

FLORIDA DEPARTMENT OF EDUCATION



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Odyssey Middle School	District Name: Orange County
Principal: Suzanne M. Knight	Superintendent: Dr. Barbara Jenkins
SAC Chair: Marie Arjune	Date of School Board Approval: Pending

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

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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	Suzanne M. Knight	Bachelor of Science Special Education Master of Education Special Education Doctor of Education Curriculum & Instruction Certification Ed Leadership ESE K-12	1	8 ½	February 2012-Present Odyssey Middle School <ul style="list-style-type: none"> • 2012 School Grade - A/643 points • Proficiency Levels: Reading 67%/ Math 69% • Learning Gains: Reading 73%/ Math 75% • Lowest 25%: Reading 75%/ Math 66% 2010-2011 – Dr. Phillips High: School Grade B - AYP 67% <ul style="list-style-type: none"> • Proficiency Levels: Reading 55%/ Math 76% • Learning Gains: Reading 54%/ Math 75% • Lowest 25%: Reading 46%/ Math 59% 2009-2010 – Dr. Phillips HS: School Grade B– AYP 74% <ul style="list-style-type: none"> • Proficiency Levels: Reading 56%/ Math 78% • Learning Gains: Reading 76%/ Math 76% • Lowest 25%: Reading 50%/ Math 61% 2008-2009 – Dr. Phillips HS School Grade B – AYP 74% <ul style="list-style-type: none"> • Proficiency Levels: Reading 57%/ Math 80% • Learning Gains: Reading 57%/ Math 77% • Lowest 25%: Reading 42%/ Math 58% 2007-2008 – Robinswood MS School Grade C – AYP 74% <ul style="list-style-type: none"> • Proficiency Levels: Reading 51%/ Math 46% • Learning Gains: Reading 60%/ Math 66% • Lowest 25%: Reading 65%/ Math 75% 2006-2007 – Robinswood MS School Grade C – AYP 82% <ul style="list-style-type: none"> • Proficiency Levels: Reading 48%/ Math 42% • Learning Gains: Reading 55%/ Math 62% • Lowest 25%: Reading 66%/ Math 63% 2005-2006 – Chain of Lakes MS School Grade A – AYP 87% <ul style="list-style-type: none"> • Proficiency Levels: Reading 74%/ Math 38% • Learning Gains: Reading 70%/ Math 77% • Lowest 25%: Reading 78% 2004-2005 – Chain of Lakes MS School Grade A – AYP 83%

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					<ul style="list-style-type: none"> • Proficiency Levels: Reading 66%/ Math 69% • Learning Gains: Reading 67%/ Math 75% <p>Lowest 25%: Reading 72%</p>
Assistant Principal	Christopher Davis	<p>Bachelor of Arts Criminal Justice</p> <p>Master of Education Educational Leadership</p> <p>Certifications</p>	5	7	<p>2011-2012 Odyssey MS School Grade A- AYP 85%</p> <ul style="list-style-type: none"> • Proficiency Levels: Reading 67%/ Math 69% • Learning Gains: Reading 73%/ Math 75% • Lowest 25%: Reading 75%/ Math 66% <p>2010-2011 Odyssey MS School Grade A</p> <ul style="list-style-type: none"> • Proficiency (67% Reading, 70% Math) • Learning Gains (67% Reading, 78% Math) • Lowest 25% Learning Gains (71% Reading, 76% Math) • 85% AYP <p>2009-2010 Odyssey MS School Grade A- AYP 74%</p> <ul style="list-style-type: none"> • Proficiency (65% Reading, 67% Math) • Learning Gains (68% Reading, 76% Math) • Lowest 25% Learning Gains (70% Reading, 74% Math) • 81% AYP • Overall school performance on FCAT has increased from 544 points (2008) to 580 points (2011) despite rezoning and changes in demographics <p>2009-2011 Odyssey Middle School—AYP increased from 74% to 85%\</p>
Assistant Principal	Miguel Nieves	<p>Bachelor of Arts English</p> <p>Masters of Science Educational Leadership</p> <p>Certifications K-12 ESOL Ed Leadership</p>	1/2	1/2	<p>March 2012-Present Odyssey MS School Grade - A</p> <ul style="list-style-type: none"> • Proficiency Levels: Reading 67%/ Math 69% • Learning Gains: Reading 73%/ Math 75% <p>Lowest 25%: Reading 75%/ Math 66%</p>

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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Shannon Skeates	Bachelors of Science Speech & Language Pathology Master of Education Reading K-12 Certifications Reading	6	1	<ul style="list-style-type: none"> • 2012 School Grade - A/643 points • Proficiency Levels: Reading 67%/ Math 69% • Learning Gains: Reading 73%/ Math 75% • Lowest 25%: Reading 75%/ Math 66%

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. Schedule regular meetings between administrators and teachers both individually and in small groups (PLCs) and large groups to facilitate and support their work with students	Principal & Assistant Principals	June 2013
2. Work with Human Resources manager to identify, recruit and retain highly qualified candidates when vacancies occur	Principal & Assistant Principals Human Resources Manager	June 2013
3. Encourage professional development in literacy and math strategies as well as in leadership	Principal & Assistant Principals Literacy Coach Curriculum Leaders	June 2013
4. Recognize teachers regularly for innovations in teaching and dedication to students and their learning	Principal & Assistant Principals	June 2013

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5. Support collaborative work of teachers through PLCs and Lesson Study	Principal & Assistant Principal Literacy Coach Teacher Leaders	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
NONE	NONE

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	2% (1)	38% (22)	34%(19)	26%(15)	(13)	100%	8% (5)	34%(2)	28%0(16)

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
Stephanie Finley (ESE Department Head)	Isaac Manning- ESE Teacher	Stephanie Finley is the ESE Department Head and Mr. Manning is an ESE Support Facilitation Teacher.	Mentor and mentee will meet weekly/monthly to discuss the educational needs of ESE students who are out for support facilitation. Topics include but not limited to organizational assessment strategies, students’ learning styles, consultation

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			methods of documentation, communication with teachers and parents, expectations of IEP etc...
Kim Graves	Marisol Garcia (Spanish Elective Teacher)	Kim Graves is Department Chair for the Elective department. She is familiar with how to incorporate required reading/writing goals into the elective classes. In addition she is a veteran teacher who is very knowledgeable in the educational field.	Mentor and mentee will meet on a weekly basis via PLC collaboration meetings. Meetings will include how to implement common assessments, SMART Goals, and student data conversation.

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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
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. Paula Lohman, Linda Torres, Shannon Skeates, Gail Fink, Melinda Ortiz, Denise Johnson, Chris Davis
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?
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 team will meet to discuss achievement data and levels of intervention needed for students. A plan of additional intervention will be developed and communicated to the current teachers as well as adjustments made to schedule based on tier needs. Team members will also monitor achievement data of students within the school to identify learning trends. Data will provide evidence needed to support interventions in addition to further training for teachers to support students within content area classes.
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. Benchmark, FCAT, Formal and Informal Classroom Assessment, Mini Benchmark, diagnostic reading tests, FAIR testing, SRI testing, testing by Reading Coach, as well as teacher observations.
Describe the plan to train staff on MTSS. Staff will be trained via Professional Development from the county resources. RtI leadership team will also provide on-going staff development and support as needed throughout the year.
Describe the plan to support MTSS. Odyssey instructional staff and administration attended the PLC conference in July and will present to the faculty an overview of the process. The Reading Coach & ESE Staffing Specialist will facilitate training the staff on the RTI process. Reading teachers will be provided professional development with the implementation of appropriate RTI based on the tier level needed for each student.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Principal- S. Knight; Assistant Principals- C. Davis, M. Nieves; Media Specialist- C. Woods; Reading Coach, S. Skeates; ESE Staffing Specialist - P. Lohman; CCT- L. Torres; Staff Development Coordinator- D. Johnson; Language Arts Curriculum Chair- E. LaBee;
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). Meet regularly to discuss school data, Brainstorm ideas to improve areas of weakness, and other ways to infuse, implement, and monitor the reading on the campus school-wide. Roles and responsibilities are divided and determined depending on activity or initiative
What will be the major initiatives of the LLT this year? Increase writing skills across all grade levels. Emphasis will be on 8 th grade to incorporate within all content areas writing (that is structured to meet FCAT Writing requirements).

Public School Choice

- **Supplemental Educational Services (SES) Notification**
Upload a copy of the SES Notification to Parents in the designated upload link on the “Upload” page.

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

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

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

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

- All teachers meet with principal and assistant principals at the beginning of school year to discuss previous year's student learning gains and map out how to improve current year's scores.
- All teachers with regularly assigned classrooms (not a shared space) have a group of students assigned to them for a class called "study skills" in which reading strategies, math strategies, and test taking strategies are provided.
- Lesson plan template includes a section to delineate reading and writing strategies taught, modeled and utilized.
- Focus for PLCs: study reading achievement data throughout the year (reading benchmark tests), and provide interventions across curriculum areas for students who are not achieving in addition to common assessment.

Science teachers will be working with Solution Tree Consultant, Cassie Erkins to hone in on common assessments through "Fishbowl" sessions with an emphasis on improving reading skills.

**High Schools Only*

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

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

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

Postsecondary Transition

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

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

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A. Low reading ability of students.	1A.1. Schedule all Level 1 and Level 2 students into Intensive Reading classes based on reading ability	1A.1. Reading Coach, Guidance Counselors, Assistant Principals, Principal	1A.1. Progress Monitoring	1A.1. Benchmark testing Common formative & Summative Assessments created by teachers; FCAT scores
<u>Reading Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Only 31% (286 out of 912) scored a level 3 on FCAT reading.	31%	34%					
			1A.2. Students lack motivation to read	1A.2. Emphasize reading for enjoyment through Study Skills class, incorporate reading within the content areas; pair Social Studies with English teachers to incorporate reading of informational text with English classes.	1A.2. Literacy Coach, Media Specialist, Classroom Teachers	1A.2. Circulation of Study Skills books, Media Center circulation, Reading Counts points earned.	1A.2. Benchmark testing Common formative & Summative Assessments created by teachers; FCAT scores
			1A.3. Content Area teachers are unfamiliar with strategies for teaching reading.	1A.3. Model reading strategies that can be used across curriculum areas at faculty meetings and in professional development session. Teachers follow up in their classrooms	1A.3. Literacy Coach, Curriculum Leaders, Assistant Principals, Principal	1A.3. Lesson plan monitoring, Classroom Walk-Through, PLC Reflection	1A.3. Benchmark testing Common formative & Summative Assessments created by teachers; FCAT scores
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1. Behaviors impact learning	1B.1. Implement Behavior Intervention Plan; Positive Behavior Support	1B.1. Behavior Specialist Teacher Staffing Specialist	1B.1. Data Collection; positive change in behavior with documentation	1B.1. Teacher made graphs/charts to monitor change in behavior FAA test Curriculum based assessment Teacher Observation
<u>Reading Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Only 40% (2 out of 5) of FAA students scored 4, 5, or 6.	40%	45%					
			1B.2. Inability to communicate effectively	1B.2. Assistive Technology: small group instruction with SPL Pathologist	1B.2. SPL Pathologist ; ASD Teacher Staffing Specialist	1B.2. Data Collection	1B.2. FAA Test Curriculum based assessment Teacher Observation

