

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Discovery Middle School	District Name: Orange County
Principal: Dr. Gloria Fernandez	Superintendent: Dr. Barbara Jenkins
SAC Chair: Mrs. Karen Hopkins	Date of School Board Approval: January 29, 2013

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)																																																		
Principal	Dr. Gloria Fernandez	B.A. Psychology M.A. Counseling Ed. S. Multilingual Ed. D. Ed Leadership Certifications: Biology6-12 MG Gen Sci 5-9 Guidance Counselor K-12 ESOL Endorsement School Principal K-12	5 years	22 years	<p>Prior performance of student achievement includes 5 years working at DMS where the school achievement showed a growth of 50 total points from 2007 to 2012.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Grade</th> <th>% @ Level 3 and above in Reading</th> <th>% @ Level 3 and above in Math</th> <th>% Meeting the Writing Standard</th> <th>% @ Level 3 and above in Science</th> <th>% Making Learning Gains in Reading</th> <th>% Making Learning Gains in Math</th> <th>% of Lowest 25% Making Learning Gains in Reading</th> <th>% of Lowest 25% Making Learning Gains in Math</th> </tr> </thead> <tbody> <tr> <td>11-12</td> <td>A</td> <td>72</td> <td>75</td> <td>88</td> <td>70</td> <td>79</td> <td>79</td> <td>74</td> <td>61</td> </tr> <tr> <td>10-11</td> <td>A</td> <td>86</td> <td>87</td> <td>95</td> <td>78</td> <td>69</td> <td>82</td> <td>71</td> <td>73</td> </tr> <tr> <td>09-10</td> <td>A</td> <td>90</td> <td>90</td> <td>92</td> <td>75</td> <td>75</td> <td>84</td> <td>68</td> <td>80</td> </tr> <tr> <td>08-09</td> <td>A</td> <td>87</td> <td>90</td> <td>97</td> <td>68</td> <td>72</td> <td>82</td> <td>69</td> <td>78</td> </tr> </tbody> </table>	Year	Grade	% @ Level 3 and above in Reading	% @ Level 3 and above in Math	% Meeting the Writing Standard	% @ Level 3 and above in Science	% Making Learning Gains in Reading	% Making Learning Gains in Math	% of Lowest 25% Making Learning Gains in Reading	% of Lowest 25% Making Learning Gains in Math	11-12	A	72	75	88	70	79	79	74	61	10-11	A	86	87	95	78	69	82	71	73	09-10	A	90	90	92	75	75	84	68	80	08-09	A	87	90	97	68	72	82	69	78
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Assistant Principal	Gloria McGarvey	B.S. Science Ed M.A. Int. Tech/Systems Ed. Leadership Core Program Certifications: Biology 6-12 Math 5-9 School Principal K-12	5.5 years	12 years	<p>Prior performance of student achievement includes 5.5 years working at DMS where the school achievement showed a growth of 63 total points from 2006 to 2012.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Grade</th> <th>% @ Level 3 and above in Reading</th> <th>% @ Level 3 and above in Math</th> <th>% Meeting the Writing Standard</th> <th>% @ Level 3 and above in Science</th> <th>% Making Learning Gains in Reading</th> <th>% Making Learning Gains in Math</th> <th>% of Lowest 25% Making Learning Gains in Reading</th> <th>% of Lowest 25% Making Learning Gains in Math</th> </tr> </thead> <tbody> <tr> <td>11-12</td> <td>A</td> <td>72</td> <td>75</td> <td>88</td> <td>70</td> <td>79</td> <td>79</td> <td>74</td> <td>61</td> </tr> <tr> <td>10-11</td> <td>A</td> <td>86</td> <td>87</td> <td>95</td> <td>78</td> <td>69</td> <td>82</td> <td>71</td> <td>73</td> </tr> <tr> <td>09-10</td> <td>A</td> <td>90</td> <td>90</td> <td>92</td> <td>75</td> <td>75</td> <td>84</td> <td>68</td> <td>80</td> </tr> <tr> <td>08-09</td> <td>A</td> <td>87</td> <td>90</td> <td>97</td> <td>68</td> <td>72</td> <td>82</td> <td>69</td> <td>78</td> </tr> </tbody> </table>	Year	Grade	% @ Level 3 and above in Reading	% @ Level 3 and above in Math	% Meeting the Writing Standard	% @ Level 3 and above in Science	% Making Learning Gains in Reading	% Making Learning Gains in Math	% of Lowest 25% Making Learning Gains in Reading	% of Lowest 25% Making Learning Gains in Math	11-12	A	72	75	88	70	79	79	74	61	10-11	A	86	87	95	78	69	82	71	73	09-10	A	90	90	92	75	75	84	68	80	08-09	A	87	90	97	68	72	82	69	78
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Assistant Principal	Lauren Maxwell	B.A. History M.A. Ed Leadership Certifications: Soc Sci 6-12 Ed Leadership K-12	1 year	2 years	<p>Over the past year at DMS, student achievement has increased 7 points from 2011 to 2012.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Grade</th> <th>% @ Level 3 and above in Reading</th> <th>% @ Level 3 and above in Math</th> <th>% Meeting the Writing Standard</th> <th>% @ Level 3 and above in Science</th> <th>% Making Learning Gains in Reading</th> <th>% Making Learning Gains in Math</th> <th>% of Lowest 25% Making Learning Gains in Reading</th> <th>% of Lowest 25% Making Learning Gains in Math</th> </tr> </thead> <tbody> <tr> <td>11-12</td> <td>A</td> <td>72</td> <td>75</td> <td>88</td> <td>70</td> <td>79</td> <td>79</td> <td>74</td> <td>61</td> </tr> <tr> <td>10-11</td> <td>A</td> <td>86</td> <td>87</td> <td>95</td> <td>78</td> <td>69</td> <td>82</td> <td>71</td> <td>73</td> </tr> </tbody> </table>	Year	Grade	% @ Level 3 and above in Reading	% @ Level 3 and above in Math	% Meeting the Writing Standard	% @ Level 3 and above in Science	% Making Learning Gains in Reading	% Making Learning Gains in Math	% of Lowest 25% Making Learning Gains in Reading	% of Lowest 25% Making Learning Gains in Math	11-12	A	72	75	88	70	79	79	74	61	10-11	A	86	87	95	78	69	82	71	73																				
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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)																																																		
Reading	Patricia Schmidt	BA Early Childhood BA Elementary Ed. MA Reading K-12 Certifications: ESOL Endorsement Reading Endorsement English 5-9 Elem Ed	10 years	8 years	Learning gains in reading have been above 70% annually since 2004. <table border="1"> <thead> <tr> <th>Year</th> <th>Grade</th> <th>% @ Level 3 and above in Reading</th> <th>% @ Level 3 and above in Math</th> <th>% Meeting the Writing Standard</th> <th>% @ Level 3 and above in Science</th> <th>% Making Learning Gains in Reading</th> <th>% Making Learning Gains in Math</th> <th>% of Lowest 25% Making Learning Gains in Reading</th> <th>% of Lowest 25% Making Learning Gains in Math</th> </tr> </thead> <tbody> <tr> <td>11-12</td> <td>A</td> <td>72</td> <td>75</td> <td>88</td> <td>70</td> <td>79</td> <td>79</td> <td>74</td> <td>61</td> </tr> <tr> <td>10-11</td> <td>A</td> <td>86</td> <td>87</td> <td>95</td> <td>78</td> <td>69</td> <td>82</td> <td>71</td> <td>73</td> </tr> <tr> <td>09-10</td> <td>A</td> <td>90</td> <td>90</td> <td>92</td> <td>75</td> <td>75</td> <td>84</td> <td>68</td> <td>80</td> </tr> <tr> <td>08-09</td> <td>A</td> <td>87</td> <td>90</td> <td>97</td> <td>68</td> <td>72</td> <td>82</td> <td>69</td> <td>78</td> </tr> </tbody> </table>	Year	Grade	% @ Level 3 and above in Reading	% @ Level 3 and above in Math	% Meeting the Writing Standard	% @ Level 3 and above in Science	% Making Learning Gains in Reading	% Making Learning Gains in Math	% of Lowest 25% Making Learning Gains in Reading	% of Lowest 25% Making Learning Gains in Math	11-12	A	72	75	88	70	79	79	74	61	10-11	A	86	87	95	78	69	82	71	73	09-10	A	90	90	92	75	75	84	68	80	08-09	A	87	90	97	68	72	82	69	78
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Learning Resource Specialist	Eileen Ramery-Gelpi	BA Elementary ED MA Leadership ESOL Endorsement Certifications: Elem Ed ESOL Endorsement	12 years	0 years	New to the position.																																																		

