

# 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: Everitt Middle School	District Name: Bay
Principal: Shirley Baker	Superintendent: William Husfelt
SAC Chair: Ivy Bacon	Date of School Board Approval:

#### Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

#### Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Shirley Baker	BA in English Masters of Science in Ed Ldrshp; Principal Certification	3	12	Principal, Everitt Middle School-2009-Present 2011-2012: Grade C, Reading Mastery-44%, Math Mastery-44%, Science Mastery-28% 2010-2011: Grade B, Reading Mastery-64%, Math Mastery-63%, Science Mastery-45%, AYP-74%, All subgroups made AYP in writing. No subgroups made AYP in reading or math. 2009-2010: Grade C, Reading Mastery-58%, Math Mastery-54%, Science Mastery-38%. AYP-79%- All groups made AYP in writing and Blacks made AYP in math. Principal, Mowat Middle School- 2005-2009: 2008-2009: Grade A, Reading Mastery-85%, Math Mastery-85%, Science Mastery-63%. AYP-100%. Reading Leadership Team named 2009 Top 5

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					<p>Regional Finalist for Florida Middle School Reading Leadership Team of the Year.</p> <p>2007-2008: Grade A, Reading Mastery-84%, Math Mastery-83%, Science Mastery-62%. AYP-100%. Named Florida's 2008 Middle School Literacy Leader;</p> <p>2006-2007: Grade A, Reading Mastery-83%, Math Mastery-82%, Science Mastery-70%. AYP-97%, Less than 95% of Hispanics were tested. All subgroups made AYP, including Hispanics. Recognized on Governor's list of 'Top 75 Middle Schools for Making Improvement' and 'Top 75 High Performing Middle Schools'; District 2007 Middle School Principal of the Year;</p> <p>2005-2006: Grade A, Reading Mastery-85%, Math Mastery-82%. AYP-100%.</p> <p>AP of Bay High School from 2003-2005</p> <p>2004-2005: Grade D, Reading Mastery 46%, Math Mastery 72%. AYP-77%, the Total and White subgroups made AYP in both reading and math, Economically Disadvantaged made AYP in math. Black and Students with Disabilities did not make AYP.</p> <p>2003-2004: Grade D, Reading Mastery-43%, Math Master-63%. AYP-67%, Total and White subgroups made AYP in reading and math. Black, Economically Disadvantaged and Students with Disabilities did not make AYP.</p>
Assistant Principal	Phillip Mullins	BA in Sports Science; Masters of Science in Ed Ldrship	3	3	<p>Assistant Principal, Everitt Middle School-2009-Present</p> <p>2011-2012:Grade C, Reading Mastery-44%, Math Mastery-44%, Science Mastery-28%</p> <p>2010-2011: Grade B, Reading Mastery-64%, Math Mastery-63%, Science Mastery-45%, AYP-74%, All subgroups made AYP in writing. No subgroups made AYP in reading or math.</p> <p>2009-2010: Grade C, Reading Mastery-58%, Math Mastery-54%, Science Mastery-38%. AYP-79%- All groups made AYP in writing and Blacks made AYP in math.</p>

### 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	Janice Lucas	MA-English Education, Professional Educator's: English 6-12, Reading Endorsed.	3	4	<p>Everitt Middle School 2009 - Present:</p> <p>2011-2012:Grade C, Reading Mastery-44%, Math Mastery-44%, Science Mastery-28%</p> <p>2010-2011, Grade B, Reading Mastery-64%, Math Mastery-</p>

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					63%, Science Mastery-45%, AYP-74%, All subgroups made AYP in writing. No subgroups made AYP in reading or math.2009-2010: Graded C, Reading Mastery-58%, Math Mastery-54%, Science Mastery-38%. AYP-79%-All groups made AYP in writing and Blacks made AYP in math. A.D. Harris Alternative High 2008-2009: School, Rated Declining. AYP-77%, No subgroups made AYP in rdg or math.

### **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. Provide a New Teacher Orientation before school starts.	Principal	August 2012
2. Provide each new teacher with Buddy Teacher for 'go-to' assistance.	Principal	August 2012
3.		
4.		

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### *Non-Highly Effective Instructors*

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

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
1 teacher with an unsatisfactory rating/1%	<ol style="list-style-type: none"><li>1. Teacher will be given a needs assessment survey to identify professional development needs.</li><li>2. Principal will meet with teacher monthly to monitor teacher's progress.</li></ol>

### *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
50	6%(3)	24%(14)	28%(14)	42%(21)	16%(8)	10%(5)	10%(5)	0%(0)	16%(8)

### *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
Janice Lucas, Reading Coach	Emily Smith	New Teacher, new to reading	Modeling, materials, support
Janice Lucas, Reading Coach	Jennifer Drew	New to reading	Modeling, materials, support
Janice Lucas, Reading Coach	Shelley Chapman	New to reading	Modeling, materials, support