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		1B.3. Low cognitive ability in reading	1B.3. PCI levels 1-3 Curriculum (research based)	1B.3. ASD Teacher; Staffing Specialist	1B.3. Classroom assessment Data Collection	1B.3. FAA Test Curriculum based assessment Teacher Observation
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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. Need to increase participation in advanced language arts.	2A.1. Increase to capacity (or near capacity) participation in advanced language arts classes by AVID in 7 th grade and monitoring grades and test scores of under-served populations in grades 6 and 8.	2A.1. Guidance counselors, language arts teachers.	2A.1. Progress Monitoring (Benchmark scores, 9 weeks grades)	2A.1. FCAT, Benchmark scores; common formative and summative assessments
<u>Reading Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
65% (297 out of 912) of Odyssey students scored level 4 or higher on FCAT Reading.	65%	70%					
			2A.2. Need to increase level of rigor in reading across the content areas.	2A.2. Staff development to increase rigor with high achieving students; Thinking maps training	2A.2. Literacy Coach, Principal, Assistant Principals, Curriculum Leaders	2A.2. Lesson plan template monitoring, Classroom Walk Through, Progress Monitoring, PLCs	2A.2. .FCAT, Benchmark scores; common formative and summative assessments
			2A.3. Need to encourage reading for pleasure to support continued growth of students at or above grade level in reading.	2A.3. Implement reading contracts for all students to encourage and recognize out-of-school reading as part of the school curriculum	2A.3. Literacy Coach, Language Arts Teachers	2A.3. Completed reading contracts, Reading Counts tests, completion of reading projects	2A.3. FCAT, Benchmark scores; common formative and summative assessments
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1. Behaviors impact learning	2B.1. Implement Behavior Intervention Plan; Positive Behavior Support	2B.1. Behavior Specialist Teacher Staffing Specialist	2B.1. Data Collection; positive change in behavior with documentation	2B.1. Teacher made graphs/charts to monitor change in behavior FAA test Curriculum based assessment Teacher Observation
<u>Reading Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Only 40% (2 out of 5) of FAA students scored a level 7.	40%	45%					
			2B.2. Inability to communicate effectively	2B.2. Assistive Technology: small group instruction with SPL Pathologist	2B.2. SPL Pathologist ; ASD Teacher Staffing Specialist	2B.2. Data Collection	2B.2. FAA Test Curriculum based assessment Teacher Observation
			2B.3. Low cognitive ability in reading	2B.3. PCI levels 1-3 Curriculum (research based)	2B.3. ASD Teacher; Staffing Specialist	2B.3. Classroom assessment Data Collection	2B.3. FAA Test Curriculum based assessment Teacher Observation

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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. Content Area teachers are unfamiliar with strategies for teaching reading.	3A.1. Model reading strategies that can be used across curriculum areas at faculty meetings and in professional development sessions. Teachers follow up in their classrooms	3A.1. Literacy Coach, Curriculum Leaders, Assistant Principals, Principal	3A.1. Lesson plan monitoring, Classroom Walk Through, PLC Reflection	3A.1. Benchmark Tests, Mini-Benchmark Tests, FCAT; common formative and summative assessments
Reading Goal #3A: <i>63% (576 out of 912) of Odyssey students made learning gains on FCAT Reading.</i>	2012 Current Level of Performance:* 63%	2013 Expected Level of Performance:* 68%					
			3A.2. Additional instructional time is needed to support struggling readers.	3A.2. Provide after-school tutoring for struggling readers as well as during school interventions based on Benchmark and mini-benchmark performance.	3A.2. Literacy Coach, Principal, Assistant Principals, Curriculum Leaders	3A.2. Progress Monitoring, Tutor Program Monitoring	3A.2. Benchmark Tests, Mini-Benchmark Tests, FCAT; common formative and summative assessments
			3A.3. Need to increase the level of rigor in reading across the content areas.	3A.3. Model reading strategies that can be used across curriculum areas at faculty meetings and in professional development session. Teachers follow up in their classrooms	3A.3. Literacy Coach, Principal, Assistant Principals, Curriculum Leaders	3A.3. Lesson plan template monitoring, Classroom Walk Through, Progress Monitoring, PLCs	3A.3. Benchmark Tests, Mini-Benchmark Tests, FCAT; common formative and summative assessments
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1. Behaviors impact learning	3B.1. Implement Behavior Intervention Plan; Positive Behavior Support	3B.1. Behavior Specialist Teacher Staffing Specialist	3B.1. Data Collection; positive change in behavior with documentation	3B.1. Teacher made graphs/charts to monitor change in behavior FAA test Curriculum based assessment Teacher Observation
Reading Goal #3B: <i>Only 50% (1out 2) made learning gains.</i>	2012 Current Level of Performance:* 50%	2013 Expected Level of Performance:* 55%					
			3B.2. Inability to communicate effectively	3B.2. Assistive Technology: small group instruction with SPL Pathologist	3B.2. SPL Pathologist ; ASD Teacher Staffing Specialist	3B.2. Data Collection	3B.2. FAA Test Curriculum based assessment Teacher Observation
			3B.3. Low cognitive ability in reading	3B.3. PCI levels 1-3 Curriculum (research based)	3B.3. ASD Teacher; Staffing Specialist	3B.3. Classroom assessment Data Collection	3B.3. FAA Test Curriculum based assessment Teacher Observation

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading. Reading Goal #4: 60% (134 out of 222) in the lowest 25% made learning gains on FCAT Reading.			4A.1. Students need direct instruction in learning-to-read skills.	4A.1. Schedule all level 1 and 2 readers in an elective reading class to build reading skills and stamina. (Incorporating RtI)	4A.1. Principal, Assistant Principal, Literacy Coach, Reading Teachers,	4A.1. Progress Monitoring	4A.1. Benchmark Tests, Mini-Benchmark Tests, FCAT; common formative and summative assessments	
			2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
			60%	63%				
					4A.2. Additional instructional time is needed to support struggling readers.	4A.2. Provide after-school tutoring for struggling readers as well as during -school interventions based on Benchmark and mini-benchmark performance	4A.2. Principal, Assistant Principal, Literacy Coach, Language Arts and Reading Teachers, Tutors	4A.2. Progress Monitoring, Tutor Program Monitoring
		4A.3. Students need reading support across content areas	4A.3. Provide appropriate reading interventions as part of FCIM.	4A.3. Literacy coach, reading teachers, content area teachers	4A.3. Progress Monitoring	4A.3. Benchmark Data, Mini-Benchmark Data, FAIR, FCAT Scores		

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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		<p><i>Odyssey's 2011-2012 GAP in</i></p> <p>TARGET GOALS <i>American Indian; NA</i></p> <p><i>Asian:</i> GOAL 74% / ACTUAL= 89%</p> <p><i>Black:</i> GOAL 54% / ACTUAL= 63%</p> <p><i>Hispanic</i> GOAL = 63% / ACTUAL= 63%</p> <p><i>White:</i> GOAL =70% / ACTUAL 72%</p> <p>ELL: GOAL = 51% / ACTUAL = 41%</p> <p><i>SWD:</i> GOAL = 31% / ACTUAL =35%</p> <p><i>Economically disadvantaged:</i> GOAL = 57% / ACTUAL =58%</p>	<p><i>American Indian; NA</i> Asian: 77% Black: 58% Hispanic:67% White:73% ELL: 56% SWD: 38% Economically disadvantaged: 61%</p>	<p><i>American Indian; NA</i> Asian: 79% Black: 63% Hispanic:70% White:75% ELL: 60% SWD: 65% Economically disadvantaged: 65%</p>	<p><i>American Indian; NA</i> Asian: 81% Black: 67% Hispanic:73% White:78% ELL: 65% SWD: 50% Economically disadvantaged: 69%</p>	<p><i>American Indian; NA</i> Asian: 84% Black: 71% Hispanic:77% White:81% ELL: 69% SWD: 56% Economically disadvantaged: 73%</p>	<p><i>American Indian; NA</i> Asian: 86% Black: 75% Hispanic:80% White:84% ELL: 74% SWD: 63% Economically disadvantaged: 77%</p>
<p>Reading Goal #5A: <i>Odyssey's 2010-2011 GAP in Reading was as follows:</i> <i>American Indian; NA</i> Asian: 72% Black: 50% Hispanic:60% White:67% ELL: 47% SWD: 25% <i>Economically disadvantaged: 53%</i></p> <p><i>The GAP subgroup not meeting reading target is ELL.</i></p>								
<p>Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:</p>			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. ELL students need additional support mastering English in order to be successful on FCAT Reading	5B.1. Schedule students in need of additional support learning English to classes where they can access Rosetta Stone and other language-learning support materials.	5B.1. ELL Compliance Teacher, Literacy Coach, Assistant Principal, Guidance Counselors	5B.1. Progress Monitoring via PLC Team meetings	5B.1. CELLA, Benchmark Data, FCAT Scores Common formative and summative assessments	
Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
<i>Only 41% of ELL students scored satisfactory on the FCAT Reading.</i>	41%	56%						
			5B.2. ELL students need additional support within the classroom in order to master reading content curriculum.	5B.2. Schedule students with ESOL endorsed language arts and reading teachers. Provide students who struggle the most with language acquisition sheltered instruction.	5B.2. Assistant Principal, Guidance Counselors, ELL Compliance Teacher	5B.2. Progress Monitoring, PLCs; Team meetings	5B.2. CELLA, Benchmark Data, FCAT Scores Common formative and summative assessments	