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. Recognize teacher achievement	Administration	June 2013
2. Provide Continuous Staff Development/Mentoring	Learning Specialist/Reading Coach	June 2013
3. Adm. Support with Open Communication	Administration	June 2013

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4. Provide Adequate Teaching Resources	Adm./LRS/Reading Coach	June 2013
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Non-Highly Effective Instructors

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

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
3	Staff Development Mentoring Modeling

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
58	5% [3]	24% [14]	45% [26]	26% [15]	43% [25]	98% [57]	5% [3]	5% [3]	26% [15]

Teacher Mentoring Program/Plan

Please describe the school’s teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Eileen Ramery-Gelpi	Nancy Matthews	New to School	Monthly meetings and daily interaction, facilitated classroom visitation with reflections, model classroom lessons, side by side coaching

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Eileen Ramery-Gelpi	Maria Pruna	New to District	Monthly meetings and daily interaction, facilitated classroom visitation with reflections, model classroom lessons, side by side coaching
Eileen Ramery-Gelpi	Stacy Willard	New to School	Monthly meetings and daily interaction, facilitated classroom visitation with reflections, model classroom lessons, side by side coaching
Eileen Ramery-Gelpi	Cherie Sinn	New to District	Monthly meetings and daily interaction, facilitated classroom visitation with reflections, model classroom lessons, side by side coaching

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

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

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

School-Based MTSS/RtI Team	
Identify the school-based MTSS leadership team.	The school based MTSS Leadership team is comprised of the Principal- Dr. Gloria Fernández, Assistant Principals- Mrs. Gloria McGarvey and Mrs. Lauren Maxwell, Guidance Counselors- 6th grade- Richard Sheeran, 7th grade-Melanie Shank and 8th grade-LouAnne Rollins, Reading Coach-Patti Schmidt, Learning Resource Teacher/CCT- Eileen Ramery-Gelpi, Behavioral Specialist-Maria Pruna and School Psychologist-Karen Gayle-Penna.
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?	The school based MTSS Leadership team meets monthly to discuss academic progress of students in subgroups and/or at risk.
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 MTSS leadership team utilizes FCAT data as well as behavioral concerns to create the master schedule to meet the needs of the students which are outlined in the school improvement plan. As to specific student concerns whether academic and/or behavioral, team members meet with teachers in the PLCs (Professional Learning Communities) to formulate plans of success for students.
MTSS Implementation	
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.	The MTSS leadership team uses the FDOE website along with EDW (Enterprise Data Warehouse) as the main data sources to discern academic and behavioral needs of Discovery's students.
Describe the plan to train staff on MTSS.	The school based MTSS Leadership team will model adequate process of identifying and implementing interventions as means to train instructional staff on implementing MTSS processes.
Describe the plan to support MTSS. Students will receive additional instruction by two ESE teachers in a separate classroom and or in the content classroom.	

Literacy Leadership Team (LLT)

October 2012

Rule 6A-1.099811

Revised April 29, 2011

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School-Based Literacy Leadership Team	
Identify the school-based Literacy Leadership Team (LLT).	The school based Literacy Team is composed of the Principal- Dr. Gloria Fernández, Assistant Principals- Mrs. Lauren Maxwell and Mrs. Gloria McGarvey, Guidance Counselors- Mr. Richard Sheeran (6th grade), Mrs. Melanie Shank (7th grade) and Ms. LouAnne Rollins (8th grade), Reading Coach- Mrs. Patti Schmidt, Learning Resource and Compliance Teacher- Mrs. Eileen Ramery-Gelpi, Department Chairs- Mrs. Crystal Walsh (Science), Ms. Taneha Sinnadurai (Social Studies), Ms. Christine Tebb (ESE), Mr. Robert Murray (Math), Ms. Jennifer Cavanaugh (Language Arts) and Mr. Eric Saidat (Electives).
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).	The Literacy Leadership team schedules monthly meetings in which literacy deficiencies in the school are addressed and decisions are made accordingly to meet the needs of the students. The success and/or lack of success of the programs (ex; writing practices) are discussed during each meeting as well as ways to improve the programs in order to better meet the needs of all students. The Literacy Team welcomes all instructional personnel to provide feedback regarding decisions made during meetings. All instructional personnel are committed to supporting the goals of the Literacy team.
What will be the major initiatives of the LLT this year?	The Literacy Team's major initiative for the 2012-13 school year is to continue to build and refine students writing skills using standard English conventions. Another initiative is to promote strategies that enable students to excel in synthesizing information in written text when answering higher order questions that correlate to Next Generation Sunshine State Standards in Reading.

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?