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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 <i>Title I Part A funds provide much needed services and resources to our school. School level funds provide staff development opportunities, reading/math/writing/science resources, teachers, paraprofessionals, parent involvement resources, technology, etc.</i>
Title I, Part C- Migrant <i>Title I Migrant provides services to eligible students and families.</i>
Title I, Part D <i>Provide services to eligible neglected and delinquent students returning to Everitt.</i>
Title II <i>Title II has partnered with Title I to provide mentoring staff, professional development and resources for many teachers.</i>
Title III <i>Title III funds have provided a paraprofessional/liaison that helps with Spanish speaking parents and students in such areas as SES tutoring, Parent Involvement, parent workshops, translating of written communication, and other areas where an interpreter is needed. Title III funds have also provided for staff development opportunities of instructional staff at conferences, district trainings, and ESOL endorsement activities.</i>
Title X- Homeless <i>Homeless Staff are provided through Title X that offers homeless families contacts to services/agencies and resources that can be accessed. These staff members are also a vital source of communication between schools and families that otherwise may not exist in many situations.</i>
Supplemental Academic Instruction (SAI) <i>SAI funds are provided for our students who have been unsuccessful. The SAI funds provide tutorial services.</i>
Violence Prevention Programs <i>Everitt Middle School has implemented a Positive Behavior Support Program. In addition, a School Resource Deputy is shared with another area middle school.</i>
Nutrition Programs <i>The Bay County Health Department provides a part-time nurse. The nurse provides training, resources, and other valuable information to the school.</i>
Housing Programs N/A
Head Start N/A
Adult Education <i>Everitt provides its parents with information on furthering education. For example, parents are provided with information on GCCC career center, GCCC learning center, and GED courses.</i>
Career and Technical Education <i>Everitt has partnered with Gulf Coast Community College and Haney Technical Center to provide information on programs students can enroll in after high school. Programs include college courses and career tracks that can be completed within weeks or months. Information is also provided to parents.</i>
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. <i>Phillip Mullins-Administrator: Provides a common vision for the use of data-based decision-making.</i> <i>Crystal Boyette - MTSS: Provides expertise in the MTSS process.</i> <i>6th Grade Teacher-Ashley Phillips, 7th Grade Teacher-Alisa Mugridge, and 8th Grade Teacher-Michelle Guice, ESE Teacher-Trish Priest: Each teacher provides expertise on core instruction and interventions.</i> <i>Sjahn Large-Speech/Language Pathologist: Educates the team in the role language plays in curriculum, instruction, and assessment.</i> <i>Margot Gall-Guidance Counselor: Provides expertise on social emotional issues.</i> <i>Janice Lucas-Reading Coach: Reading Intervention expertise</i> <i>School Psychologist: Provide testing expertise</i> <i>Tommy Smith – STS Serves as District representative monitoring MTSS implementation.</i>
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? <i>The MTSS Team meets monthly to review all active MTSS student's data. The team members are review the progress monitoring by grade level and provide feedback to the team and teachers with recommendations. Each grade level has a MTSS representative that will ensure that the process is being implemented with fidelity.</i>
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? <i>The MTSS leadership team is able to provide data for all students that receive interventions and their progress. The MTSS Team also created a problem-solving flow chart to assist the school in implementing the SIP.</i>
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. <i>A spreadsheet is used as well as computerized reports and graphs for reading, mathematics and science. A computerized program is utilized as well as graphing for behavior.</i> <i>Sources include FCAT Discovery Education FOCUS, DIBELS and Easy CMB.</i>
Describe the plan to train staff on MTSS. <i>The MTSS Team has scheduled Help Sessions available on the first Thursday of every month to assist staff in the process. Professional development opportunities will also be available during faculty meetings and with the MTSS Coach.</i>
Describe the plan to support MTSS. <i>The entire faculty will be trained on the MTSS model and intervention plan for Everitt Middle School. The administration as well as the MTSS Team members will be working monthly with each grade level and monthly providing help sessions to ensure that the plan can be implemented throughout the school with fidelity.</i>

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### *Literacy Leadership Team (LLT)*

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). <i>Shirley Baker-Principal, Nancy Browne-Science, Nancy Bleich-Language Arts, Crystal Boyette-RtI Coach, Deana Collins-Math, Lorna Daniels-Math, Michelle Guice-ESE, Lynne Hooper-Social Studies, Jessica Keene-Math, Janice Lucas-Literacy Coach, Jennifer Miller-Reading, Kathy Preuss-Language Arts, Tracy Sirmans-Reading, Jennifer Thomas-P.E.</i>
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). <i>Everitt's LLT meets at least once a month. The primary role of the team is to monitor the implementation of the School Improvement Plan by analyzing data on our monthly common assessments, classroom walk-throughs, and discipline. Each member reviews the data with their respective PLC's to brain storm next steps. The team also facilitates staff development aligned to issues arising from the data throughout the year.</i>
What will be the major initiatives of the LLT this year? <i>Everitt will continue the implementation of the reading programs in our intensive reading program as well as the three school-wide literacy strategies from Marzano's Classroom Instruction That Works: Summarizing and Note-taking, Identifying Similarities and Differences, and Questioning. In addition, the LLT has developed two extended learning opportunity programs. The first, F2A Cafe, is a mandatory during lunch tutorial program for students who have incomplete assignment. In addition, Saturday School will be instituted as an alternative for students who are subject to suspension.</i>

### *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.*

#### **\*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.

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#### **\*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?

<i>The entire faculty received training on the ELA Common Core Standards, including a session on Text Complexity. Every teacher meets with their assigned administrator for a Data Chat to identify the areas of need for their current students. Also, the school has identified three high yield literacy strategies and implemented them school-wide.</i>
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#### **\*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?

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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?

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### *Postsecondary Transition*

August 2012

Rule 6A-1.099811

Revised April 29, 2011



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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](#).

## 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
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b>			1A.1.	1A.1.	1A.1. 1.1	1A.1.	1A.1.
<b>Reading Goal #1A:</b>  <i>To increase the percentage of students achieving proficiency on the FCAT Reading Test.</i>	<b>2012 Current Level of Performance:*</b> <i>24% (194) of students achieved proficiency on the 2011 FCAT Reading.</i>	<b>2013 Expected Level of Performance:*</b> <i>55% (440) of students will achieve proficiency on the 2012 FCAT Reading.</i>	<i>Technology and school-wide calendar conflicts</i>	<i>Continue the implementation of a department Instructional Focus Calendar.</i>	<i>Department Contact and Literacy Leadership Team</i>	<i>Test item analysis of common assessments.</i>	<i>DEA Reports</i>
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			<i>Teacher comfort with utilizing strategies in content areas.</i>	<i>Incorporate school-wide literacy strategies (Note-taking and summarizing, Identifying Similarities and Differences and Questions for Higher Order Thinking) into daily lessons</i>	<i>Literacy Leadership Team</i>	<i>Test item analysis of common assessments.</i>	<i>DEA Reports</i>
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
			<i>Teacher comfort with using results to make instructional decisions.</i>	<i>Administer monthly common assessments aligned to the department Instructional Focus Calendar.</i>	<i>Department Contact</i>	<i>Teachers and department analysis of results.</i>	<i>DEA Probes</i>
			1A.4	1A.4	1A.4	1A.4	1A.4
			<i>Time constraints to meet with individual students</i>	<i>Conduct data chats with all students.</i>	<i>Language Arts and Math Teachers</i>	<i>Climate Surveys</i>	<i>Climate Survey Results</i>

