of Response to Intervention. LNMS RTI Plan.	1.1 Knappins Thompson Martinez Lloyd Trecida Ballard	1.1 Student Services Meeting with Deans and Counselors	1.1 Progress Monitoring of students. A decline in failing grades each quarter for identified students would indicate improvement.		
<u>Dropout Prevention Goal #1:</u> To decrease the percentage of students that dropout and to maintain the graduation rate of 100 percent percentage at LNMS.	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	0% of LNMS were retained.	0%					

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	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
	<i>100% of LNMS graduated to high school.</i>	<i>100%</i>					

Dropout Prevention Professional Development

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

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Dropout Prevention Budget (Insert rows as needed)

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

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<p>1. Parent Involvement</p>	<p>l.1. Moderate Levels of Parental Involvement (need to attain high levels)</p>	<p>l.1. PTSA Sponsored Parent Academy Increase membership in parent organizations (ie. PTSA (Parent Teacher Student Association), SAC (School Advisory Council), PLC (Parent Leadership Council) through Community outreach. Connect Orange messages to keep parents informed about ongoing events</p>	<p>l.1. PTSA Principal and AP</p>	<p>l.1. PTSA Parent Surveys</p>	<p>l.1. Parent attendance sign- in sheets Administer survey to SAC and PLC groups to determine whether an improvement in communication has positively impacted participation.</p>		
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Parent Involvement Goal #1:	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*					
<i>By June of 2013, at least 80% of the parents at LNMS will participate in at least one school event or organization.</i>							
	<i>77% each month</i>	<i>80% each month</i>					
		1.2. PLC (Parent Leadership Council) Participation	1.2. CCT Promote Parent Nights in conjunction with LNHS.	1.2. PLC President CCT Principal and AP	1.2. PLC Membership Surveys	1.2. Parent attendance sign- in sheets Administer survey to SAC and PLC groups to determine whether an improvement in communication has positively impacted participation.	

Parent Involvement Professional Development

Professional						
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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
SAC/PTSA/PLC Parent Academy "Knight School"	All Grade Levels	PTSA President	School-Wide	Quarterly	Analyze Membership Participation Data to determine percent of staff and parents involved. School qualifies as a Five Star School.	Principal API

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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	N/A	N/A	N/A
Subtotal:			
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
N/A	N/A	N/A	N/A
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
Subtotal:			
Total: \$0.00			

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>Currently, Lake Nona Middle School students score lowest on the Scientific Thinking and Physical Science sections of the FCAT Science 2.0. Scientific Thinking scores average at 64% and Physical Science scores average at 60%. This shows a need for an increase in science process skill activities in the classroom. By May 2013, Lake Nona Middle School students will score an average of 67% on the Scientific Thinking section of the Science FCAT and 63% on the Physical Science section.</p>	<p>1.1.</p> <p>Teachers lack of knowledge on implementing STEM activities in the classroom</p>	<p>1.1.</p> <p>Provide PLC and PD support for math and science teachers in the areas supported by the OCPS STEM plan- MEA (Model Eliciting Activities) in mathematics and Design Challenges in science</p>	<p>1.1.</p> <p>Math and Science Department Chairs, Assistant Principal of Instruction, Principal, Resource Team</p>	<p>1.1.</p> <p>Classroom observations; student work samples</p>	<p>1.1.</p> <p>Assistant Principal of Instruction, Principal</p>
	<p>1.2.</p> <p>Time available</p>	<p>1.2.</p> <p>Ensure all MEAs and Design Challenges align with currently required benchmarks</p>	<p>1.2.</p> <p>Math and Science Department Chairs</p>	<p>1.2.</p> <p>Evaluation of teacher lesson plans</p>	<p>1.2.</p> <p>Assistant Principal of Instruction, Principal</p>

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	1.3. Materials needed for Design Challenges	1.3. CAUSE Science and Service club will create and provide Design Challenge kits to the science department to check out for use in classrooms; Funds will come from the club account and from donations	1.3. Club sponsor/ Science Department Chair	1.3. Classroom observations; student work samples; student assessment data	1.3. Assistant Principal of Instruction, Principal
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STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC Discussions on implementation of MEA (Model Eliciting Activities)	6 – 8	Math Department Chair; Assistant Principal of Instruction	Mathematics Teachers	Wed. morning PLC meetings- Begin Nov. 2012 and continue at least twice quarterly until June 2013; Whole department Professional Development in Nov/Dec. 2012	Student work samples; Classroom assessments	Assistant Principal of Instruction (Mr. Jose Martinez) and Principal (Dr. Jennifer Cupid-McCoy)

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PLC Discussions on implementation of STEM activities (Design Challenges)	6 – 8	Science Department Chair (Valerie Ledford)	Science Teachers	Wed. morning PLC meetings- Begin Oct. 2012 and continue at least twice quarterly until June 2013; Whole department Professional Development in Jan. 2013	Student work samples; Classroom assessments	Assistant Principal of Instruction (Mr. Jose Martinez) and Principal (Dr. Jennifer Cupid-McCoy)
STEM “kits” prepared for teachers to use in the Spring (Design Challenges)	6 - 8	Science Department Chair (Valerie Ledford)	Science Teachers	Released early February for use in the classrooms	Student work samples; Classroom assessments	Assistant Principal of Instruction (Mr. Jose Martinez) and Principal (Dr. Jennifer Cupid-McCoy)