Classroom Word Walls
Implementing Reading Strategies Across the Curriculum
Student Writing Feedback Provided by all Content Area Teachers

****High Schools Only***

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
<u>Reading Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Students will need instruction in the areas of vocabulary, reading application, literary analysis and informational text.	Provide students with small group instruction and pre-reading activities to increase comprehension.	Teachers, Reading Coach, LRS/CCT, Principal and Assistant Principals.	♦Progress Monitoring ♦Classroom observations ♦Lesson plans	♦ Benchmark ♦ SRI ♦ FCAT Explorer ♦ Florida Focus ♦ Mini Benchmarks
Improve and maintain academic/achievement focus and consistency through use of Florida's Continuous Improvement Model.	In June 2012, 26% [231] of students at Discovery Middle School earned a level 3 on the Reading FCAT 2.0.	By June 2013, a minimum of 28% [239] of students at Discovery Middle School will earn a level 3 on the Reading FCAT 2.0.					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Reading Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
There are fewer than 10 students in this category.							
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
Reading Goal #2A: There are fewer than 10 students in this category.	2012 Current Level of Performance:* In June 2012, 45% [397] of students at Discovery Middle School earned a level 4 or above on the Reading FCAT 2.0.	2013 Expected Level of Performance:* By June 2013, a minimum of 46% [393] of students at Discovery Middle School will earn a level 4 or above on the Reading FCAT 2.0.	Test taking skills to ensure the information is obtained from text and not inferred or based on prior knowledge.	Provide students practice in retrieving correct answer(s) from text instead of inferring or deducting the correct answer.	LA teachers, Principal and Assistant Principals, Reading Coach, LRS/CCT	♦Progress Monitoring ♦Classroom observations ♦Lesson plans	♦Benchmark ♦SRI ♦FCAT Explorer ♦Florida Focus ♦Mini Benchmarks
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Reading Goal #2B: There are fewer than 10 students in this category.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1	3A.1.	3A.1.	3A.1.	3A.1.
Reading Goal #3A: All content areas will stress the improvement of reading and will implement classroom strategies that promote comprehension and build vocabulary.	2012 Current Level of Performance:* In June 2012, 79% [693] of students at Discovery Middle School made learning gains on the Reading FCAT 2.0.	2013 Expected Level of Performance:* By June 2013, a minimum of 80% [684] of students at Discovery Middle School will earn learning gains on the Reading FCAT 2.0.	Students lack exposure to activities requiring independent reading.	Promote classroom libraries by providing fiction and nonfiction books. Broadcast "Book Talks" on DTV.	Teachers, Reading Coach, LRS/CCT, Principal and Assistant Principals	♦Progress Monitoring ♦Classroom observations ♦Lesson plans	♦FAIR ♦SRI ♦Benchmark ♦FCAT Explorer ♦Florida Focus ♦Mini Benchmarks
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Reading Goal #3B: There are fewer than 10 students in this category.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<p>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</p> <p><u>Reading Goal #4:</u></p> <p>All content areas will stress the improvement of reading and will implement classroom strategies that promote comprehension and build vocabulary</p>	<p><u>2012 Current Level of Performance:*</u></p> <p>In June 2012, 74% [162] of the lowest 25% students at Discovery Middle School made learning gains on the Reading FCAT 2.0.</p>	<p><u>2013 Expected Level of Performance:*</u></p> <p>By June 2013, a minimum of 75% [150] of the lowest 25% students at Discovery Middle School will earn learning gains on the Reading FCAT 2.0.</p>	<p>4A.1.</p> <p>Students will need intensive instruction in the areas of vocabulary and reading application.</p>	<p>4A.1.</p> <p>Increase student exposure to varied vocabulary.</p> <p>Highlight prefixes, suffixes, root words and cognates during instruction.</p> <p>Offer Intensive Reading. (single/double block)</p>	<p>4A.1.</p> <p>Teachers, Principal and Assistant Principals, Counselors, Reading Coach, LRS/CCT</p>	<p>4A.1.</p> <ul style="list-style-type: none"> ♦Progress Monitoring ♦Classroom observations ♦Lesson plans 	<p>4A.1.</p> <ul style="list-style-type: none"> ♦FAIR ♦SRI ♦Benchmark ♦FCAT Explorer ♦Florida Focus ♦Mini Benchmarks 	
				<p>4A.2.</p>	<p>4A.2.</p>	<p>4A.2.</p>	<p>4A.2.</p>	<p>4A.2.</p>
				<p>4A.3.</p>	<p>4A.3.</p>	<p>4A.3.</p>	<p>4A.3.</p>	<p>4A.3.</p>

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017														
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 73% of all students scored satisfactory on the FCAT Reading Test.	75%	78%	80%	82%	84%	87%														
<u>Reading Goal #5A:</u> By 2017 the achievement gap will be reduced by 50% in reading.																					
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. Students will need instruction in the areas of vocabulary, reading application, literary analysis and informational text.	5B.1. Provide students pre-reading activities to increase comprehension and small group instruction. Data Analysis Day will be provided to Language Arts and Reading Teachers at the end of the semester to further assist students in the area of Reading.	5B.1. Language Arts teachers, Counselors, Reading Coach, LRS/CCT, Assistant Principal and Principal	5B.1. ♦Progress Monitoring ♦Classroom observations ♦Lesson plans	5B.1. ♦ FAIR ♦ SRI ♦ Benchmark ♦ FCAT Explorer ♦ Florida Focus ♦ Mini Benchmarks															
<u>Reading Goal #5B:</u> Students in the different subgroups by ethnicity will be enrolled in appropriate Reading classes and will be provided support in order to be successful.	<table border="1"> <thead> <tr> <th>2012 Current Level of Performance:*</th> <th>2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>In June 2012, students in the different subgroups by ethnicity scored below grade level in Language Arts on the Reading FCAT 2.0</td> <td>In June 2013, students in the different subgroups by ethnicity may score below grade level in Language Arts on the Reading FCAT 2.0</td> </tr> <tr> <td>White: 20% [87]</td> <td>White: 18% [74]</td> </tr> <tr> <td>Black: 50% [51]</td> <td>Black: 45% [48]</td> </tr> <tr> <td>Hispanic: 36% [98]</td> <td>Hispanic: 32% [86]</td> </tr> <tr> <td>Asian: 11% [4]</td> <td>Asian: 10% [4]</td> </tr> <tr> <td>American Indian: 100% [2]</td> <td>American Indian: 100% [1]</td> </tr> </tbody> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	In June 2012, students in the different subgroups by ethnicity scored below grade level in Language Arts on the Reading FCAT 2.0	In June 2013, students in the different subgroups by ethnicity may score below grade level in Language Arts on the Reading FCAT 2.0	White: 20% [87]	White: 18% [74]	Black: 50% [51]	Black: 45% [48]	Hispanic: 36% [98]	Hispanic: 32% [86]	Asian: 11% [4]	Asian: 10% [4]	American Indian: 100% [2]	American Indian: 100% [1]						
2012 Current Level of Performance:*	2013 Expected Level of Performance:*																				
In June 2012, students in the different subgroups by ethnicity scored below grade level in Language Arts on the Reading FCAT 2.0	In June 2013, students in the different subgroups by ethnicity may score below grade level in Language Arts on the Reading FCAT 2.0																				
White: 20% [87]	White: 18% [74]																				
Black: 50% [51]	Black: 45% [48]																				
Hispanic: 36% [98]	Hispanic: 32% [86]																				
Asian: 11% [4]	Asian: 10% [4]																				
American Indian: 100% [2]	American Indian: 100% [1]																				
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.															