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<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Reading Goal #1B:  N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
			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
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</b>			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
<b>Reading Goal #2A:</b>  <i>To increase the percentage of Level 4 and 5 students who achieve a learning gain on the FCAT Reading Test.</i>	<b>2012 Current Level of Performance:*</b> <i>18% (144) of students achieved proficiency on the 2011 FCAT Reading.</i>	<b>2013 Expected Level of Performance:*</b> <i>30% (240) of students will achieve proficiency on the 2012 FCAT Reading.</i>	<i>Technology and school-wide calendar conflicts</i>	<i>Continue the implementation of a department Instructional Focus Calendar.</i>	<i>Department Contact and Literacy Leadership Team</i>	<i>Test item analysis of common assessments.</i>	<i>DEA Reports</i>
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
			<i>Teacher comfort with utilizing strategies in content areas.</i>	<i>Incorporate school-wide literacy strategies (Note-taking and summarizing, Identifying Similarities and Differences and Questions for Higher Order Thinking) into daily lessons</i>	<i>Literacy Leadership Team</i>	<i>Test item analysis of common assessments.</i>	<i>DEA Reports</i>
			<i>Teachers' knowledge and comfort with differentiating Instruction.</i>	<i>Implement strategies to differentiate instruction to meet the varying needs and ability levels.</i>	<i>Literacy Leadership Team</i>	<i>Test item analysis of common assessments.</i>	<i>DEA Reports Classroom Walkthroughs</i>
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<b>Reading Goal #2B:</b>  <i>N/A</i>	<b>2012 Current Level of Performance:*</b> <i>N/A</i>	<b>2013 Expected Level of Performance:*</b> <i>N/A</i>					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.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

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<b>3A. FCAT 2.0: Percentage of students making learning gains in reading.</b>			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
<b>Reading Goal #3A:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	<i>Teacher comfort with collaborative planning</i>	<i>Continue the implementation of Professional Learning Communities (PLCs)</i>	<i>Literacy Leadership Team and Department Contacts</i>	<i>Test Item Analysis of Common Assessments</i>	<i>DEA Probes</i>
<i>To increase the percentage of students making learning gains on the FCAT Reading Test.</i>	58% (352) of students made a learning gain on the 2012 FCAT Reading.	65% (250) of students will make learning gains on the 2012 FCAT Reading.					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			<i>Teacher comfort with utilizing strategies in content areas.</i>	<i>Incorporate school-wide literacy strategies (Note-taking and summarizing, Identifying Similarities and Differences and Questions for Higher Order Thinking). into daily lessons</i>	<i>Literacy Leadership Team</i>	<i>Test item analysis of common assessments.</i>	<i>DEA Reports</i>
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
			<i>Teachers' knowledge and comfort with differentiating Instruction.</i>	<i>Implement strategies to differentiate instruction to meet the varying needs and ability levels.</i>	<i>Literacy Leadership Team</i>	<i>Test item analysis of common assessments.</i>	<i>DEA Reports Classroom Walkthroughs</i>
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</b>			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<b>Reading Goal #3B:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							
	N/A	N/A					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.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	
<b>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</b>		4A.1.	4A.1.	4A.1.	4A.1.	4A.1.	

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Reading Goal #4:  <i>To increase the percentage of students in the lower quartile for reading who make a learning gain.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	<i>Teacher comfort with collaborative planning</i>	<i>Continue the implementation of Professional Learning Communities (PLCs)</i>	<i>Literacy Leadership Team and Department Contacts</i>	<i>Test Item Analysis of Common Assessments</i>	<i>DEA Probes</i>
	58% (---) of the lowest 25% made a learning gain on the 2012 FCAT Reading.	70% ( ) of the lowest 25% will make a learning gain on the 2013 FCAT Reading.					
			4A.2.  <i>Teachers' knowledge and comfort with differentiating Instruction.</i>	4A.2.  <i>Implement strategies to differentiate instruction to meet the varying needs and ability levels.</i>	4A.2.  <i>Literacy Leadership Team</i>	4A.2.  <i>Test item analysis of common assessments.</i>	4A.2.  <i>DEA Reports Classroom Walkthroughs</i>
			4A.3.  <i>Teachers' adherence to scripted programs with fidelity</i>	4A.3.  <i>Utilize Journeys Passport Reading and SRA Corrective Reading programs in Intensive Reading Classes.</i>	4A.3.  <i>Principal Literacy Coach MTSS Team</i>	4A.3.  <i>Progress monitoring program data.</i>	4A.3.  <i>Voyager data port and SRA Corrective progress monitoring tools</i>

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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							
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>		<b>44%</b>	<b>57%</b>	<b>61%</b>	<b>65%</b>	<b>70%</b>	<b>74%</b>							
	48%														
	Reading Goal #5A:  <i>To diminish the achievement gap by 2016-2017.</i>														
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool								
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b>			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.								
<b>Reading Goal #5B:</b>			<i>Scheduling Constraints due to Class Size Reduction Act.</i>	<i>Identify students in multiple Subgroups that are not proficient to provide focused remediation opportunities in Extended Learning Opportunities.</i>	<i>RtI Coach, Parent Liaison</i>	<i>Collect progress monitoring data biweekly for identified group of students.</i>	<i>Progress monitoring charts</i>								
<i>To increase the percentage of students making satisfactory progress in reading.</i>															
<table><tr><td><u>2012 Current Level of Performance:*</u></td><td><u>2013 Expected Level of Performance:*</u></td></tr><tr><td>White: 47%</td><td>White: 63%</td></tr><tr><td>Black: 31%</td><td>Black: 43*</td></tr><tr><td>Hispanic: n/a</td><td>Hispanic: n/a</td></tr><tr><td>Asian: n/a</td><td>Asian: n/a</td></tr><tr><td>American n/a</td><td>American n/a</td></tr><tr><td>Indian: n/a</td><td>Indian: n/a</td></tr></table>		<u>2012 Current Level of Performance:*</u>							<u>2013 Expected Level of Performance:*</u>	White: 47%	White: 63%	Black: 31%	Black: 43*	Hispanic: n/a	Hispanic: n/a
<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>														
White: 47%	White: 63%														
Black: 31%	Black: 43*														
Hispanic: n/a	Hispanic: n/a														
Asian: n/a	Asian: n/a														
American n/a	American n/a														
Indian: n/a	Indian: n/a														
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.								
			<i>Teachers’ knowledge and comfort with differentiating Instruction.</i>	<i>Implement strategies to differentiate instruction to meet the varying needs and ability levels.</i>	<i>Literacy Leadership Team</i>	<i>Test item analysis of common assessments.</i>	<i>DEA Reports Classroom Walkthroughs</i>								
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.								
			<i>Procuring teachers to volunteer to man F2A Cafe.</i>	<i>Implement a mandatory during-lunch tutorial program for students who have incomplete or missing assignments.</i>	<i>Literacy Leadership Team</i>	<i>Monitor course failure rates</i>	<i>GPA Reports</i>								