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		5B.3. Additional instructional time is needed to support ELL students in reading.	5B.3. Provide ELL students who are struggling in reading after-school tutoring.	5B.3. Principal, Assistant Principal, Compliance Teacher, Tutors, ELL Compliance Teacher	5B.3. Progress Monitoring, PLCs; team meetings	5B.3. Benchmark Data, Mini-Benchmark Data, FCAT Scores Common formative and summative assessments
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. ELL students need additional support mastering English in order to be successful on FCAT Reading	5C.1. Schedule students in need of additional support learning English to classes where they can access Rosetta Stone and other language-learning support materials.	5C.1. ELL Compliance Teacher, Literacy Coach, Assistant Principal, Guidance Counselors	5C.1. Progress Monitoring via PLC Team meetings	5C.1. CELLA, Benchmark Data, FCAT Scores Common formative and summative assessments
<u>Reading Goal #5C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
59% (110 out of 267) ELL Students did not make satisfactory progress on FCAT Reading.	59%	44%					
			5C.2. ELL students need additional support within the classroom in order to master reading content curriculum.	5C.2. Schedule students with ESOL endorsed language arts and reading teachers. Provide students who struggle the most with language acquisition sheltered instruction.	5C.2. Assistant Principal, Guidance Counselors, ELL Compliance Teacher	5C.2. Progress Monitoring, PLCs; Team meetings	5C.2. CELLA, Benchmark Data, FCAT Scores Common formative and summative assessments
			5C.3. Additional instructional time is needed to support ELL students in reading.	5C.3. Provide ELL students who are struggling in reading after-school tutoring.	5C.3. Principal, Assistant Principal, Compliance Teacher, Tutors, ELL Compliance Teacher	5C.3. Progress Monitoring, PLCs; team meetings	5C.3. Benchmark Data, Mini-Benchmark Data, FCAT Scores Common formative and summative assessments
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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. Students with disabilities need additional support in the classroom in order to improve their reading achievement.	5D.1. Continue implementing Support Facilitation Model for students struggling in their content classes. Schedule SWD together in Study Skills class in order to provide more effectively interventions and accommodations. Provide support during 8 th period class time devoted to interventions and strategies to help with other content area classes	5D.1. Principal, Assistant Principals, Staffing Specialist, ESE Support Facilitation Teachers, Study Skills Teachers for SWD, CRT, Reading Coach	5D.1. Progress Monitoring, PLCs	5D.1. Benchmark Data, Mini-Benchmark Data, FCAT Scores Common formative and summative assessments
<u>Reading Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
65% (71 out of 109) SWD students did not make satisfactory progress on FCAT Reading.	65%	58%					
			5D.2. Additional instructional time is needed to support SWD in reading.	5D.2. Provide SWD who are struggling in reading after-school tutoring.	5D.2. Principal, Assistant Principal, Staffing Specialist, ESE Teachers, Tutors, CRT, Reading Coach	5D.2. Progress Monitoring, PLCs	5D.2. Benchmark Data, Mini-Benchmark Data, FCAT Scores Common formative and summative assessments
			5D.3. Students With Disabilities need direct instruction in effective reading comprehension strategies.	5D.3. Train teachers in all curriculum areas in pre-reading, during – reading and after-reading strategies to utilize in content areas.	5D3. Principal, Assistant Principal, Reading Coach, CRT Classroom Teachers	5D3. Progress Monitoring, PLCs, Lesson Plan Template monitoring, Classroom Walk Through	5D.3. Benchmark Data, Mini-Benchmark Data, FCAT Scores Common formative and summative assessments

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Students lack the motivation and interest in reading necessary for them to exhibit improvement as direct result of typically from struggling to read, lack of motivations or encouragement to read at home.	5E.1. Promote reading campus-wide through Reading Contracts, Teen Read challenges sponsored by the Media Center, and Study Skills Class activities.	5E.1. Reading Coach, CRT, Media Specialist, Language Arts Teachers, Reading Teachers, Study Skills Teachers.	5E.1. Progress Monitoring, Teen Reads participation, Circulation of Media Center books, Circulation of Study Skills books, completion of Reading Contracts	5E.1. Benchmark Data, FCAT Scores Common Formative and summative Assessments
Reading Goal #5E: <i>42% (289 out of 689) of Economically Disadvantaged students did not make satisfactory progress in reading.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	42%	38%					
			5E.2. Content Area teachers are unfamiliar with strategies for teaching reading.	5E.2. Model reading strategies that can be used across curriculum areas at faculty meetings and in professional development sessions. Teachers follow up in their classrooms	5E.2. Reading Coach, CRT, Media Specialist, Language Arts Teachers, Reading Teachers, Study Skills Teachers.	5E.2. Progress monitoring via PLC and team meetings	5E.2. Benchmark Data, Mini-Benchmark Data, FCAT Scores Common Formative and summative Assessments
		5E.3.	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
PLC	ALL	Principal & Assist Principal Teacher Leaders: Instructional Coaches	ALL STAFF	July: Teacher Leaders PLC Conference School Year: Weekly Wednesday PLC meetings throughout the year	PLC Meeting notes; Monthly Curriculum Council Meetings; Weekly Leadership team meetings	Principal & Assist Principal Teacher Leaders: Instructional Coaches
Marzano: The Causal Evaluation Model	ALL	Principal & Assist Principal Teacher Leaders: Instructional Coaches	ALL STAFF	August- October	Classroom implementation; informal observations; meeting with teachers as needed to adjust classroom instruction/set up based on model; PLC meetings	Principal & Assist Principal Teacher Leaders: Instructional Coaches
RtI	ALL	Principal & Assist Principal Teacher Leaders: Instructional Coaches	ALL STAFF	September: Overview February: Follow up	RtI Leadership meetings: on-going basis; Instructional Coaches testing & monitoring students	Principal & Assist Principal Teacher Leaders: Instructional Coaches

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Common Assessments	SCIENCE	Solution Tree Consultant Cassie Erkens	ALL STAFF	September & February	"Fishbowl" sessions throughout the year	Cassie Erkens Principal & Assist Principal Teacher Leaders: Instructional Coaches
Lesson Study	ALL	Teacher Leaders: Instructional Coaches	LESSON STUDY TEAMS	October- November	Reflection on last day of cycle and first day of subsequent cycle. Classroom implementation after cycle completion.	Teacher Leaders: Instructional Coaches
Writing within Language Arts	LANGUAGE ARTS	Teacher Leaders: Instructional Coaches	LANGUAGE ARTS TEACHERS	October	Implementation of writing strategies within classroom; practice writing prompts; PLC discussions	Teacher Leaders: Instructional Coaches
Writing in the Content Areas	ALL	Principal & Assist Principal Teacher Leaders: Instructional Coaches	ALL STAFF	4 Training Sessions October November January February (FCAT Writing)	School-wide writing prompt practice- via Language Arts Teachers	Principal & Assist Principal Teacher Leaders: Instructional Coaches
AVID	ALL	Principal & Assist Principal Teacher Leaders: Instructional Coaches	ALL STAFF	May	Weekly AVID team meetings	Principal & Assist Principal Teacher Leaders: Instructional Coaches

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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
Use multi-sensory strategies to teach phonics, fluency and comprehension	Achieve 3000	115 (State Adopted Instructional Materials)	\$30,000
Comprehensive system of curriculum and instruction for struggling readers below grade level for secondary students.	Journey's	001 (General)	\$6,000
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Learning CPR	Solution Tree Video	General Budget	\$200
PLC	Solution Tree Video	General Budget	\$200
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
A handbook for Professional Learning Communities at Work.	<i>Learning by Doing</i> by DuFour, DuFour, Eaker, Many	General Budget	\$100
AVID Weekly			
			37,000 Total:

AVID Strat

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. This school year, the Rosetta Stone program is limited to students who have moved to the United States within the last 6 months. This restriction adversely affect students who have lived in the U.S. for more than six months, but less than a year, and still need the language instruction provided by Rosetta Stone.	1.1. Students who have been in the United States for more than 6 months will be offered the option of attending a tutoring program at the school. The student will also receive information regarding other on-line programs that are available for them to use at home.	1.1. ELL Compliance Teacher, Reading Coach, Reading Teachers, English Teachers, Principal, Assistant Principals, RtI support team,.	1.1. Informal and formal observations, classroom walk throughs,, PLC meetings, RtL meetings, lesson plan monitoring.	1.1. Comparison of test scores (Oral IPT, CELLA). Oral IPT, CELLA FAIR scores Curriculum Specific Tests; Benchmark Tests; SRI (Lexile) Test; FAIR Test
CELLA Goal #1:	2012 Current Percent of Students Proficient in Listening/Speaking:					
<i>Only 65% (86 out of 132) of ELL students scored proficient in the listening/speaking on CELLA.</i>	65					
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. The funds provided by the Multilingual Department for ELL tutoring will not become available until January 2013. Students in need of developmental language tutoring will have to wait until January.	2.1. Students will be allowed to participate in other tutoring programs offered at the school	2.1. ELL Compliance Teacher, Reading Coach, Reading Teachers, English Teachers, Principal, Assistant Principals, RtI support team,.	2.1. Informal and formal observations, classroom walk throughs,, PLC meetings, RtL meetings, lesson plan monitoring.	2.1. Informal and formal observations, classroom walk throughs,, PLC meetings, RtL meetings, lesson plan monitoring.
CELLA Goal #2:	2012 Current Percent of Students Proficient in Reading:					
<i>Only 27%(36 out of 133) of ELL students scored proficient in the Reading on the CELLA</i>	27					
		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. Written language barriers for ELL students will need comprehensive writing instruction in language arts classes, grades 6-8.	2.1. Develop and implement strategies that will help with writing instruction for ELL students.	2.1. ELL Compliance Teacher, Reading Coach, Reading Teachers, English Teachers, Principal, Assistant Principals, RTI support team,.	2.1. Informal and formal observations, classroom walk-throughs, PLC meetings, RtL meetings, lesson plan monitoring.	2.1. Informal and formal observations, classroom walk-throughs, PLC meetings, RtL meetings, lesson plan monitoring. Practice Writing Prompts 4 times per year
CELLA Goal #3:	2012 Current Percent of Students Proficient in Writing :					
<i>Only 35% (46 out 133) of ELL students scored proficient on Writing of the CELLA.</i>	35.	2.2. Students need practice and extended time for writing practice.	2.2. Students will be allowed to participate in other tutoring programs offered at the school	2.2. ELL Compliance Teacher, Reading Coach, Reading Teachers, English Teachers, Principal, Assistant Principals, RTI support team	2.2. Informal and formal observations, classroom walk-throughs, PLC meetings, RtL meetings, lesson plan monitoring.	2.2. Informal and formal observations, classroom walk-throughs, PLC meetings, RtL meetings, lesson plan monitoring. Practice Writing Prompts 4 times per year