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		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C: ELL students are in need of improvement in all areas of reading in English and content vocabulary.	2012 Current Level of Performance:* In June 2012, 52% [54] of English Language Learners at Discovery Middle School scored below grade level on the FCAT Reading 2.0.	2013 Expected Level of Performance:* By June 2013, 47% [39] of English Language Learners at Discovery Middle School may score below grade level on FCAT Reading 2.0.	Students will need intensive instruction in the areas of vocabulary and reading application.	Highlight prefixes, suffixes, root words, cognates during instruction. Ensure students read text at their Lexile level. Enforce use of dictionaries for translation.	LA teachers, Reading teachers, Principal, Assistant Principals, Reading Coach and LRS/CCT	♦Progress Monitoring ♦Classroom observations ♦Lesson plans	♦FAIR ♦SRI ♦Benchmark ♦FCAT Explorer ♦Florida Focus ♦Mini Benchmarks ♦CELLA
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Reading Goal #5D: Disabilities students are in need of improvement in all areas of reading in English and content vocabulary.	2012 Current Level of Performance:* In June 2012, 66% [191] of Students with Disabilities scored below grade level in the Reading FCAT 2.0.	2013 Expected Level of Performance:* By June 2013, 59% [163] of Students with Disabilities may score below grade level in the Reading FCAT 2.0.	Students will need intensive instruction in the areas of vocabulary and reading application.	Provide morning and after school tutoring. Ensure students read text at their Lexile level.	LA teachers, Reading teachers, Principal, Assistant Principals, Reading Coach and LRS/CCT	♦Progress Monitoring ♦Classroom observations ♦Lesson plans	♦FAIR ♦SRI ♦Benchmark ♦FCAT Explorer ♦Florida Focus ♦Mini Benchmarks
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.

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		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.	5E.1.	5E.1.	5E.1.	5E.1.
Reading Goal #5E: Economically Disadvantaged students not making satisfactory progress in reading.	2012 Current Level of Performance:* In June 2012, 45% [149] of students in the Economically Disadvantaged subgroup at Discovery Middle School scored below grade level in the Reading FCAT 2.0.	2013 Expected Level of Performance:* By June 2013, 40% [146] of students in the Economically Disadvantaged subgroup at Discovery Middle School may score below grade level in the Reading FCAT 2.0.	Students will need intensive instruction in the areas of vocabulary and reading application.	Provide morning and afterschool tutoring. Ensure students read text at their Lexile level.	LA teachers, Reading teachers, Principal, Assistant Principals, Reading Coach and LRS/CCT	<ul style="list-style-type: none"> ◆Progress Monitoring ◆Classroom observations ◆Lesson plans 	<ul style="list-style-type: none"> ◆FAIR ◆SRI ◆Benchmark ◆FCAT Explorer ◆Florida Focus ◆Mini Benchmarks
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
6 th Grade Language Arts PLC	6 th grade	Teachers	6 th grade Language Arts teachers, Reading teachers, 6 th grade Guidance Counselor, LRS/CCT and Reading Coach	Weekly (Tuesday)	Lesson plans Progress monitoring	Principal, Assistant Principals
7 th Grade Language Arts PLC	7 th Grade	Teachers	7 th grade Language Arts teachers, 7 th grade Guidance Counselor, LRS/CCT and Reading Coach	Weekly (Tuesday)	Lesson plans Progress monitoring	Principal, Assistant Principals

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8 th Grade Language Arts PLC	8 th Grade	Teachers	8th grade Language Arts teachers, Guidance Counselor, LRS/CCT and Reading Coach	Weekly (Tuesday)	Lesson plans Progress monitoring	Principal, Assistant Principals
Language Arts Professional Development Day (data day)	6-8 Grade Language Arts teachers	Reading Coach and LRS/CCT	6-8 Grade Language Arts teachers	end of semester	Lesson plans Progress monitoring	Principal, Assistant Principals LRS/CCT and Reading Coach
Intensive Reading Professional Development Day	6-8 Grade	Reading Coach and LRS/CCT	Intensive Reading teachers	end of semester	Lesson plans Progress monitoring	Principal, Assistant Principals LRS/CCT and Reading Coach

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Read 180	Reading intervention software program	School Budget	3,209.00
Follett	Destiny Library Manager software	School Budget	348.05
Barnes and Noble	Supplemental materials	School Budget	117.35
			Subtotal: 3,674.40
Technology			
Strategy	Description of Resources	Funding Source	Amount
NONE AT THIS TIME			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NONE AT THIS TIME			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
NONE AT THIS TIME			
			Subtotal:
			Total: 3,674.40

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		1.1.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #1:	2012 Current Percent of Students Proficient in Listening/Speaking:	Students' knowledge of oral and written vocabulary.	Provide students small group instruction and pre-reading activities to increase comprehension as well as enforce the use of a dictionary for translation purposes.	LA teachers, Reading teachers, Principal, Assistant Principals, Reading Coach and LRS/CCT	♦Progress Monitoring ♦Classroom observations ♦Lesson plans	♦FAIR ♦SRI ♦Benchmark ♦FCAT Explorer ♦Florida Focus ♦Mini Benchmarks
Improve and maintain listening and speaking achievement through use of Florida's Continuous Improvement Model.	74% [39]					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #2:	2012 Current Percent of Students Proficient in Reading:	Reading Vocabulary	Provide students small group instruction and pre-reading activities to increase comprehension as well as enforce the use of a dictionary for translation purposes.	LA teachers, Reading teachers, Principal, Assistant Principals, Reading Coach and LRS/CCT	♦Progress Monitoring ♦Classroom observations ♦Lesson plans	♦FAIR ♦SRI ♦Benchmark ♦FCAT Explorer ♦Florida Focus ♦Mini Benchmarks
Improve and maintain reading proficiency through use of Florida's Continuous Improvement Model.	32% [17]					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #3: Improve and maintain writing proficiency through use of Florida's Continuous Improvement Model	2012 Current Percent of Students Proficient in Writing : 35% [19]	Students entering have limited correct use of standard English conventions.	Provide feedback after writing practice activities that targets student use or lack of use of standard English conventions	LA teachers, Reading teachers, Principal, Assistant Principals, Reading Coach and LRS/CCT	♦Progress Monitoring ♦Classroom observations ♦Lesson plans	♦DMS Writes
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
NONE AT THIS TIME			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
NONE AT THIS TIME			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NONE AT THIS TIME			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
NONE AT THIS TIME			
			Subtotal:
			Total:

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
<u>Mathematics Goal</u> #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Mathematics Goal</u> #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	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.	2A.1.	2A.1.	2A.1.	2A.1.
<u>Mathematics Goal</u> #2A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>		N/A			
			2A.2.		2A.2.	2A.2.	2A.2.
		2A.3.	2A.3.		2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.		2B.1.	2B.1.	2B.1.
<u>Mathematics Goal</u> #2B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.		