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

Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<b>Reading Goal #5C:</b>  N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
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
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>			5D.1. <i>Technology and school-wide calendar conflicts</i>	5D.1. <i>Continue the implementation of a department Instructional Focus Calendar.</i>	5D.1. <i>Department Contact and Literacy Leadership Team</i>	5D.1. <i>Test item analysis of common assessments.</i>	5D.1. <i>DEA Reports</i>
<b>Reading Goal #5D:</b>  <i>To increase the percentage of Students with Disabilities making satisfactory progress in reading.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>16%(25) of SWD students made progress</i>	<i>25%(39) of SWD students will make progress.</i>					
5D.2. <i>Teacher comfort with utilizing strategies in content areas.</i>			5D.2. <i>Incorporate school-wide literacy strategies (Note-taking and summarizing, Identifying Similarities and Differences and Questions for Higher Order Thinking). into daily lessons</i>	5D.2. <i>Literacy Leadership Team</i>	5D.2. <i>Test item analysis of common assessments.</i>	5D.2. <i>DEA Reports</i>	
			5D.3. <i>Teachers’ knowledge and comfort with differentiating Instruction.</i>	5D.3. <i>Implement strategies to differentiate instruction to meet the varying needs and ability levels.</i>	5D.3. <i>Literacy Leadership Team</i>	5D.3. <i>Test item analysis of common assessments.</i>	5D.3. <i>DEA Reports Classroom Walkthroughs</i>



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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>			5E.1. <i>Technology and school-wide calendar conflicts</i>	5E.1. <i>Continue the implementation of a department Instructional Focus Calendar.</i>	5E.1. <i>Department Contact and Literacy Leadership Team</i>	5E.1. <i>Test item analysis of common assessments.</i>	5E.1. <i>DEA Reports</i>
<b>Reading Goal #5E:</b>  <i>To increase the percentage of Economically Disadvantaged students making satisfactory progress in reading.</i>	<u>2012 Current Level of Performance:*</u> <i>36%(365) of FRL students made progress.</i>	<u>2013 Expected Level of Performance:*</u> <i>50%(285) of FRL students will make progress.</i>					
			5E.2. <i>Teacher comfort with utilizing strategies in content areas.</i>	5E.2. <i>Incorporate school-wide literacy strategies (Note-taking and summarizing, Identifying Similarities and Differences and Questions for Higher Order Thinking) into daily lessons</i>	5E.2. <i>Literacy Leadership Team</i>	5E.2. <i>Test item analysis of common assessments.</i>	5E.2. <i>DEA Reports</i>
			5E.3. <i>Teachers' knowledge and comfort with differentiating Instruction.</i>	5E.3. <i>Implement strategies to differentiate instruction to meet the varying needs and ability levels.</i>	5E.3. <i>Literacy Leadership Team</i>	5E.3. <i>Test item analysis of common assessments.</i>	5E.3. <i>DEA Reports Classroom Walkthroughs</i>

### Reading Professional Development

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b>						
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
Department PLC	LA/Rdg Department	Nancy Bleich	LA/Rdg Department Members	4 <sup>th</sup> Friday of each month	Minutes submitted to Principal.	Principal
Differentiated Instruction	All Departments	Reading Coach	School-wide	2 <sup>nd</sup> Tuesday of each month and scheduled trainings.	Reflection Journals/IPDPs/Classroom Walk-throughs	Principal
Voyager/SRA Corrective Reading	Intensive Reading Teachers	Reading Coach	Intensive Reading Teachers	August and as needed with individual teachers.	Coaching Meetings/Classroom Walkthroughs/ Program Reports	Reading Coach
School-wide Literacy Strategies	All Departments	Nancy Bleich	School-wide	Monthly Meetings	Classroom Walk-throughs/Lesson Plans	Principal

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

### Reading Budget (Insert rows as needed)

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

#### Evidence-based Program(s)/Materials(s)

Strategy	Description of Resources	Funding Source	Amount
<i>Implement Voyager/SRA Reading Programs</i>	<i>Program Materials</i>	<i>Title I</i>	<i>\$20,000</i>

**Subtotal: \$20,000**

#### Technology

Strategy	Description of Resources	Funding Source	Amount

**Subtotal:**

#### Professional Development

Strategy	Description of Resources	Funding Source	Amount
<i>Planning for Focus Calendars and MYP Unites</i>	<i>Planning Time</i>	<i>Title I</i>	<i>\$3395</i>
<i>Implement Differentiated Instruction</i>	<i>Books for book study</i>	<i>Title I</i>	<i>\$333</i>
<i>RtI Coach</i>	<i>Salaries and Benefits</i>	<i>Title I</i>	<i>\$26260</i>
<i>Conferences</i>	<i>Travel and Expenses</i>	<i>Title I</i>	<i>\$3234</i>