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

End of CELLA Goals

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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: N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
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: N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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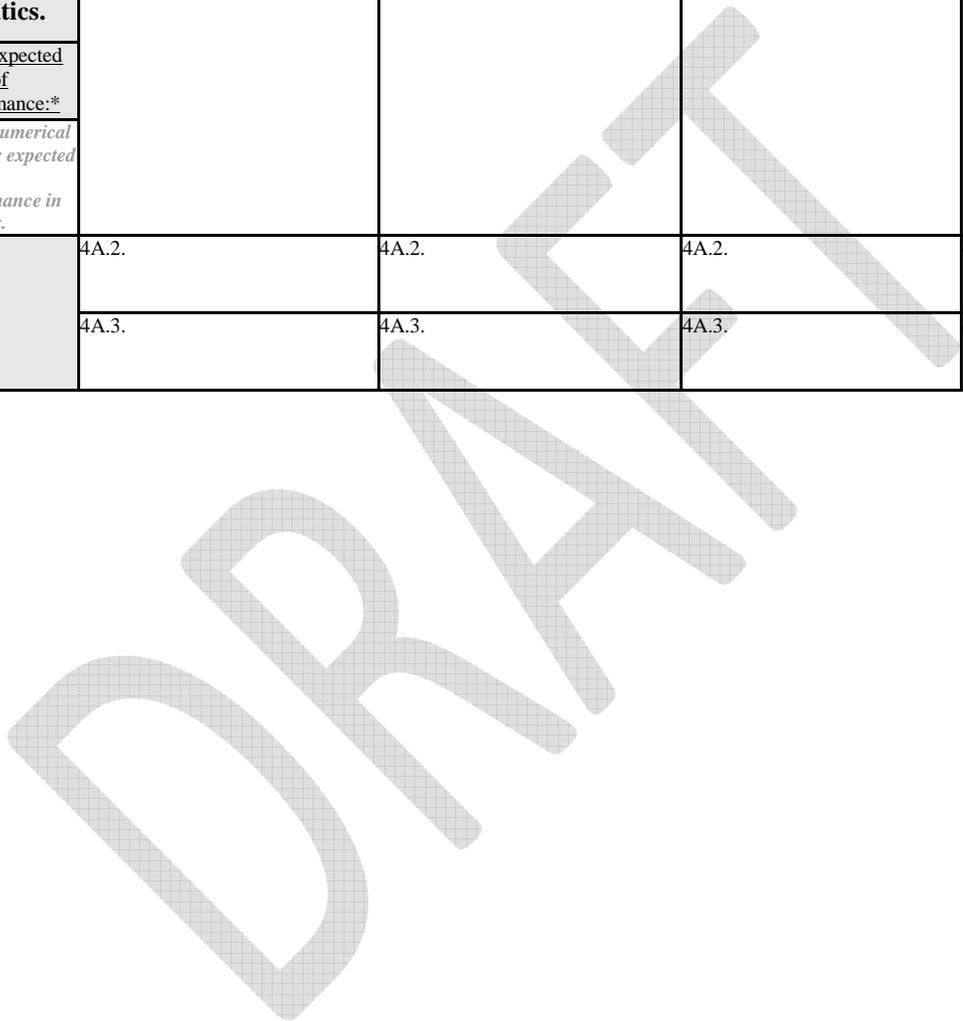
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation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

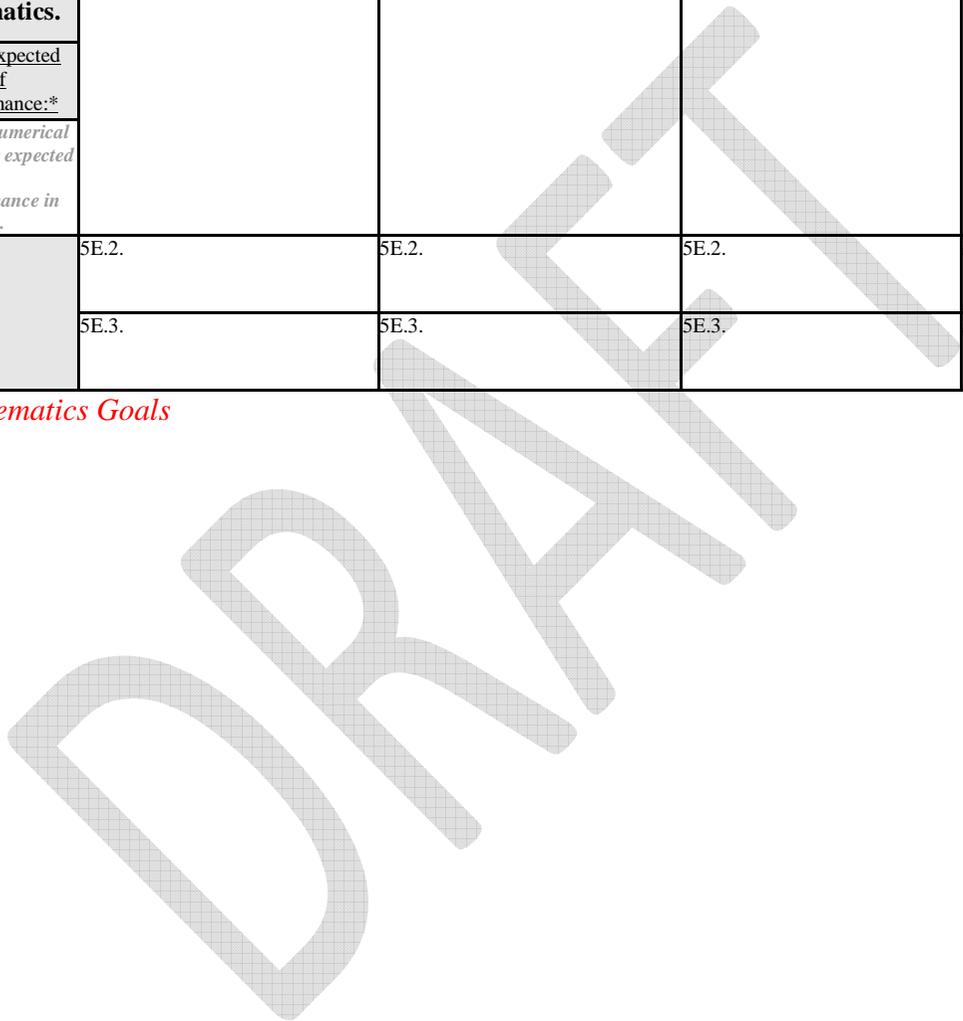
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process 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.
Mathematics Goal #5C: N/A	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			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.
Mathematics Goal #5D: N/A	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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>					
N/A	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals



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Middle School Mathematics Goals

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

Middle School Mathematics 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. Students don't have basic counting skills, multiplication skills that are the building blocks/ foundations for higher ordered math; Students need review and remediation.	1A.1. Continue Instructional Focus Calendars, assessments, interventions, and enrichment. Intervention of small groups of students needing assistance with specific skills (units).	1A.1. Principal, Assistant Principals, Math Curriculum Leader, Math Teachers; CRT	1A.1. Progress monitoring with PLC and team meetings	1A.1. Benchmark Data, Mini-Benchmark Data, FCAT Scores Common formative and summative assessments Study Island
Mathematics Goal	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
#1A:	30%	33%					
<i>Only 30% (282 out of 912) scored a level 3 on FCAT Math.</i>			1A.2. Struggling students need additional instructional support.	1A.2. Provide after-school tutoring for FCAT Levels 1 and 2.	1A.2. Principal, Assistant Principals, Math Curriculum Leader, Math Teachers; CRT, Guidance	1A.2. Progress monitoring with PLC and team meetings	1A.2. Benchmark Data, Mini-Benchmark Data, FCAT Scores Common formative and summative assessments Study Island
			1A.3. Students need additional practice and application.	1A.3. Provide additional support through use of Study Island, Compass Learning, and/or online resources available through math textbook.	1A.3. Principal, Assistant Principals, Math Curriculum Leader, Math Teachers; CRT, Guidance	1A.3. Progress monitoring with PLC and team meetings	1A.3. Benchmark Data, Mini-Benchmark Data, FCAT Scores Common formative and summative assessments Study Island
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1. Behaviors impact learning	1B.1. Implement Behavior Intervention Plan; Positive Behavior Support	1B.1. Behavior Specialist Teacher Staffing Specialist	1B.1. Data Collection; positive change in behavior with documentation	1B.1. Teacher made graphs/charts to monitor change in behavior FAA test Curriculum based assessment Teacher Observation
Mathematics Goal	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
#1B:	80%	85%					
<i>Only 80% (4 out of 5) of FAA students scored a level 4-5-6.</i>			2B.2. Inability to communicate effectively	2B.2. Assistive Technology: small group instruction with SPL Pathologist	2B.2. SPL Pathologist ; ASD Teacher Staffing Specialist	2B.2. Data Collection	2B.2. FAA Test Curriculum based assessment Teacher Observation
			3B.3. Low cognitive ability in math	3B.3. EQUALS Math Curriculum (research based)	3B.3. ASD Teacher; Staffing Specialist	3B.3. Classroom assessment Data Collection	3B.3. FAA Test Curriculum based assessment Teacher Observation

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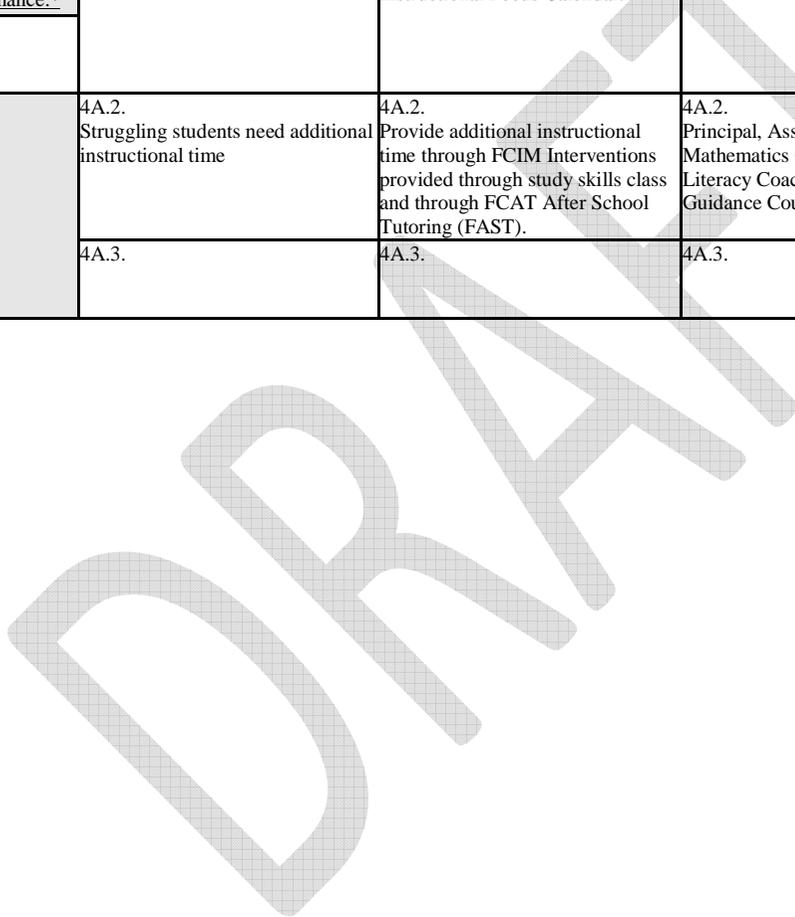
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. Need to increase participation in advanced mathematics courses including high School Algebra and Geometry	2A.1. Increase to capacity participation in advanced mathematics classes via AVID in 7 th grade and monitoring grades and test scores of under-served populations in grades 6 and 8.	2A.1. Assistant Principal of Instruction; Guidance counselors, Math Teachers; AVID coordinator	2A.1. Progress monitoring via PLC, AVID meetings, Team meetings; Math meetings; Algebra Teacher Lead	2A.1. Benchmark Data, FCAT Scores Common formative and summative assessments
<u>Mathematics Goal</u> #2A: Only 35% (323 out of 912) scored Level 4 or 5 on FCAT Math	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	35%	38%					
	2A.2. Need to increase level of rigor in mathematics instruction.		2A.2. Need to increase level of rigor in mathematics instruction.	2A.2. Staff Development of increased rigor within the content areas.	2A.2. . Principal, Assistant Principals, Curriculum Leader for Math, Math Teachers; CRT	2A.2. Lesson plan monitoring, Classroom Walk Through, Progress Monitoring, PLCs; Algebra Teacher lead	2A.2. Benchmark Data, FCAT Scores Common formative and summative assessments
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			1B.1. Behaviors impact learning	1B.1. Implement Behavior Intervention Plan; Positive Behavior Support	1B.1. Behavior Specialist Teacher Staffing Specialist	1B.1. Data Collection; positive change in behavior with documentation	1B.1. Teacher made graphs/charts to monitor change in behavior FAA test Curriculum based assessment Teacher Observation
<u>Mathematics Goal</u> #2B: 0% of FAA students scored a level 7	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	0%	5%					
	2B.2. Inability to communicate effectively		2B.2. Assistive Technology: small group instruction with SPL Pathologist	2B.2. SPL Pathologist ; ASD Teacher Staffing Specialist	2B.2. Data Collection	2B.2. Data Collection	2B.2. FAA Test Curriculum based assessment Teacher Observation
		3B.3. Low cognitive ability in math	3B.3. EQUALS Math Curriculum (research based)	3B.3. ASD Teacher; Staffing Specialist	3B.3. Classroom assessment Data Collection	3B.3. FAA Test Curriculum based assessment Teacher Observation	