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Mathematics Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	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%. <u>Mathematics Goal #5A:</u>	Baseline data 2010-2011							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier		Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. <u>Mathematics Goal #5B:</u>	<u>2012 Current Level of Performance:*</u> White: Black: Hispanic: Asian: American Indian:	<u>2013 Expected Level of Performance:*</u> White: Black: Hispanic: Asian: American Indian:	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	N/A	5B.1.	5B.1.	
			5B.2.	5B.2.		5B.2.	5B.2.	
			5B.3.	5B.3.		5B.3.	5B.3.	

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

N/A

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Mathematics Goal	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	<p>Students will need instruction in the areas of number base 10, operations, expression/equations, ratios and proportional relationships, geometry and measurement, statistics and probability.</p> <p>The number of students taking Algebra 1 and Geometry has increased to 281; but, the overall numbers taking the FCAT Math test have decreased due to these students having an EOC exam rather than an FCAT Math Test requirement.</p> <p>At this time, 556 students will take the FCAT Math Test.</p>	<p>Provide students small group instruction, computer based reviews such as Fastt Math and Compass Learning as well as pre-reading math activities to increase mathematic comprehension.</p>	<p>Math teachers, Principal and Assistant Principals, Reading Coach, LRS/CCT</p>	<p>♦Progress Monitoring ♦Classroom observations ♦Lesson plans</p>	<p>♦ Benchmark ♦ FCAT Explorer ♦ Florida Focus ♦ Mini Benchmarks</p>
#1A:							
<p>Maintain and improve academic achievement focus and consistency through use of Continuous Improvement Model to monitor students' progress of Math skills.</p> <p>In June 2012, 26% [228] of students at Discovery Middle School earned a level 3 in the Mathematics FCAT 2.0.</p>	<p>By June 2013, 28% [156] of students at Discovery Middle School will earn a level 3 in the Mathematics FCAT 2.0.</p>						
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.

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Mathematics Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
There are fewer than 10 students in this category.							
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
<u>Mathematics Goal</u> #2A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Applying the mathematical process in solving math word problems.	Provide students with enrichment math activities to increase mathematic comprehension.	Math teachers, Principal and Assistant Principals, Reading Coach, LRS/CCT	<ul style="list-style-type: none"> ◆Progress Monitoring ◆Classroom observations ◆Lesson plans 	<ul style="list-style-type: none"> ◆Benchmark ◆FCAT Explorer ◆Florida Focus ◆Mini Benchmarks
Students scoring levels 4 and 5 on 2012 FCAT math will be monitored to ensure that they are placed in higher level mathematic courses and provide support needed to succeed.	In June 2012, 46% [403] of students at Discovery Middle School earned a level 4 or 5 in the Mathematics FCAT 2.0	By June 2013, 47% [261] of students at Discovery Middle School will earn a level 4 or 5 in the Mathematics FCAT 2.0	The number of students taking Algebra 1 and Geometry has increased to 281; but, the overall numbers taking the FCAT Math test have decreased due to these students having an EOC exam rather than an FCAT Math Test requirement.				
			At this time, 556 students will take the FCAT Math Test.				
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Mathematics Goal</u> #2B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
There are fewer than 10 students in this category.			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
<u>Mathematics Goal</u> #3A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	<p>Students will need instruction in the areas of number base 10, operations, expression/equations, ratios and proportional relationships, geometry and measurement, statistic and probability.</p> <p>The number of students taking Algebra 1 and Geometry has increased to 281; but, the overall numbers taking the FCAT Math test have decreased due to these students having an EOC exam rather than an FCAT Math Test requirement.</p> <p>At this time, 556 students will take the FCAT Math Test.</p>	<p>Provide students small group instruction, computer based reviews such as Fastt Math and Compass Learning as well as pre-reading math activities to increase mathematic comprehension.</p>	<p>Math teachers, Principal and Assistant Principals, Reading Coach, LRS/CCT</p>	<ul style="list-style-type: none"> ♦Progress Monitoring ♦Classroom observations ♦Lesson plans 	<ul style="list-style-type: none"> ♦ Benchmark ♦FCAT Explorer ♦Florida Focus ♦Mini Benchmarks
Students will be enrolled in appropriate Math courses that are academically rigorous and will be provided the support needed to succeed.	In June 2012, 79% [692] of students at Discovery Middle School achieved learning gains in the Mathematics FCAT 2.0.	In June 2013, 80% [445] of students at Discovery Middle School will achieve learning gains in the Mathematics FCAT 2.0.					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<u>Mathematics Goal</u> #3B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
There are fewer than 10 students in this							