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STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
MEA (Model Eliciting Activities)	Instructional curricula available through the district; Classroom materials to be pulled from materials already on campus	N/A	0
STEM “Design Challenges”	Instructional curricula available through the district; Classroom materials to be pulled from materials already on campus	N/A	0
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
MEA/Design Challenge PLC meetings	Instructional materials available through the district	N/A	0
MEA/Design Challenge PD	Instructional materials available through the district	N/A	0
Marzano Professional Development	Substitutes for Staff Development	Title II / School Budget	\$1,000.00
CCSS Professional Development	Substitutes for Staff Development	Title II /School Budget	\$1,000.00
Subtotal: \$2,000.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
STEM based science elective classroom	2 periods	School budget	0
Subtotal:			

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Total: \$2,000.00			
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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. N/A	1.1. N/A	1.1. N/A	1.1. N/A	1.1. N/A
	1.2. N/A	1.2. N/A	1.2. N/A	1.2. N/A	1.2. N/A
	1.3. N/A	1.3. N/A	1.3. N/A	1.3. N/A	1.3. N/A

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional						

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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						
N/A						
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	N/A	N/A	N/A
Subtotal:			
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
N/A	N/A	N/A	N/A
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	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. Lack of advertisement/knowledge at feeder elementary schools about the AVID program	1.1. Provide a way for the AVID coordinator to visit feeder elementary schools to provide training on the AVID student profile.	1.1. Tiana Reyes Jennifer Cupid-McCoy Jose Martinez	1.1. Check data for increased enrollment	1.1. Enrollment Reports		
<u>Additional Goal #1:</u> At Lake Nona Middle School, we will increase the number of AVID sections from 5 to 7.	<u>2012 Current Level</u> .*	<u>2013 Expected Level</u> .*					

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	5 Sections of AVID	7 Sections of AVID					
		1.2. Lack of Tutor to student ratio of 7:1 in current AVID classes.	1.2. Contact LNHS and Valencia Lake Nona Campus to secure tutors.	1.2. Tiana Reyes Jennifer Cupid-McCoy Jose Martinez	1.2. Analysis of Tutors on campus	1.2. End of the Year Assessment	
2. Additional Goal	2.1. Regular vs. Advanced complacency – Driving the students to want to challenge themselves	2.1. Offer incentives for students looking to challenge themselves with high school level courses. Promote STEM and college nights.	2.1. Guidance Counselors API Principal	2.1. Enrollment Reports	2.1. Enrollment Reports		
<u>Additional Goal #1:</u> Outcome # 7: All Middle Schools will increase the enrollment and performance of students in high school courses offered at the middle school level. See Math Goals.	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					

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	See Math Goals.	See Math Goals.					
3. Additional Goal	3.1. Lack of facilities to properly orchestrate increased numbers. Budgetary Constraints to hire additional personnel	3.1. Work with LNHS, portable operations, and finance to discuss strategies to handle potential barriers.	3.1. APO API Principal Fine Arts Teachers	3.1. Enrollment Reports	3.1. Enrollment Reports		
<u>Additional Goal #1:</u> There will be an increase in students that participate in the Fine Arts program.	<u>2012 Current Level.*</u>	<u>2013 Expected Level.*</u>					
	1382 (includes dual enrolled)	1423 (includes dual enrolled)					

Additional Goals Professional Development

Professional						
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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
AVID Strategies	6 th – 8 th	Tiana Reyes	PLC	September 2012- May 2013	Informal Classroom Observations Student Samples Peer Collaboration	Tiana Reyes Jose Martinez Jennifer Cupid-McCoy
Cornell Notes	6 th – 8 th	Tiana Reyes	PLC	September 2012- May 2013	Informal Classroom Observations Student Samples Peer Collaboration	Tiana Reyes Jose Martinez Jennifer Cupid-McCoy
Interactive Notebook	6 th -8 th	Tiana Reyes	PLC	September 2012- May 2013	Informal Classroom Observations Student Samples Peer Collaboration	Tiana Reyes Jose Martinez Jennifer Cupid-McCoy

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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
N/A	N/A	N/A	N/A
Subtotal: N/A			
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
AVID Strategies	AVID Summer Institute	School Budget	600.00
Subtotal: 600.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
Subtotal:			
Total: \$600.00			

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:1000.00
CELLA Budget	Total:
Mathematics Budget	Total:1000.00
Science Budget	Total:
Writing Budget	Total:1000.00
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:12000.00
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
STEM Budget	Total:2000.00
CTE Budget	Total:
Additional Goals	Total:600.00

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Grand Total:17,600.00

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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.
Describe the activities of the SAC for the upcoming school year.
Pending October Meeting

Describe the projected use of SAC funds.	Amount
Pending October Meeting	

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