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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. Need to increase the level of rigor in mathematics instruction.	3A.1. Staff development for best practices to teach math strategies.	3A.1. Principal, Assistant Principals, Curriculum Leader for Math, Math Teachers	3A.1. Lesson plan template monitoring, Classroom Walk Through, Progress Monitoring, PLCs, informal observations	3A.1. Benchmark Data, FCAT Scores Common formative and summative assessments
<u>Mathematics Goal</u> #3A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Only 61% (562 out of 912) made learning gains on FCAT Math,	61%	66%					
			3A.2. Instructional interventions are needed for students who are not On Target in math.	3A.2. Provide during – school interventions based on Benchmark and mini-benchmark performance as part of FCIM.	3A.2. Principal, Assistant Principals, Math Curriculum Leader, Math Teachers.	3A.2. Progress Monitoring, PLCs, informal observations	3A.2. Benchmark Data, FCAT Scores Common formative and summative assessments
			3A.3. Individualized instructional support is needed for students who are not On Target in math.	3A.3. Continue implementation of Study Island in math to support students in mastering the Math Benchmarks.	3A.3. Principal, Assistant Principals, Math Curriculum Leader, Math Teachers.	3A.3. Progress Monitoring, PLCs, informal observations	3A.3. Benchmark Data, FCAT Scores Study Island Common formative and summative assessments
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1. Behaviors impact learning	3B.1. Implement Behavior Intervention Plan; Positive Behavior Support	3B.1. Behavior Specialist Teacher Staffing Specialist	3B.1. Data Collection; positive change in behavior with documentation	3B.1. Teacher made graphs/charts to monitor change in behavior FAA test Curriculum based assessment Teacher Observation
<u>Mathematics Goal</u> #3B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Only 11% (1 out of 9) of FAA students made learning gains.	11%	16%					
			3B.2. Inability to communicate effectively	3B.2. Assistive Technology: small group instruction with SPL Pathologist	3B.2. SPL Pathologist ; ASD Teacher Staffing Specialist	3B.2. Data Collection	3B.2. FAA Test Curriculum based assessment Teacher Observation
			3B.3. Low cognitive ability in math	3B.3. EQUALS Math Curriculum (research based)	3B.3. ASD Teacher; Staffing Specialist	3B.3. Classroom assessment Data Collection	3B.3. FAA Test Curriculum based assessment Teacher Observation

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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. Mathematics Goal #4: 66% (142 out of 212) students in the lowest 25% made learning gains on FCAT Math.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	4A.1. Students lack fundamental skills in math problem-solving. 4A.2. Struggling students need additional instructional time 4A.3.	4A.1. Provide direct instruction of skills necessary to problem solve for grade-level math through continued implementation of FCIM and the Instructional Focus Calendar. 4A.2. Provide additional instructional time through FCIM Interventions provided through study skills class and through FCAT After School Tutoring (FAST). 4A.3.	4A.1. Principal, Assistant Principals, Math Curriculum Leader, Math Teachers, CRT 4A.2. Principal, Assistant Principals, Mathematics Curriculum Leader, Literacy Coach, FAST Tutors, Guidance Counselors 4A.3.	4A.1. Progress monitoring via PLC, team meetings, informal observation and formal observations 4A.2. Progress Monitoring, FAST Tutor Meetings, PLCs 4A.3.	4A.1. Benchmark Data, Mini-Benchmark Data, FCAT Scores Common formative and summative assessment 4A.2. Benchmark Data, Mini-Benchmark Data, FCAT Scores Common formative and summative assessment 4A.3.
	66%	76%					



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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	TARGET GOALS <i>American India; N/A</i> <i>Asian: N/A</i> <i>Asian: 83%</i> <i>Black: 58%</i> <i>Hispanic: 67%</i> <i>White: 78%</i> ELL: 53% <i>SWD: 46%</i> Economically Disadvantaged: 65% <i>Hispanic: N/A</i> <i>Hispanic: 70%</i> <i>White: 81%</i> ELL: 58% <i>SWD: 51%</i> Economically Disadvantaged: 69% <i>American India; N/A</i> <i>Asian: 87%</i> <i>Black: 66%</i> <i>Hispanic: 73%</i> <i>White: 83%</i> ELL: 63% <i>SWD: 57%</i> Economically Disadvantaged: 72% <i>American India; N/A</i> <i>Asian: 88%</i> <i>Black: 70%</i> <i>Hispanic: 77%</i> <i>White: 85%</i> ELL: 67% <i>SWD: 62%</i> Economically Disadvantaged: 76% <i>American India; N/A</i> <i>Asian: 90%</i> <i>Black: 75%</i> <i>Hispanic: 80%</i> <i>White: 87%</i> ELL: 72% <i>SWD: 68%</i> Economically Disadvantaged: 79%																	
Mathematics Goal #5A: <i>The Gap for Odyssey for 2010-2011 was as follows scoring satisfactory on FCAT Reading:</i> <i>American India; N/A</i> <i>Asian: 80%</i> <i>Black: 49%</i> <i>Hispanic: 60%</i> <i>White: 74%</i> ELL: 44% <i>SWD: 35%</i> Economically Disadvantaged: 58%																		
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. Mathematics Goal #5B: <i>The breakdown of ethnic groups at Odyssey Middle School not making satisfactory progress is as follows:</i> <i>White 26% (52 out of 203); Black 49% (52 out of 107); Hispanic 36% (190 out of 525); Asian 10% (5 out of 51); American Indian 17% (1 out of 6) did not make</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">2012 Current Level of Performance:*</th> <th style="width: 50%;">2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>White: 26%</td> <td>White: 23%</td> </tr> <tr> <td>Black: 49%</td> <td>Black: 46%</td> </tr> <tr> <td>Hispanic: 36%</td> <td>Hispanic: 33%</td> </tr> <tr> <td>Asian: 10%</td> <td>Asian: 7%</td> </tr> <tr> <td>American Indian: 17%</td> <td>American Indian: 14%</td> </tr> </tbody> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	White: 26%	White: 23%	Black: 49%	Black: 46%	Hispanic: 36%	Hispanic: 33%	Asian: 10%	Asian: 7%	American Indian: 17%	American Indian: 14%	5B.1. White: Black: Hispanic: Asian: American Indian: Instructional interventions are needed for students who are not On Target in math.	5B.1. Provide during – school interventions based on Benchmark and mini-benchmark performance as part of FCIM.	5B.1. Principal, Assistant Principals, Math Curriculum Leader, Math Teachers, CRT	5B.1. Progress monitoring via PLC , team meetings, informal and formal observations	5B.1. Benchmark Data, Mini-Benchmark Data, FCAT Scores Common formative and summative assessments
2012 Current Level of Performance:*	2013 Expected Level of Performance:*																	
White: 26%	White: 23%																	
Black: 49%	Black: 46%																	
Hispanic: 36%	Hispanic: 33%																	
Asian: 10%	Asian: 7%																	
American Indian: 17%	American Indian: 14%																	
(1 out of 6) did not make	5B.2. Individualized instructional support is needed for students who are not On Target in math.	5B.2. Continue implementation of Study Island and other online resources in math to support students in mastering the Math Benchmarks.	5B.2. Principal, Assistant Principals, Math Curriculum Leader, Math Teachers, CRT	5B.2. Progress monitoring via PLC , team meetings, informal and formal observations	5B.2. Benchmark Data, Mini-Benchmark Data, FCAT Scores Common formative and summative assessments													

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<i>satisfactory progress in math.</i>		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. ELL students need additional support within the classroom in order to master math curriculum.	5C.1. Schedule students who struggle with language acquisition into sheltered math class where they can receive additional support.	5C.1. Assistant Principal, Guidance Counselors, Compliance Teacher	5C.1. Progress monitoring via PLC , team meetings, informal and formal observations	5C.1. Benchmark Data, Mini-Benchmark Data, FCAT Scores Common formative and summative assessments
<u>Mathematics Goal</u> #5C: <i>53% (112 out of 212) ELL students did not make satisfactory progress on FCAT Math.</i>	<u>2012 Current Level of Performance:*</u> 53%	<u>2013 Expected Level of Performance:*</u> 47%					
			5C.2. Additional instructional time is needed to support ELL students who are not On Target in math.	5C.2. Provide ELL students who are not On Target in math after-school tutoring.	5C.2. Principal, Assistant Principal, Compliance Teacher, Tutors	5C.2. Progress monitoring via PLC , team meetings, informal and formal observations	5C.2. Benchmark Data, Mini-Benchmark Data, FCAT Scores Common formative and summative assessments
			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. Students with disabilities need additional support in the classroom in order to improve their math achievement.	5D.1. Continue implementing Support Facilitation Model for students struggling in their content classes. Schedule SWD together in Study Skills class in order to provide more effectively their necessary interventions and accommodations	5D.1. Principal, Assistant Principals, Staffing Specialist, ESE Support Facilitation Teachers, Study Skills Teachers for SWD	5D.1. Progress monitoring via PLC , team meetings, informal and formal observations	5D.1. Benchmark Data, Mini-Benchmark Data, FCAT Scores Common formative and summative assessments
<u>Mathematics Goal</u> #5D: <i>58% (68 out of 118) SWD students did not make satisfactory progress on the FCAT Math.</i>	<u>2012 Current Level of Performance:*</u> 58%	<u>2013 Expected Level of Performance:*</u> 54%					
			5D.2. Additional instructional time is needed to support SWD in math	5D.2. Provide SWD who are not On Target in math after-school tutoring	5D.2. Principal, Assistant Principal, Staffing Specialist, ESE Teachers, Tutors	5D.2. Progress monitoring via PLC , team meetings, informal and formal observations	5D.2. Benchmark Data, Mini-Benchmark Data, FCAT Scores Common formative and summative assessments
			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. Additional instructional time is needed to support Economically Disadvantaged students in math.	5E.1. Provide Economically Disadvantaged students who are not On Target in math after-school tutoring.	5E.1. Principal, Assistant Principal, Guidance Counselors, Tutors; CRT, Math teachers., Math Curriculum Leaders	5E.1. Progress monitoring via PLC , team meetings, informal and formal observations	5E.1. Benchmark Data, Mini-Benchmark Data, FCAT Scores Common formative and summative assessments
Mathematics Goal #5E: <i>39% (226 out of 580) Economically Disadvantaged students did not make satisfactory progress on FCAT Math.</i>	2012 Current Level of Performance:* 39%	2013 Expected Level of Performance:* 35%					
			5E.2. Instructional interventions are needed for Economically Disadvantaged students who are not On Target in math.	5E.2. Provide during –school interventions based on Benchmark and mini-benchmark performance as part of FCIM	5E.2. Principal, Assistant Principal, Guidance Counselors, Tutors; CRT, Math teachers., Math Curriculum Leaders	5E.2. Progress monitoring via PLC , team meetings, informal and formal observations	5E.2. Benchmark Data, Mini-Benchmark Data, FCAT Scores Common formative and summative assessments
			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