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category.		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Mathematics Goal #4: Maintain and improve academic achievement focus and consistency through use of Continuous Improvement Model to monitor students' progress of Math skills.	2012 Current Level of Performance:* In June 2012, 61% [123] of students in the lowest 25th percentile at Discovery Middle School achieved learning gains in the Mathematics FCAT 2.0.	2013 Expected Level of Performance:* By June 2013, 62% [125] of students in the lowest 25th percentile at Discovery Middle School will achieve learning gains in the Mathematics FCAT 2.0.	Students will need intensive instruction in the areas of number base 10 and operations.	Provide students small group instruction, computer based reviews such as Fastt Math and Compass Learning as well as pre-reading math activities to increase mathematic comprehension.	Math teachers, Principal and Assistant Principals, Reading Coach, LRS/CCT	<ul style="list-style-type: none"> ◆Progress Monitoring ◆Classroom observations ◆Lesson plans 	<ul style="list-style-type: none"> ◆Benchmark ◆FCAT Explorer ◆Florida Focus ◆Mini Benchmarks
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017				
5A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011 75% of all students scored satisfactory on the FCAT Math Test.	77%	79%	81%	83%	85%	88%				
<u>Mathematics Goal #5A:</u> By 2017 the achievement gap will be reduced by 50% in mathematics.											
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. Students will need instruction in the areas of number base 10, operations, expression/equations, ratios and proportional relationships, geometry and measurement, statistic and probability. The number of students taking Algebra 1 and Geometry has increased to 281; but, the overall numbers taking the FCAT Math test have decreased due to these students having an EOC exam rather than an FCAT Math Test requirement. At this time, 556 students will take the FCAT Math Test.	5B.1. Provide students small group instruction, computer based reviews such as Fastt Math and Compass Learning as well as pre-reading math activities to increase mathematic comprehension.	5B.1. Math teachers, Principal and Assistant Principals, Reading Coach, LRS/CCT	5B.1. ♦Progress Monitoring ♦Classroom observations ♦Lesson plans	5B.1. ♦ Benchmark ♦ FCAT Explorer ♦ Florida Focus ♦ Mini Benchmarks						
<u>Mathematics Goal #5B:</u> Students in the different subgroups by ethnicity will be enrolled in appropriate Math classes and will be provided support in order to be successful.	<table border="1"> <thead> <tr> <th>2012 Current Level of Performance:*</th> <th>2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>In June 2012, students in the different subgroups by ethnicity scored below grade level in the Mathematics FCAT 2.0. White: 17% [73] Black: 45% [46] Hispanic: 36% [99] Asian: 14% [5] American Indian: 100% [2]</td> <td>In June 2013, students in the different subgroups by ethnicity may score below grade level in the Mathematics FCAT 2.0. White: 15% [37] Black: 40% [32] Hispanic: 32% [61] Asian: 13% [2] American Indian: 100% [0]</td> </tr> </tbody> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	In June 2012, students in the different subgroups by ethnicity scored below grade level in the Mathematics FCAT 2.0. White: 17% [73] Black: 45% [46] Hispanic: 36% [99] Asian: 14% [5] American Indian: 100% [2]	In June 2013, students in the different subgroups by ethnicity may score below grade level in the Mathematics FCAT 2.0. White: 15% [37] Black: 40% [32] Hispanic: 32% [61] Asian: 13% [2] American Indian: 100% [0]						
2012 Current Level of Performance:*	2013 Expected Level of Performance:*										
In June 2012, students in the different subgroups by ethnicity scored below grade level in the Mathematics FCAT 2.0. White: 17% [73] Black: 45% [46] Hispanic: 36% [99] Asian: 14% [5] American Indian: 100% [2]	In June 2013, students in the different subgroups by ethnicity may score below grade level in the Mathematics FCAT 2.0. White: 15% [37] Black: 40% [32] Hispanic: 32% [61] Asian: 13% [2] American Indian: 100% [0]										

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			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<u>Mathematics Goal #5C:</u> English Language Learners students will be enrolled in appropriate Math classes and will be provided support in order to be successful.	<u>2012 Current Level of Performance:*</u> In June 2012, 50% [52] of English Language Learners at Discovery Middle School scored below grade level in the Mathematics FCAT 2.0.	<u>2013 Expected Level of Performance:*</u> In June 2013, 45% [24] of English Language Learners at Discovery Middle School may score below grade level in the Mathematics FCAT 2.0.	Students will need intensive instruction in the area of math vocabulary.	Provide students small group instruction, computer based reviews such as Fastt Math and Compass Learning as well as pre-reading math activities to increase mathematic comprehension. Provide morning and afternoon tutoring.	Math teachers, Principal and Assistant Principals, Reading Coach, LRT/CCT	♦Progress Monitoring ♦Classroom observations ♦Lesson plans	♦Benchmark ♦FCAT Explorer ♦Florida Focus ♦Mini Benchmarks
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1	5D.1.	5D.1
<u>Mathematics Goal #5D:</u> Students with Disabilities will be enrolled in appropriate Math classes and will be provided support in order to be successful.	<u>2012 Current Level of Performance:*</u> In June 2012, 61% [176] of Students with Disabilities scored below grade level in the Mathematics FCAT 2.0.	<u>2013 Expected Level of Performance:*</u> By June 2013, 55% [152] of Students with Disabilities may score below grade level on the Mathematics FCAT 2.0.	Students will need intensive instruction in the areas of math vocabulary and basic math operations.	Provide students small group instruction, computer based reviews such as Fastt Math and Compass Learning as well as pre-reading math activities to increase mathematic comprehension. Provide morning and afternoon tutoring.	Math teachers, Principal and Assistant Principals, Reading Coach, LRT/CCT	♦Progress Monitoring ♦Classroom observations ♦Lesson plans	♦Benchmark ♦FCAT Explorer ♦Florida Focus ♦Mini Benchmarks
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.

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		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
Mathematics Goal #5E: Students in the Economically Disadvantaged subgroup need improvement in all areas of math.	<u>2012 Current Level of Performance:*</u> In June 2012, 48% [157] of students in the Economically Disadvantaged subgroup scored below grade level in the Mathematics FCAT 2.0.	<u>2013 Expected Level of Performance:*</u> By June 2013 43% [156] of students in the Economically Disadvantaged subgroup may score below grade level in the Mathematics FCAT 2.0.	Students will need intensive instruction in the areas of math vocabulary and basic math operations.	Provide students small group instruction, computer based reviews such as Fastt Math and Compass Learning as well as pre-reading math activities to increase mathematic comprehension. Provide morning and afternoon tutoring.	Math teachers, Principal and Assistant Principals, Reading Coach, LRT/CCT	♦Progress Monitoring ♦Classroom observations ♦Lesson plans	♦ Benchmark ♦FCAT Explorer ♦Florida Focus ♦Mini Benchmarks
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

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



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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	<div style="border: 2px solid red; padding: 20px; font-size: 48px; color: red; font-weight: bold;">N/A</div>				
			3.2.	3.2.		3.2.	3.2.
			3.3.	3.3.		3.3.	3.3.

End of Florida Alternate Assessment High School Mathematics Goals

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High School AMO Mathematics Goals

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

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

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

End of HS Mathematics AMO Goals

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

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1.			1.1.	1.1.	1.1.	1.1.	1.1.
Algebra 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	An increase of students with greater range of FCAT scores taking the EOC.	Provide Algebra Prep-Camp prior to EOC administration.	Algebra teachers, Principal and Assistant Principals	♦Progress Monitoring ♦Classroom observations ♦Lesson plans	♦ Benchmark ♦ Mini Benchmarks ♦ Mid-term ♦ EOC
Maintain and improve academic achievement focus and consistency through use of Continuous Improvement Model to monitor students' progress of Algebra 1 skills.	In June 2012, 17% [16] of students at Discovery Middle School earned a level 3 on the Algebra EOC.	By June 2013, 18% [43] of students at Discovery Middle School will earn a level 3 on the Algebra EOC.	174 students are enrolled in Algebra I Honors and 67 students are enrolled in Algebra I regular.	Before and after school tutoring.			
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Fewer students in total population which lowers the number of students with FCAT 2.0 math scores of 4 and 5.	Provide Algebra Prep-Camp prior to EOC administration.	Algebra teachers, Principal and Assistant Principals	♦Progress Monitoring ♦Classroom observations ♦Lesson plans	♦ Benchmark ♦ Mini Benchmarks ♦ Mid-term ♦ EOC
Maintain and improve academic achievement focus and consistency through use of Continuous Improvement Model to monitor students' progress of Algebra 1.	In June 2012, 81% [75] of students at Discovery Middle School earned a level 4 and 5 on the Algebra 1 EOC.	By June 2013, 81% [195] of students at Discovery Middle School will earn a level 4 and 5 on the Algebra 1 EOC.	174 students are enrolled in Algebra I Honors and 67 students are enrolled in Algebra I regular.	Before and after school tutoring			
			2.2.	2.2.	2.2.	2.2.	2.2.