**Subtotal: \$33222**

#### Other

Strategy	Description of Resources	Funding Source	Amount
<i>Reduce Class Size</i>	<i>Teaching Unit</i>	<i>Title I</i>	<i>\$45,605</i>
<i>Assist with Reading Program</i>	<i>Paraprofessionals</i>	<i>Title I</i>	<i>\$49638</i>
<i>Planning for Reading Schedule</i>	<i>Guidance Counselor Salary and Benefits</i>	<i>Title I</i>	<i>\$1784</i>

**Subtotal:**

**Total:\$22,000.00**

*End of Reading Goals*

## 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
<b>1. Students scoring proficient in listening/speaking.</b>		1.1.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #1: N/A	2012 Current Percent of Students Proficient in Listening/Speaking:					
	N/A					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring proficient in reading.</b>		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #2: N/A	2012 Current Percent of Students Proficient in Reading:					
	N/A					
		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
<b>3. Students scoring proficient in writing.</b>		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #3:  N/A	2012 Current Percent of Students Proficient in Writing :					
	N/A					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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

### 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
			<b>Subtotal:</b>

#### Technology

Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>

#### Professional Development

Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>

#### Other

Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

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

## End of CELLA Goals 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
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>			1A.1.	1A.1.	1A.1. 1.1	1A.1.	1A.1.
<b>Mathematics Goal #1A:</b>  <i>To improve the percentage of students achieving proficiency in math.</i>	<b>2012 Current Level of Performance:*</b>  <i>33% (286) of students achieved proficiency on the 2012 FCAT 2.0 Mathematics Test.</i>	<b>2013 Expected Level of Performance:*</b>  <i>40% (342) of students will achieve proficiency on the 2013 FCAT 2.0 Mathematics Test.</i>	<i>Technology and school-wide calendar conflicts</i>	<i>Continue the implementation of a department Instructional Focus Calendar.</i>	<i>Department Contact and Literacy Leadership Team</i>	<i>Test item analysis of common assessments.</i>	<i>DEA Reports</i>
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			<i>Teacher comfort with utilizing strategies in content areas.</i>	<i>Incorporate school-wide literacy strategies (Note-taking and summarizing, Identifying Similarities and Differences and Questions for Higher Order Thinking) into daily lessons</i>	<i>Literacy Leadership Team</i>	<i>Test item analysis of common assessments.</i>	<i>DEA Reports</i>
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
			<i>Teacher comfort with using results to make instructional decisions.</i>	<i>Administer monthly common assessments aligned to the department Instructional Focus Calendar.</i>	<i>Department Contact</i>	<i>Teachers and department analysis of results.</i>	<i>DEA Probes</i>
			1A.4	1A.4	1A.4	1A.4	1A.4
			<i>Time constraints to meet with individual students</i>	<i>Conduct data chats with all students.</i>	<i>Language Arts and Math Teachers</i>	<i>Climate Surveys</i>	<i>Climate Survey Results</i>
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<b>Mathematics Goal #1B:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					

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N/A	N/A	N/A					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
<b>Mathematics Goal #2A:</b>  <i>To increase the percentage of level 4 and 5 math students making learning gains on the FCAT Math Test.</i>	<b>2012 Current Level of Performance:*</b> 20% (169) students scored a Level 4 or 5 on the 2012 Mathematics FCAT 2.0.	<b>2013 Expected Level of Performance:*</b> 25% (214) of students will scored a Level 4 or 5 on the 2013 Mathematics FCAT 2.0	Technology and school-wide calendar conflicts	Continue the implementation of a department Instructional Focus Calendar.	Department Contact and Literacy Leadership Team	Test item analysis of common assessments.	DEA Reports
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			Teacher comfort with utilizing strategies in content areas.	Incorporate school-wide literacy strategies (Note-taking and summarizing, Identifying Similarities and Differences and Questions for Higher Order Thinking). into daily lessons	Literacy Leadership Team	Test item analysis of common assessments.	DEA Reports
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>	<b>Mathematics Goal #2B:</b>  N/A	<b>2012 Current Level of Performance:*</b> N/A	2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
			Teachers' knowledge and comfort with differentiating Instruction.	Implement strategies to differentiate instruction to meet the varying needs and ability levels.	Literacy Leadership Team	Test item analysis of common assessments.	DEA Reports Classroom Walkthroughs
			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
	N/A	N/A	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
<b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b>			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
<u>Mathematics Goal #3A:</u>  To increase the percentage of students that achieve a learning gain on the FCAT Math Test.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Technology and school-wide calendar conflicts	Continue the implementation of a department Instructional Focus Calendar.	Department Contact and Literacy Leadership Team	Test item analysis of common assessments.	DEA Reports
	60% (514) of students achieved a learning gain on the FCAT Mathematics Test 2.0.	65% (556) of students will achieve a learning gain on the FCAT Mathematics Test 2.0.					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			Teacher comfort with utilizing strategies in content areas.	Incorporate school-wide literacy strategies (Note-taking and summarizing, Identifying Similarities and Differences and Questions for Higher Order Thinking). into daily lessons	Literacy Leadership Team	Test item analysis of common assessments.	DEA Reports
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
			Teachers’ knowledge and comfort with differentiating Instruction.	Implement strategies to differentiate instruction to meet the varying needs and ability levels.	Literacy Leadership Team	Test item analysis of common assessments.	DEA Reports Classroom Walkthroughs
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<u>Mathematics Goal #3B:</u>  N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