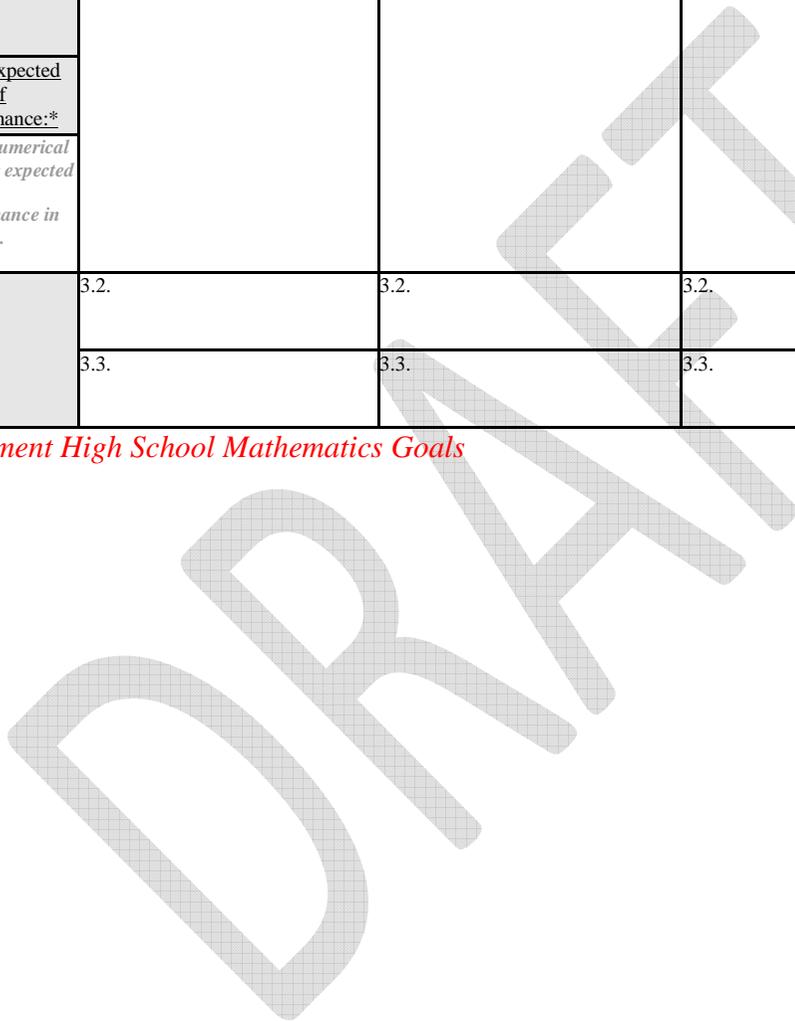
* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

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. N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. 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. N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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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: Enter narrative for the goal in this box. N/A	2012 Current Level of Performance: * Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance: * Enter numerical data for expected level of performance in this box.	3.1.	3.1.	3.1.	3.1.	3.1.
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.

End of Florida Alternate Assessment High School Mathematics Goals



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High School AMO Mathematics Goals

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

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

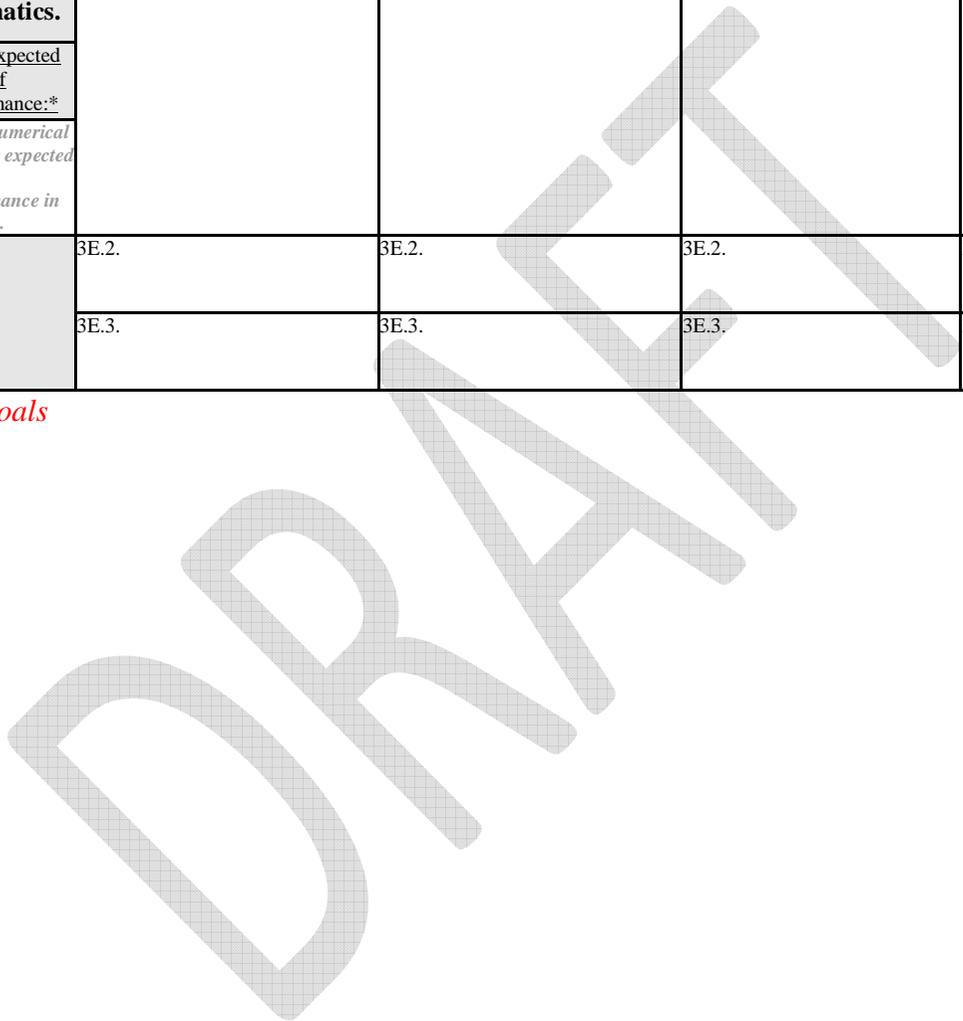
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
E. Economically Disadvantaged students not making satisfactory progress in mathematics.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
<u>HS Mathematics Goal E:</u> <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.2.
			3E.3.	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. Students not completing homework assignments designed to ensure mastery of concepts.	1.1. Continue implementation of FCIM, including Instructional Focus Calendars, assessments.	1.1. Principal, Assistant Principals, Math Curriculum Leader, Algebra Teachers; Algebra Lead teacher; Math department/ teacher leaders	1.1. Progress monitoring via PLC, Algebra meetings; informal and formal observations	1.1. EOC Benchmark exams, EOC Exam; formative and common assessments
Algebra 1 Goal #1: <i>Only 16% (11 out of 65) scored Level 2 on the EOC Algebra Exam.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	16%	19%					
	1.2. Exposure to rigor Loss of skill from prior coursework		1.2. Provide interventions to ensure the remediation (as needed) and recall of previous skills and/or how to master new skills and concepts.	1.2. Principal, Assistant Principals, Math Curriculum Leader, Algebra Teachers; Algebra Lead teacher; Math department/ teacher leaders	1.2. Progress monitoring via PLC, Algebra meetings; informal and formal observations	1.2. EOC Benchmark exams, EOC Exam; formative and common assessments	
1.3. Lack of experience with format and contents of End of Course Exams and online testing		1.3. Board Openers to expose students to required skills spiraling into technology required for success on EOCs.	1.3. Principal, Assistant Principals, Math Curriculum Leader, Algebra Teachers; Algebra Lead teacher; Math department/ teacher leaders	1.3. Progress monitoring via PLC, Algebra meetings; informal and formal observations	1.3. EOC Benchmark exams, EOC Exam; formative and common assessments		
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1. Students not completing homework assignments designed to ensure mastery of concepts.	2.1. Continue implementation of FCIM, including Instructional Focus Calendars, assessments	2.1. Principal, Assistant Principals, Math Curriculum Leader, Algebra Teachers; Algebra Lead teacher; Math department/ teacher leaders	2.1. Progress monitoring via PLC, Algebra meetings; informal and formal observations	2.1. EOC Benchmark exams, EOC Exam; formative and common assessments
Algebra Goal #2: <i>Only 81% (53 out of 65) scored a Level 4 or 5 on the EOC Algebra Exam.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	81%	84%					
	2.2. Exposure to rigor Loss of skill from prior coursework		2.2. Provide interventions to ensure the remediation (as needed) and recall of previous skills and/or how to master new skills and concepts.	2.2. Principal, Assistant Principals, Math Curriculum Leader, Algebra Teachers; Algebra Lead teacher; Math department/ teacher leaders	2.2. Progress monitoring via PLC, Algebra meetings; informal and formal observations	2.2. EOC Benchmark exams, EOC Exam; formative and common assessments	

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		2.3. Lack of experience with format and contents of End of Course Exams and online testing	2.3. Board Openers to expose students to required skills spiraling into technology required for success on EOCs.	2.3. Principal, Assistant Principals, Math Curriculum Leader, Algebra Teachers; Algebra Lead teacher; Math department/ teacher leaders	2.3. Progress monitoring via PLC, Algebra meetings; informal and formal observations	2.3. EOC Benchmark exams, EOC Exam; formative and common assessments
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End of Algebra 1 EOC Goals