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		2.3.	2.3.	2.3.	2.3.	2.3.
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End of Algebra I EOC Goals

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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1.	1.1.	1.1.	1.1.	1.1.
Geometry Goal #1: 100% of all our students taking Geometry were proficient.	<u>2012 Current Level of Performance:*</u> In June 2012, 100% [38] of students at Discovery Middle School earned satisfactory on the Geometry EOC exam.	<u>2013 Expected Level of Performance:*</u> By June 2013, 100% [40] of students at Discovery Middle School will earn satisfactory on the Geometry EOC exam.	An increase of students taking the EOC who may be considered economically disadvantaged and need additional support. 40 students are enrolled in Geometry I Honors.	Provide Geometry Prep-Camp prior to EOC administration. Before and after school tutoring.	Geometry teachers, Principal and Assistant Principals	♦Progress Monitoring ♦Classroom observations ♦Lesson plans	♦ Benchmark ♦ Mini Benchmarks ♦ Mid-term ♦ EOC
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal #2: Not applicable, scores were aggregated in thirds.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Geometry EOC Goals

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Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
6 th Grade Math PLC	6 th Grade	Teachers	6 th Grade Math teachers, Assistant Principal, Principal, 6 th grade Counselor, LRS/CCT	Weekly (Tuesday)	Lesson plans Progress monitoring	Principal, Assistant Principals
7 th Grade Math PLC	7 th Grade	Teachers	7 th Grade Math teachers, Assistant Principal, Principal, 7 th grade Counselor, LRS/CCT	Weekly (Tuesday)	Lesson plans Progress monitoring	Principal, Assistant Principals
8 th Grade Math PLC	8 th Grade	Teachers	8 th Grade Math teachers, Assistant Principal, Principal, 8 th grade Counselor, LRS/CCT	Weekly (Tuesday)	Lesson plans Progress monitoring	Principal, Assistant Principals
Math Department Professional Development Day	6-8 Grade teachers	LRS/CTT	6-8 Grade Math teachers, LRS, Reading Coach, Assistant Principals and Principal	End of the semester(after winter benchmarks)	Lesson plans Progress monitoring	Principal, Assistant Principals

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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
NONE AT THIS TIME			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
NONE AT THIS TIME			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NONE AT THIS TIME			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
NONE AT THIS TIME			
			Subtotal:
			Total:

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Science Goal #1A: Maintain and improve achievement focus and consistency through the use of Continuous Improvement Model to monitor student progress of NGSSS	2012 Current Level of Performance:* In June 2012, 44% [135] of students taking the Science FCAT scored a level 3 on the test.	2013 Expected Level of Performance:* By June 2013, 45% [134] of the students taking the Science FCAT will earn a level 3 on the test.	Students will need instruction in the areas of nature of science, earth space science, physical science and life science. 297 students are enrolled in 8 th grade.	Provide students lab activities to increase comprehension of scientific concepts. Increase participation in Science Fair where the inquiry method is implemented	Science teachers, Principal and Assistant Principals, Reading Coach, LRS/CCT	♦Progress Monitoring ♦Classroom observations ♦Lesson plans	♦ Quarterly Pre/Post Benchmarks ♦FCAT Explorer ♦Florida Focus
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Science Goal #1B: There are fewer than 10 students in this category.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
Science Goal #2A: Students achieving high proficiency in science will sustain and improve overall achievement in science by enrolling students in rigorous courses and facilitating instructional strategies that promote higher order skills.	2012 Current Level of Performance: * In June 2012, 25% [76] of students scored a level 4 or 5 on the Science FCAT 2.0.	2013 Expected Level of Performance: * By June 2013, 26% [77] of students will score a level 4 or 5 on the Science FCAT 2.0.	Students need exposure in applying scientific concepts to real world problems. 297 students are enrolled in 8 th grade.	Provide enrichment opportunities for students by allowing students to participate in stations in which they will review annually assessed items.	Science teachers, Principal and Assistant Principals, Reading Coach, LRS/CCT	♦Progress Monitoring ♦Classroom observations ♦Lesson plans	♦ Quarterly Pre/Post Benchmarks ♦FCAT Explorer ♦Florida Focus
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B: There are fewer than 10 students in this category.	2012 Current Level of Performance: *	2013 Expected Level of Performance: *					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

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

N/A

End of Florida Alternate Assessment High School Science Goals

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

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

Biology 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology 1.			1.1.	1.1.	1.1.	1.1.	1.1.
Biology 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	1.2.	1.2.	1.2.	1.2.	1.2.
Biology 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology 1 Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	2.2.	2.2.	2.2.	2.2.	2.2.
Biology 1 Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	2.3.	2.3.	2.3.	2.3.	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
6 th Grade Science PLC	6 th Grade Science	Teachers	6 th Grade Science teachers, Assistant Principals, Principal, 6 th grade Counselor, LRS/CCT	Weekly (Tuesday)	Lesson plans Progress monitoring	Principal and Content Area Administrator
7 th Grade Science PLC	7 th Grade Science	Teachers	7 th Grade Science teachers, Assistant Principals, Principal, 7 th grade Counselor, LRS/CCT	Weekly (Tuesday)	Lesson plans Progress monitoring	Principal and Content Area Administrator
8 th Grade Science PLC	8 th Grade Science	Teachers	8 th Grade Science teachers, , Assistant Principals, Principal, 8 th grade Counselor, LRS/CCT	Weekly (Tuesday)	Lesson plans Progress monitoring	Principal and Content Area Administrator
Science Professional Development Data Day	6-8 Grade Science teachers	Teachers	6-8 grade Teachers, , Assistant Principals, Principal, LRS/CCT	end of semester (after Winter benchmarks)	Lesson plans Progress monitoring	Principal, Assistant Principals
Science stations	8 th Grade Science teachers	Teachers	8 th Grade Science teachers and LRS/CCT	end of semester	Lesson plans Progress monitoring	LRS/CCT, Principal and Content Area Administrator

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
NONE AT THIS TIME			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
NONE AT THIS TIME			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NONE AT THIS TIME			

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			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
NONE AT THIS TIME			
			Subtotal:
			Total:

End of Science Goals

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Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Writing Goal #1A: To maintain and improve academic achievement focus and consistency through the use of the Continuous Improvement Model	2012 Current Level of Performance:* In June 2012, 89% [273] of students taking the writing test scored a level 3 or higher on the FCAT Writes.	2013 Expected Level of Performance:* By June 2013, 90% [267] of students will score a level 3 or higher on the FCAT Writes.	Students entering with limited English proficiency may have difficulties when asked to employ correct use of standard English conventions. Students scoring at levels 4, 5 and 6 need support in the area of transition words and phrases to gain variety and elaboration in their writing. 297 students are enrolled in 8 th grade.	Provide professional development to Language Arts teachers in the area of scoring DMS Practice Writes. Provide feedback after writing practice activities that targets student use or lack of use of standard English conventions. Provide focused instruction in sentence complexity, variety and elaboration.	Language Arts teachers, Reading Coach, LRS, Principal and Assistant Principals	♦Progress Monitoring ♦Classroom observations ♦Lesson plans	♦ 3 DMS Writes ♦ Monthly Orange Writes
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B: There are fewer than 10 students in this category.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.