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
<b>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b>  <b>Mathematics Goal #4:</b>  <i>To increase the percentage of students in the lowest 25% that achieve a learning gain on the FCAT Math Test.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	4A.1.  <i>Technology and school-wide calendar conflicts</i>	4A.1.  <i>Continue the implementation of a department Instructional Focus Calendar.</i>	4A.1.  <i>Department Contact and Literacy Leadership Team</i>	4A.1.  <i>Test item analysis of common assessments.</i>	4A.1.  <i>DEA Reports</i>
	55% (471) of students in the lowest 25% achieved a learning gain on the 2012 FCAT Mathematics Test 2.0.	60% (514) of students in the lowest 25% will achieve a learning gain on the 2013 FCAT Mathematics Test 2.0.					
			4A.2.  <i>Teacher comfort with utilizing strategies in content areas.</i>	4A.2.  <i>Incorporate school-wide literacy strategies (Note-taking and summarizing, Identifying Similarities and Differences and Questions for Higher Order Thinking). into daily lessons</i>	4A.2.  <i>Literacy Leadership Team</i>	4A.2.  <i>Test item analysis of common assessments.</i>	4A.2.  <i>DEA Reports</i>
			4A.3.  <i>Teachers’ knowledge and comfort with differentiating Instruction.</i>	4A.3.  <i>Implement strategies to differentiate instruction to meet the varying needs and ability levels.</i>	4A.3.  <i>Literacy Leadership Team</i>	4A.3.  <i>Test item analysis of common assessments.</i>	4A.3.  <i>DEA Reports Classroom Walkthroughs</i>
			4A.4.  <i>Procuring teachers to volunteer to man F2A Cafe.</i>	4A.4.  <i>Implement a mandatory during-lunch tutorial program for students who have incomplete or missing assignments.</i>	4A.4.  <i>Literacy Leadership Team</i>	4A.4.  <i>Monitor course failure rates</i>	4A.4.  <i>GPA Reports</i>

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>5A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>		<b>44%</b>	<b>56%</b>	<b>60%</b>	<b>65%</b>	<b>69%</b>	<b>74%</b>
	<u>Mathematics Goal #5A:</u>  <i>To diminish the achievement gap by 2017.</i>							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
<u>Mathematics Goal #5B:</u>  <i>To increase the percentage of students in the NBLC subgroups achieving Annual Measurable Objectives (AMOs) on the FCAT Math Test.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	<i>Scheduling Constraints due to Class Size Reduction Act.</i>	<i>Identify students in multiple Subgroups that are not proficient to provide focused remediation opportunities in Extended Learning Opportunities.</i>	<i>RtI Coach, Parent Liaison</i>	<i>Collect progress monitoring data biweekly for identified group of students.</i>	<i>Progress monitoring charts</i>	
	White: 48% Black: 25% Hispanic: n/a Asian: n/a American n/a Indian: n/a	White: 63% Black: 40% Hispanic: n/a Asian: n/a American n/a Indian: n/a						
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			<i>Teachers’ knowledge and comfort with differentiating Instruction.</i>	<i>Implement strategies to differentiate instruction to meet the varying needs and ability levels.</i>	<i>Literacy Leadership Team</i>	<i>Test item analysis of common assessments.</i>	<i>DEA Reports Classroom Walkthroughs</i>	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.		
		<i>Procuring teachers to volunteer to man F2A Cafe.</i>	<i>Implement a mandatory during-lunch tutorial program for students who have incomplete or missing assignments.</i>	<i>Literacy Leadership Team</i>	<i>Monitor course failure rates</i>	<i>GPA Reports</i>		

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

Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
#5C:  N/A	N/A	N/A					
			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
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>			5D.1.  <i>Technology and school-wide calendar conflicts</i>	5D.1.  <i>Continue the implementation of a department Instructional Focus Calendar.</i>	5D.1.  <i>Department Contact and Literacy Leadership Team</i>	5D.1.  <i>Test item analysis of common assessments.</i>	5D.1.  <i>DEA Reports</i>
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
#5D:  <i>To increase the percentage of Students with Disabilities making satisfactory progress in mathematics.</i>	<i>21%(32) SWD students made progress.</i>	<i>30%(46) SWD students will make progress.</i>					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			<i>Teacher comfort with utilizing strategies in content areas.</i>	<i>Incorporate school-wide literacy strategies (Note-taking and summarizing, Identifying Similarities and Differences and Questions for Higher Order Thinking) into daily lessons</i>	<i>Literacy Leadership Team</i>	<i>Test item analysis of common assessments.</i>	<i>DEA Reports</i>
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
			<i>Teachers’ knowledge and comfort with differentiating Instruction.</i>	<i>Implement strategies to differentiate instruction to meet the varying needs and ability levels.</i>	<i>Literacy Leadership Team</i>	<i>Test item analysis of common assessments.</i>	<i>DEA Reports Classroom Walkthroughs</i>

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

Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
<b>Mathematics Goal #5E:</b>  <i>To increase the percentage of Economically Disadvantaged students making satisfactory progress in mathematics.</i>	<b>2012 Current Level of Performance:*</b> <i>34%(192) FRL students made progress.</i>	<b>2013 Expected Level of Performance:*</b> <i>50%(284) will make progress.</i>	<i>Technology and school-wide calendar conflicts</i>	<i>Continue the implementation of a department Instructional Focus Calendar.</i>	<i>Department Contact and Literacy Leadership Team</i>	<i>Test item analysis of common assessments.</i>	<i>DEA Reports</i>
			5E.2.  <i>Teacher comfort with utilizing strategies in content areas.</i>	5E.2.  <i>Incorporate school-wide literacy strategies (Note-taking and summarizing, Identifying Similarities and Differences and Questions for Higher Order Thinking). into daily lessons</i>	5E.2.  <i>Literacy Leadership Team</i>	5E.2.  <i>Test item analysis of common assessments.</i>	5E.2.  <i>DEA Reports</i>
			5E.3.  <i>Teachers’ knowledge and comfort with differentiating Instruction.</i>	5E.3.  <i>Implement strategies to differentiate instruction to meet the varying needs and ability levels.</i>	5E.3.  <i>Literacy Leadership Team</i>	5E.3.  <i>Test item analysis of common assessments.</i>	5E.3.  <i>DEA Reports Classroom Walkthroughs</i>