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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1. Students not completing homework assignments designed to ensure mastery of concepts.	1.1. Continue implementation of FCIM, including Instructional Focus Calendars, assessments	1.1. Principal, Assistant Principals, Math Curriculum Leader, Algebra Teachers; Algebra Lead teacher; Math department/teacher leaders	1.1. Progress monitoring via PLC, Algebra meetings; informal and formal observations	1.1. EOC Benchmark exams, EOC Exam; formative and common assessments
Geometry Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
100% (27 out of 27) scored a Level 3 on the EOC Geometry Exam.	100%	100%					
	1.2. Exposure to rigor Loss of skill from prior coursework						
1.2. Provide interventions to ensure the remediation (as needed) and recall of previous skills and/or how to master new skills and concepts.		1.2. Principal, Assistant Principals, Math Curriculum Leader, Algebra Teachers; Algebra Lead teacher; Math department/teacher leaders	1.2. Progress monitoring via PLC, Algebra meetings; informal and formal observations	1.2. EOC Benchmark exams, EOC Exam; formative and common assessments			
1.3. Lack of experience with format and contents of End of Course Exams and online testing		1.3. Board Openers to expose students to required skills spiraling into technology required for success on EOCs.	1.3. Principal, Assistant Principals, Math Curriculum Leader, Algebra Teachers; Algebra Lead teacher; Math department/teacher leaders	1.3. Progress monitoring via PLC, Algebra meetings; informal and formal observations	1.3. EOC Benchmark exams, EOC Exam; formative and common assessments		
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1. Students not completing homework assignments designed to ensure mastery of concepts	2.1. Continue implementation of FCIM, including Instructional Focus Calendars, assessments,	2.1. Principal, Assistant Principals, Math Curriculum Leader, Algebra Teachers; Algebra Lead teacher; Math department/teacher leaders	2.1. Progress monitoring via PLC, Algebra meetings; informal and formal observations	2.1. EOC Benchmark exams, EOC Exam; formative and common assessments
Geometry Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
0% (0 out of 27) scored a Level 4 or 5 on the EOC Geometry Exam.	0%	15%					
	2.2. Exposure to rigor Loss of skill from prior coursework						
2.2. Provide interventions to ensure the remediation (as needed) and recall of previous skills and/or how to master new skills and concepts		2.2. Principal, Assistant Principals, Math Curriculum Leader, Algebra Teachers; Algebra Lead teacher; Math department/teacher leaders	2.2. Progress monitoring via PLC, Algebra meetings; informal and formal observations	2.2. EOC Benchmark exams, EOC Exam; formative and common assessments			

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		2.3. Lack of experience with format and contents of End of Course Exams and online testing	2.3. Board Openers to expose students to required skills spiraling into technology required for success on EOCs.	2.3. Principal, Assistant Principals, Math Curriculum Leader, Algebra Teachers; Algebra Lead teacher; Math department/ teacher leaders	2.3. Progress monitoring via PLC, Algebra meetings; informal and formal observations	2.3. EOC Benchmark exams, EOC Exam; formative and common assessments
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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
Content Area PLCs for Math	ALL MATH	CRT/ Math Department Chair	NATH	ON- GOING throughout school year	PLC notes	Team & Department Leaders Administration
Black Belt Common Core Math	Selected Math Teachers at 6, 7, 8 grade	Curriculum Services - OCPS	MATH	3 YEAR PROCESS	Homework, course work, campus implementation of strategies etc...	OCPS Facilitator; School based personnel
Math Conference	Math	Conference Facilitators	MATH	OCTOBER- NOVEMBER	Debriefing with Admin and Math Department	Math Department leader; Administration

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Support independent practice and the provisions of specific instructional interventions.	Study Island	001 General	\$2500
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teacher Data Base- IMS	IMS data, CIA Blueprints, student data	NA	NA
Black Belt for Common Core	Provided by OCPS (Curriculum Services)	OCPS will provide sub coverage for 4 people	N/A
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
MATH CONFERENCE	Conference	General Budget	\$1200
			Subtotal:
			3,700 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. Students lack the literacy skills to master the content-specific materials in science.	1A.1. Implementing more reading and writing strategies as provided by new FUSION Science book such as digital lessons. Items include paragraph writing etc... Science teachers follow up in their classrooms.	1A.1. CRT, Science Curriculum Leader, Assistant Principals, Principal, Science Teachers	1A.1. Lesson plan monitoring, Classroom Walk Through, PLC Reflection; lesson study; formal and informal observation	1A.1. Science Benchmark Tests, Mini-Benchmark Tests, FCAT Scores Common formative and summative assessments "FISHBOWL" participants with Cassie Erkens- Solution Tree Consultant
Science Goal #1A: Only 36% (108 out of 301) scored a level 3 on FCAT Science.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	36%	39%					
			1A.2. Need to increase the level of rigor in science instruction.	1A.2. Continue the Science "Notebooking" whereby students process their learning through reflection, writing, and study of learning activities archived in their science notebooks. Also with Science Foldables	1A.2. CRT, Science Curriculum Leader, Assistant Principals, Principal, Science Teachers	1A.2. Lesson plan monitoring, Classroom Walk Through, PLC Reflection; lesson study; formal and informal observation	1A.2. Science Benchmark Tests, Mini-Benchmark Tests, FCAT Scores Common formative and summative assessments "FISHBOWL" participants with Cassie Erkens- Solution Tree Consultant
		1A.3. Need to increase the level of rigor in science instruction	1A.3. Creating Regular, Advanced, and Honors Science classes to provide specific levels of rigor based on science placement, Implementing strategies and techniques provided through staff development with Cassie Erkens- consultant with Solution Tree.	1A.3. CRT, Science Curriculum Leader, Assistant Principals, Principal, Science Teachers	1A.3. Lesson plan monitoring, Classroom Walk Through, PLC Reflection; lesson study; formal and informal observation	1A.3. Science Benchmark Tests, Mini-Benchmark Tests, FCAT Scores Common formative and summative assessments "FISHBOWL" participants with Cassie Erkens- Solution Tree Consultant	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1. Behaviors impact learning	1B.1. Implement Behavior Intervention Plan; Positive Behavior Support	1B.1. Behavior Specialist Teacher Staffing Specialist	1B.1. Data Collection; positive change in behavior with documentation	1B.1. Teacher made graphs/charts to monitor change in behavior FAA test Curriculum based assessment Teacher Observation
Science Goal #1B: 100% (1 out of 1) FAA scored a level 4 5 or 6	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	100%	100%					
		1B.2. Inability to communicate effectively	1B.2. Assistive Technology: small group instruction with SPL Pathologist	1B.2. SPL Pathologist ; ASD Teacher Staffing Specialist	1B.2. Data Collection	1B.2. FAA Test Curriculum based assessment Teacher Observation	

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		1B.3. Low cognitive ability in science	1B.3. Unique Skills: Steck Vaughn Curriculum	1B.3. ASD Teacher; Staffing Specialist	1B.3. Classroom assessment Data Collection	1B.3. FAA Test Curriculum based assessment Teacher Observation

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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.			2.1. Need to identify students capable of advanced coursework who are not currently served in advanced and high school credit science classes.	2.1. Increase to capacity (or near capacity) participation in advanced and high school credit science classes by AVID in 7 th grade and monitoring grades and test scores of under-served populations in grades 6 and 8.	1A.1. CRT, Science Curriculum Leader, Assistant Principals, Principal, Science Teachers	1A.1. Lesson plan monitoring, Classroom Walk Through, PLC Reflection; lesson study; formal and informal observation	1A.1. Science Benchmark Tests, Mini-Benchmark Tests, FCAT Scores Common formative and summative assessments "FISHBOWL" participants with Cassie Erkens- Solution Tree Consultant
<u>Science Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Only 10% (30 out of 301) scored a level 4 on FCAT Science; Only 3% (9 out of 301) scored a Level 5 on FCAT Science.	10%- Level 4 3% Level 5	13% Level 4 6% Level 5					
			1A.2. Need to increase the level of rigor in science instruction.	1A.2. Continue the implementation of Science "Notebooking" whereby students process their learning through reflection, writing, and study of learning activities archived in their science notebooks.	1A.2. CRT, Science Curriculum Leader, Assistant Principals, Principal, Science Teachers	1A.2. Lesson plan monitoring, Classroom Walk Through, PLC Reflection; lesson study; formal and informal observation	1A.2. Science Benchmark Tests, Mini-Benchmark Tests, FCAT Scores Common formative and summative assessments "FISHBOWL" participants with Cassie Erkens- Solution Tree Consultant
			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. Behaviors impact learning	2B.1. Implement Behavior Intervention Plan; Positive Behavior Support	Behavior Specialist Teacher Staffing Specialist	2B.1. Data Collection; positive change in behavior with documentation	2B.1. Teacher made graphs/charts to monitor change in behavior FAA test Curriculum based assessment Teacher Observation
<u>Science Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
0% (0 out of 1) scored a level 7 or above on FAA Science.	0%	5%					
			2B.2. Inability to communicate effectively	2B.2.	2B.2.	2B.2.	2B.2.
			3B.3. Low cognitive ability in math	3B.3. Unique Skills: Steck Vaughn Curriculum	3B.3. ASD Teacher; Staffing Specialist	3B.3. Classroom assessment Data Collection	3B.3. FAA Test Curriculum based assessment Teacher Observation

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

End of Florida Alternate Assessment High School Science Goals

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

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

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

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

End of Biology 1 EOC Goals

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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
Common Assessment	Science	Cassie Erkens Solution Tree	Science	Three times during school year: September, February, and TBD	Fishbowl	Science team & Cassie Erkens with Solution Tree

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Support independent practice and the provisions of specific instructional interventions.	Study Island	001 General	\$2700
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Common Formative and Summative Assessments	CASSIE ERKINS: Consultant from Solution Tree	Substitutes are being funded by OCPS	NA
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

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. Students need comprehensive writing instruction in language arts classes, grades 6-8.	1.1. Implement Writing SMART Goals specifically assessing writing. Implementing common writing strategies, rubric, and assessments among all grade levels throughout year.	1.1. Literacy Coach, Language Arts and Reading Curriculum Leaders, Principal Assistant Principals	1.1. PLCs, Lesson Plan Template Monitoring	1.1. School-wide timed writing data, FCAT Scores SMART Goal for school
Writing Goal #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Only 77% scored a Level 3.0 or higher on FCAT Writing</i>	77%	82%					
			1A.2. Students need regular timed-writing practice.	1A.2. Develop and implement formative writing assessments 4 times per year.	1A2. Reading Coach, Language Arts and Reading Curriculum Leaders, Principal, Assistant Principals; CRT	1A2. PLCs, Classroom Walk Through, Lesson Plan Template Monitoring;; informal and formal observations	1A2. School-wide timed writing data, FCAT Scores
			1.3. Students need practice writing for a variety of purposes in a variety of settings (across content areas).	1.3. Implement Writing SMART Goals in all content areas: Assessed 4 times per year. Staff development on writing strategies and Thinking Maps, writing strategies within content areas.	1A.3. Reading Coach, Language Arts and Reading Curriculum Leaders, Principal, Assistant Principals; CRT, CCT(writing thinking maps trainer)	1A3. PLCs, Classroom Walk, Writing Assessments focused on SMART Goal (tracking of data) within all content areas; data on success of Thinking Maps for writing	1A3. School-wide timed writing data, Pre/Post writing of SMART Goal; FCAT Scores
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1. Behaviors impact learning	1B.1. Implement Behavior Intervention Plan; Positive Behavior Support	1B.1. Behavior Specialist Teacher Staffing Specialist	1B.1. Data Collection; positive change in behavior with documentation	1B.1. Teacher made graphs/charts to monitor change in behavior FAA test Curriculum based assessment Teacher Observation
Writing Goal #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2. Inability to communicate effectively	1B.2. Assistive Technology: small group instruction with SPL Pathologist	1B.2. SPL Pathologist ; ASD Teacher Staffing Specialist	1B.2. Data Collection	1B.2. FAA Test Curriculum based assessment Teacher Observation
			1B.3. Low cognitive ability in writing	1B.3. NEWS YOU CAN USE Curriculum	1B.3. ASD Teacher; Staffing Specialist	1B.3. Classroom assessment Data Collection	1B.3. FAA Test Curriculum based assessment Teacher Observation