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		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.
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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Literacy Team PLC	6-8 Grade teachers	Reading Coach	Language Arts teachers, Dept. Chairs, Principal, Assistant Principals, Reading Coach, LRS/CCT	Once a month	Lesson plans Progress monitoring	Principal, Assistant Principals, Reading Coach, LRS/CCT
School wide writing collaboration	6-8 Grade Language Arts	LA teachers, Reading Coach	6-8 Grade Language Arts teachers , Reading Coach, LRS/CCT	Once every nine weeks	Lesson plans Progress monitoring	Principal, Assistant Principals, Reading Coach, LRS/CCT

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
NONE AT THIS TIME			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
NONE AT THIS TIME			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NONE AT THIS TIME			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
NONE AT THIS TIME			
			Subtotal:

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	Total:
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End of Writing Goals

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

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

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

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

Civics Budget (Insert rows as needed)

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

End of Civics Goals

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

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

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

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

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

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

End of U.S. History Goals

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

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1.	1.1.	1.1.	1.1.	1.1.
Attendance Goal #1: To increase average attendance of students to maximize instruction	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>	Many students have parents working earlier hours and may be unaware if their child is absent.	Contact parents.	Teachers, Attendance Clerk, Principal and Assistant Principals	PLC meetings to discern students with habitual tardiness and absenteeism	Student attendance report
	97% [950]	98% [838]					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	176	171					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
28	27	1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Training	6-8 Grades	OCPS Attendance Facilitator	Attendance Clerk	Pre-planning		Attendance Clerk Principal and Assistant Principals

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
NONE AT THIS TIME			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
NONE AT THIS TIME			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NONE AT THIS TIME			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
NONE AT THIS TIME			
			Subtotal:
			Total:

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End of Attendance Goals

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

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1.	1.1.	1.1	1.1.	1.1.
Suspension Goal #1: The total number of days in which students spend time in In-School suspension will be reduced. The total number of out of school suspension will be reduced.	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions	Reduction of staff, such as the SAFE Coordinator and Dean.	Guidance Counselors will increase their time in counseling students.	Guidance Chair, Principals and Assistant Principals.	♦Support Team Meetings	♦ Quarterly Suspension Report
	199	193					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	122	118					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
57	55						
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School						
42	40						
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Suspension Professional Development

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
Discipline Training	6-8 Grades	ISS Program Assistant	ISS Program Assistant, Principal and Assistant Principals	Ongoing	Quarterly Reports	Principal and Assistant Principals

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
NONE AT THIS TIME			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
NONE AT THIS TIME			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NONE AT THIS TIME			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
NONE AT THIS TIME			
			Subtotal:
			Total:

End of Suspension Goals

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Dropout Prevention Goal(s)

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

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

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

N/A

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies t				Community (PLC) or PD Activity	
Please note that each Strategy does not					
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)	Follow-up/Monitoring	Person or Position Responsible for Monitoring

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Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
NONE AT THIS TIME			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
NONE AT THIS TIME			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NONE AT THIS TIME			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
NONE AT THIS TIME			
			Subtotal:
			Total:

End of Dropout Prevention Goal(s)

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Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1.	1.1.	1.1.	1.1.	1.1.
<u>Parent Involvement Goal #1:</u>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>	Increase attendance to school related events.	Promote school related events via website, flyers, PTSA website, connect calls and emails. Curriculum nights Showcase of Stars Open House Student of the Month 4.0 Celebration	Department Chairs, Principal, Assistant Principals, Reading Coach, LRS/CCT	Parent surveys and parent interviews.	PTSA membership.
Increase PTSA membership by 5%.	240 members	252 members					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

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

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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
NONE AT THIS TIME			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
NONE AT THIS TIME			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NONE AT THIS TIME			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
NONE AT THIS TIME			
			Subtotal:
			Total:

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: Increase awareness of STEM careers for 8 th grade students through ePep.	1.1. Students may not be aware of career opportunities in the field of science, technology, engineering and math. Students may not have the knowledge base of high school credit requirements.	1.1. Counselors and LRS/CTT will coordinate Teach-In activities and initiate high school academic plan.	1.1. 8 th grade Guidance Counselor, Principal, Assistant Principals	1.1. ♦Progress monitoring	1.1. ♦ePep completed spreadsheet
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
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
8 th grade PLC	8 th Grade	8 th grade Counselor	8 th grade students	Spring 2013	Progress monitoring	Principal, Assistant principals

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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
NONE AT THIS TIME			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
NONE AT THIS TIME			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NONE AT THIS TIME			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
NONE AT THIS TIME			
			Subtotal:
			Total:

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

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

CTE Professional Development

Professional Development (PD) aligned with Strategies				Community (PLC) or PD Activity	
Please note that each Strategy does not					
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)	Follow-up/Monitoring	Person or Position Responsible for Monitoring

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CTE Budget (Insert rows as needed)

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

N/A

End of CTE Goal(s)

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

Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1: Increase enrollment and performance in Algebra Honors.	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>	Availability of textbooks for take home.	Promote usage of on-line access to textbook.	Algebra teachers, Principal and Assistant Principals	♦Progress monitoring	♦EOC
	93	174					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

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

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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
NONE AT THIS TIME			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
NONE AT THIS TIME			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NONE AT THIS TIME			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
NONE AT THIS TIME			
			Subtotal:
			Total:

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: \$3,674.40
	Title II Funds / Substitutes Total: \$4,200.00
CELLA Budget	Total:
Mathematics Budget	Total:
Science Budget	Total:
Writing Budget	Total:
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total:

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

Grand Total: \$7,874.40

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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.

SAC activities will include:
Conduct SAC meetings
Organize parent participation drive at Open House
Complete SAC Parent Ballot and voting process
Increase communication through website
SRM funds subcommittee
SACs survey
Input for the School Improvement Plan

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Describe the projected use of SAC funds.	Amount
Site License for the Scholastic Reading Counts Quizzes	\$1,850.00