*End of Middle School Mathematics Goals*

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

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

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Algebra 1.</b>			1.1 <i>Teacher comfort with utilizing strategies in content areas.</i>	1.1 <i>Incorporate school-wide literacy strategies (Note-taking and summarizing, Identifying Similarities and Differences and Questions for Higher Order Thinking). into daily lessons</i>	1.1 <i>Literacy Leadership Team</i>	1.1 <i>Test item analysis of common assessments.</i>	1.1 <i>DEA Reports</i>
Algebra 1 Goal #1:  To increase the percentage of students in the scoring a Level 3 in the Algebra I EOC Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	60% (12) students scored a Level 3 on the Algebra I EOC Assessment.	65% (13) students will score a Level 3 on the Algebra I EOC Assessment.					
			1.2 <i>Teachers’ knowledge and comfort with differentiating Instruction.</i>	1.2 <i>Implement strategies to differentiate instruction to meet the varying needs and ability levels.</i>	1.2 <i>Literacy Leadership Team</i>	1.2 <i>Test item analysis of common assessments.</i>	1.2 <i>DEA Reports Classroom Walkthroughs</i>
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</b>			2.1 <i>Teacher comfort with utilizing strategies in content areas.</i>	2.1 <i>Incorporate school-wide literacy strategies (Note-taking and summarizing, Identifying Similarities and Differences and Questions for Higher Order Thinking). into daily lessons</i>	2.1 <i>Literacy Leadership Team</i>	2.1 <i>Test item analysis of common assessments.</i>	2.1 <i>DEA Reports</i>
Algebra Goal #2:  To maintain the percentage of students in the scoring a level 4 or 5 on the Algebra I EOC Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	35% (7) students scored a level 4 or 5 on the Algebra I EOC Assessment.	35% (7) students will score a level 4 or 5 on the Algebra I EOC Assessment.					
			2.2 <i>Teachers’ knowledge and comfort with differentiating Instruction.</i>	2.2 <i>Implement strategies to differentiate instruction to meet the varying needs and ability levels.</i>	2.2 <i>Literacy Leadership Team</i>	2.2 <i>Test item analysis of common assessments.</i>	2.2 <i>DEA Reports Classroom Walkthroughs</i>

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

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

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

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
<b>3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.</b>			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Algebra 1 Goal #3C:  N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
			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
<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.</b>			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Algebra 1 Goal #3D:  N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.



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

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
<b>3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.</b>			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Algebra 1 Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A	N/A	N/A					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

*End of Algebra 1 EOC Goals*

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

## Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Department PLC	LA/Rdg Department	Deana Collins	Math Department Members	4 <sup>th</sup> Friday of each month	Minutes submitted to Principal.	Principal
Differentiated Instruction	All Departments	Reading Coach	School-wide	2 <sup>nd</sup> Tuesday of each month and scheduled trainings.	Reflection Journals/IPDPs/Classroom Walk-throughs	Principal
Guided Math Book Study	Math Department	Cylle Rowell	Math Department	Before School	IPDPs/Classroom Walk-throughs	Phillip Mullins

## 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
<i>Reading within the Content Area</i>	<i>DynaMath-Scholastic</i>	<i>Title I</i>	<i>\$135.00</i>
			<b>Subtotal:\$135.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<i>Guided Math Book Study</i>	<i>Facilitator/Books</i>	<i>Title I</i>	<i>\$500.00</i>
<i>Planning for Focus Calendar/MYP Units</i>	<i>Planning Time</i>	<i>Title I</i>	<i>\$3395</i>
<i>Implement Differentiated Instruction</i>	<i>Books for book study</i>	<i>Title I</i>	<i>\$333</i>
<i>RtI Coach</i>	<i>Salaries and Benefits</i>	<i>Title I</i>	<i>\$26260</i>
<i>Conferences</i>	<i>Travel and Expenses</i>	<i>Title I</i>	<i>\$3234</i>
			<b>Subtotal:\$33722</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
<i>Planning</i>	<i>Guidance Counselor Salary and Benefits</i>	<i>Title I</i>	<i>\$1784</i>
			<b>Subtotal:\$1784.00</b>
			<b>Total:\$35641.00</b>

## End of Mathematics Goals

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

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

## Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.</b>			1A.1. <i>Technology and school-wide calendar conflicts</i>	1A.1. <i>Continue the implementation of a department Instructional Focus Calendar.</i>	1A.1. 1.1 <i>Department Contact and Literacy Leadership Team</i>	1A.1. <i>Test item analysis of common assessments.</i>	1A.1. <i>DEA Reports</i>
Science Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>To increase the percentage of students scoring a level 3 on the FCAT Science.</i>	<i>26%(69) of students scored a level 3 or higher on the 2012 FCAT Science.</i>	<i>37%(98) of students will score a level 3 or higher on the 2013 FCAT Science.</i>					
			1A.2. <i>Teacher comfort with utilizing strategies in content areas.</i>	1A.2. <i>Incorporate school-wide literacy strategies (Note-taking and summarizing, Identifying Similarities and Differences and Questions for Higher Order Thinking) into daily lessons</i>	1A.2. <i>Literacy Leadership Team</i>	1A.2. <i>Test item analysis of common assessments.</i>	1A.2. <i>DEA Reports</i>
			1A.3. <i>Teacher comfort with using results to make instructional decisions.</i>	1A.3. <i>Administer monthly common assessments aligned to the department Instructional Focus Calendar.</i>	1A.3. <i>Department Contact</i>	1A.3. <i>Teachers and department analysis of results.</i>	1A.3. <i>DEA Probes</i>
			1A.4 <i>Time to plan activities and adequate materials for labs</i>	1A.4 <i>Incorporate hands-on, STEM lab activities into weekly lessons.</i>	1A.4 <i>Literacy Leadership Team</i>	1A.4 <i>Lesson Plans Classroom Walk-throughs Department Common Assessment</i>	1A.4 <i>Lesson Plans</i>
			1A.5 <i>Teachers’ knowledge and comfort with strategies and the incorporation of ELA’s.</i>	1A.5 <i>Incorporate strategies for Reading in the Content Area.</i>	1A.5 <i>Literacy Leadership Team</i>	1A.5 <i>Lesson Plans Classroom Walk-throughs Common Assessment</i>	1A.5 <i>Lesson Plans and RRCU’s Assessments</i>