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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
Writing in Language Arts	LANGUAGE ARTS	Teacher Leaders: Instructional Coaches	LANGUAGE ARTS TEACHERS	October	Implementation of writing strategies within classroom; practice writing prompts; PLC discussions	Teacher Leaders: Instructional Coaches
Writing in the content areas	ALL	Teacher Leaders: Instructional Coaches	ALL STAFF	October	Implementation of writing strategies within classroom; practice writing prompts; PLC discussions	Teacher Leaders: Instructional Coaches

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
Writing Boot camp	Provided by teachers	NA	NA
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Writing Thinking Maps	Training of teacher to provide staff Development	General Budget	\$400
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount

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	Subtotal:
	400 Total:

End of Writing Goals

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

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

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

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Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

End of Civics Goals

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

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

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

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

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U.S. History Professional Development

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

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

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

End of 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.
<p>Parental perception that regular student attendance is not important.</p>			<p>Timely written and verbal communication when attendance becomes an issue. Involve counselor or social worker after first notification letter.</p>	<p>Grade level administrator, social worker, guidance counselor, attendance/records clerk, teachers</p>	<p>Monitor attendance rates of students whose parents have been notified by letter. Attendance reports, Child Study Team meeting logs.</p>	<p>Attendance monitoring tools (EDW, SMS) such as reports, CST meeting notes and follow up by social worker as needed.</p>	
<p>Attendance Goal #1: <i>In 2011-2012 Odyssey Middle School had an attendance rate of 95.34%. 33% of students (309 out of 920 enrolled throughout the year) were absent 10 or more days.</i></p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>7,628 (95.34%)</p>	<p>7,399 (98.34%)</p>					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					
	<p><i>Enter numerical data for current number of absences in this box.</i></p>	<p><i>Enter numerical data for expected number of absences in this box.</i></p>					
	<p><u>2012 Current Number of Students with Excessive Tardies (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u></p>					
	<p><i>Enter numerical data for current number of students tardy in this box.</i></p>	<p><i>Enter numerical data for expected number of students tardy in this box.</i></p>					
			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 Budget (Insert rows as needed)

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

End of 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. Students need to have positive behavior reinforced so they can exercise self-control more consistently.	1.1. Continue to implement Positive Behavior Support through initiatives such as Dragons Making a Difference and Champions Achieving Privileges.	1.1. Assistant Principals, Dean, Behavior Specialist	1.1. Progress Monitoring , Discipline Data Study	1.1. Discipline monitoring tools (EDW, SMS)
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
	<i>Enter numerical data for current number of in-school suspensions</i>	<i>Enter numerical data for expected number of in-school suspensions</i>					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	<i>Enter numerical data for current number of students suspended in-school</i>	<i>Enter numerical data for expected number of students suspended in-school</i>					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	<i>Enter numerical data for current number of students suspended out-of-school</i>	<i>Enter numerical data for expected number of students suspended out-of-school</i>					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	<i>Enter numerical data for current number of students suspended out-of-school</i>	<i>Enter numerical data for expected number of students suspended out-of-school</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Suspension Professional Development

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 Strategies and Code of Conduct Training	All Teachers and Classroom Support Staff	Assistant Principals and Dean	School Wide	Pre-planning, revisited second semester in grade level PLC's	Monitoring of School Step Plan and Referrals	Assistant Principals, Dean

Suspension Budget (Insert rows as needed)

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

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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.
Dropout Prevention Goal #1: <i>In 2011-2012 at Odyssey Middle School 10% (32 out of 300) of 8th graders did not meet all academic and/or FCAT criteria for promotion. Specifically 3% (10 out of 300) met due to a "good cause academic exemption"; 6% (20 out of 300) met due to a "good cause reading exemption"; 1%(2 out of 300) met no exemption and did not meet academic requirements.</i>	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*	Students who struggle with reading skills not making enough growth to meet a good cause reading exemption.	Provide more intervention of reading support using the tier 2 and tier 3 of RtI support.	1.1. RtI leadership team; Reading Coach, Guidance Counselors Principal, Assistant Principals	RtI support	FCAT Reading Scores; and other reading data to support "good cause exemption" criteria.
	10%	5%					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	Enter numerical data for graduation rate in this box.	Enter numerical data for expected graduation rate in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

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

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

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

		PLC Leader	school-wide)	frequency of meetings)		

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

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1.	1.1.	1.1.	1.1.	1.1.
Parent Involvement Goal #1: In order to close the achievement gap at Odyssey Middle School, it is critical that we increase parental involvement beyond <i>Meet your Teacher Event</i> that held during Pre Planning. By June 2013 at least 73% of Odyssey parents will participate in at least one academic meeting or activity on campus.	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*	Parent work schedule of the students we serve.	Offer a variety of activities at a time more conducive to parents attending i.e. starting later in the evening hours.	Teachers, Grade Level Administrators; Instructional leaders	Monitor Connect Orange reports	1.1. Connect Orange reports
	70% (631 out of 902)	73% (693 out of 950)					
			1.2.	1.2.	1.2.	1.2.	1.2.
			Information not updated in system to receive notification of school events	Run report of incorrect phone numbers with in Connect Orange System- send home request for updated information via student.	Attendance/records clerk; registrar	Monitor Connect Orange reports	1.2. Connect Orange reports
			1.3.	1.3.	1.3.	1.3.	1.3.
			Parents are apprehensive about attending meetings on campus.	Teachers and administrators make phone calls and send emails to extend invitations to parents; recognize the positive things students are doing to reduce anxiety parents are feeling.	teachers, grade level administrators, Instructional leaders	Parent participation in events and meetings, parent feedback	1.3. Sign in sheets, meeting logs

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

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
<p>STEM Goal #1:</p> <p><i>By July 2013 Odyssey Middle School will decrease the Gap from 45%(127 out of 280) to 40% of under-represented students scoring proficient or higher on FCAT Science</i></p> <p><i>By July 2012 Odyssey Middle School will increase the amount under-represented students from 49% (95 out of 195) students scoring levels 4 & 5 on EOC Algebra to 54% scoring Levels 4 & 5 on EOC Algebra.</i></p>	<p>1.1. Under-represented students meeting FCAT criteria to take more rigorous science and math classes</p>	<p>1.1. To incorporate the rigors of STEM expectations/Strategies into the curriculum of the math and science classroom</p>	<p>1.1. Curriculum Leaders for Science and Math, Assistant Principals, CRT, Principal</p>	<p>1.1. Data driven dialogue via PLC collaboration meetings for Science and Math- open dialogue between two departments.</p>	<p>1.1. FCAT Science, FCAT Math, EOC Algebra & EOC Geometry Exams</p> <p>Science & Math Benchmark tests</p> <p>Common Formative and Summative Assessments</p>
	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
STEM	Science/Math	PLC Leaders	Science & Math Department	Embedded in PLC collaboration meetings	PLC notes, County Staff Development (via Sign me up)	Science & Math Department leaders/ Administration

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

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

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

CTE Professional Development

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

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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:

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. Participation criteria may limit candidates from enrolling in high school coursework.	1.1. Teachers and guidance counselors identify potential candidates for high school coursework based on current class performance and FCAT scores.	1.1. Guidance counselors, Assistant Principal of Instruction; teachers	1.1. Progress monitoring, high school course enrollment data	1.1. FCAT Scores, EOC exams
Additional Goal #1: <i>In 2012-2013 the participation of students taking high school credit courses will increase by 10% from the previous school year of 15% participation.</i>	2012 Current Level :*	2013 Expected Level :*					
	Algebra I – 43% (136 out of 318) Algebra 1 Honors- 33% (104 out of 318) Geometry Honors- 9% (27 out of 318) Spanish 1 – 19% (59 out of 318) Earth Space Science – 19% (59 out of 318)	Algebra I – 46% Algebra 1 Honors- 36% Geometry Honors- 12% Spanish 1 – 22% Earth Space Science – 22%					
			1.2. Support system is needed for students who may be new to rigorous expectations of high school coursework.	1.2. Teachers provide interventions and tutoring as needed to help with strategies to be successful with high school level courses.	1.2. Guidance counselors, Assistant Principal of Instruction; teachers	1.2. Progress monitoring, high school course enrollment data	1.2. FCAT Scores, EOC exams
			1.3.	1.3.	1.3.	1.3.	1.3.
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
2. Additional Goal			2.1. The added financial expense of participating in Band or Chorus.	2.1 Provide opportunities for students to rent equipment and Chorus attire at a reduced rate- via fundraising to offset expenses.	2..1 Band Director, Chorus Director, Guidance counselors, Assistant Principal of Instruction;	2..1 Students participating in performance program for multiple years.	2.1 Program retention and recruitment.
Additional Goal #2: <i>In 2011-2012 school year Odyssey</i>	2012 Current Level :*	2013 Expected Level :*					

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<p><i>Middle School had 1 Art teacher on campus and currently all classes are at capacity of 30 students; currently 18% (165 out of 912) participated in Band; 9% (85 out of 912) participated in Chorus.</i></p>	23% (215 out of 912)	30%			teachers		

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
3. Additional Goal			3.1.	3.1	3..1	3..1	3.1
<p><u>Additional Goal #3:</u> <i>2011-2012 Odyssey Middle School implemented AVID at the 7th grade level with 6% (18 out of 300) involvement.</i></p>	2012 Current Level :*	2013 Expected Level :*	Students unaware of the benefits of the AVID program.	Promotion of program via AVID information nights.	AVID Coordinator, Guidance Counselors, Assistant Principal	Parent log for attending AVID informational programs.	Increased enrollment in AVID classes.
	6%	12%					
			3.2.	3.2	3.2.	3.2.	3.2
			Students wanting to take other electives that are not academically connected.	Promotion of AVID program and what it offers via Flyers, word of mouth, students testimonies.	AVID Coordinator, Guidance Counselors, Assistant Principal	Spring student registration forms.	Increased enrollment in AVID classes.

Additional Goals Professional Development

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

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

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

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

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

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	37,000Total:
CELLA Budget	Total:
Mathematics Budget	3,00Total:
Science Budget	Total:
Writing Budget	400Total:
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:
	41,100 Grand Total:

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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.

X Yes No

If No, describe the measures being taken to comply with SAC requirements.

Describe the activities of the SAC for the upcoming school year.

Describe the projected use of SAC funds.	Amount