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

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

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

Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			1A.1. Technology and school-wide calendar conflicts	1A.1. Continue the implementation of a department Instructional Focus Calendar.	1A.1. 1.1 Department Contact and Literacy Leadership Team	1A.1. Test item analysis of common assessments.	1A.1. DEA Reports
Science Goal #2A:	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
To increase the percentage of students scoring a level 4 or higher on the FCAT Science.	4%(11) students scored a level 4 or higher on the 2011 FCAT Science.	10%(27) students will score a level 4 or higher on the 2012 FCAT Science.					
			1A.2. Teacher comfort with utilizing strategies in content areas.	1A.2. Incorporate school-wide literacy strategies (Note-taking and summarizing, Identifying Similarities and Differences and Questions for Higher Order Thinking). into daily lessons	1A.2. Literacy Leadership Team	1A.2. Test item analysis of common assessments.	1A.2. DEA Reports
			1A.3. Teacher comfort with using results to make instructional decisions.	1A.3. Administer monthly common assessments aligned to the department Instructional Focus Calendar.	1A.3. Department Contact	1A.3. Teachers and department analysis of results.	1A.3. DEA Probes
			1A.4 Time to plan activities and adequate materials for labs	1A.4 Incorporate hands-on, STEM lab activities into weekly lessons.	1A.4 Literacy Leadership Team	1A.4 Lesson Plans Classroom Walk-throughs Department Common Assessment	1A.4 Lesson Plans
			1A.5 Teachers knowledge and comfort with strategies and the incorporation of ELA’s	1A.5 Incorporate strategies for Reading in the Content Area.	1A.5 Literacy Leadership Team	1A.5 Lesson Plans Classroom Walk-throughs Common Assessment	1A.5 Lesson Plans and RRCU’s assessments
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A	N/A	N/A					

*End of Elementary and Middle School Science Goals*

August 2012

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

## Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Hands-on Lab Activities	Science Department	Department Contact	Science Department	4 <sup>th</sup> Friday of Each Month	Lesson Plans/Classroom Walk-throughs	Principal/Department Contact
Reading in the Content Area	Science Department	Reading Coach	Science Department	4 <sup>th</sup> Friday of Each Month	Lesson Plans/classroom Walk-throughs,	Principal
STEM Activities	Science Department	FSU-T, FSU-PC and FAMU	Science Department	To be scheduled	Lessons submitted to Principal	Principal

## 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
<i>Implement hands-on lab activities</i>	<i>Lab supplies/composition notebooks</i>	<i>Consumable Science Material Allocation</i>	<i>\$1,000.00</i>
<i>Implement Notebook Foldables</i>	<i>Office supplies</i>	<i>Consumable Science Material Allocation</i>	<i>\$1,000.00</i>
			<b>Subtotal: \$2,000.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
<i>Software enhancement</i>	<i>Digital Microscopes – slides and covers</i>	<i>Department Internal Accounts</i>	<i>\$200.00</i>
<i>Implement hands-on lab activities</i>	<i>Laptop</i>	<i>Title I</i>	<i>\$6284</i>
			<b>Subtotal: \$6484.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<i>Incorporate hands-on, STEM lab activities.</i>	<i>Travel</i>	<i>Title I/ Department Internal Accounts</i>	<i>\$1,000</i>
<i>Continue Implementation of Department Instructional Focus Calendars</i>	<i>Planning Time</i>	<i>Title I</i>	<i>\$3395</i>
<i>Implement Differentiated Instruction</i>	<i>Books for book study</i>	<i>Title I</i>	<i>\$333</i>
<i>RtI Coach</i>	<i>Salaries and Benefits</i>	<i>Title I</i>	<i>\$26260</i>
			<b>Subtotal: \$30988.00</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
<i>Planning</i>	<i>Guidance Counselor Salary and Benefits</i>	<i>Title I</i>	<i>\$1784</i>
<i>Incorporate hands-on, STEM lab activities.</i>	<i>Scales</i>	<i>Title I</i>	<i>\$1300</i>
			<b>Subtotal:</b>
			<b>Total: \$3084.00</b>

August 2012  
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Revised April 29, 2011

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

## End of Science Goals

## 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
<b>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>			1A.1. <i>Time to score essays.</i>	1A.1. <i>Continue the Eagles Write program in the language arts department.</i>	1A.1. <i>Language Arts Department Contact</i>	1A.1. <i>Monitor student scores each month and meet with other grade level teachers Collaborate with other teachers on writing strategies and ideas.</i>	1A.1. <i>Posting scores on I Drive.</i>
Writing Goal #1A:  <i>To increase the percentage of students achieving the Annual Measureable Objective in writing.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	61% scored a Level 3 or higher	70% will achieve a Level 3 or higher					
			1A.2. <i>Time to meet and collaborate.</i>	1A.2. <i>Meet in monthly collaboration meetings to brainstorm instructional strategies.</i>	1A.2. <i>Principal and designee.</i>	1A.2. <i>Meeting Minutes and collaborative lesson plans and strategies</i>	1A.2. <i>Classroom grades Progress monitoring</i>
			1A.3. <i>Time for Professional Development with new rigorous writing demands.</i>	1A.3. <i>Meet with team teachers and grade level collaboration.</i>	1A.3. <i>Principal and designee</i>	1A.3. <i>Classroom Application Sign In sheets</i>	1A.3. <i>Lesson Plans</i>
<b>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>			1B.1.	1B.1	1B.1.	1B.1	1B.1.
Writing Goal #1B:  <i>N/A (Group membership is less than required number.)</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

## Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
<i>Scoring Essays</i>	<i>6-8/Language Arts</i>	<i>LA Department Contact</i>	<i>Language Arts Department</i>	<i>Monthly Department Meetings</i>	<i>Scores posted in Excel Spreadsheets on Common Drive.</i>	<i>Literacy Leadership Team</i>
<i>Differentiated Instruction</i>	<i>All Teachers</i>	<i>Department Chairs</i>	<i>Entire Faculty</i>	<i>As needed</i>	<i>Collaborative meetings and Monthly Department Meetings.</i>	<i>Department Chairs Team Leaders</i>

## 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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Writing 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
<b>1. Attendance</b>			<i>1.1 Parents who cannot be contacted.</i>	<i>1.1. Conduct an Attendance CST for students with five or more unexcused absences.</i>	<i>1.1. Attendance Administrator</i>	<i>1.1 Monitor absences after the Attendance CST.</i>	<i>1.1. Excessive Absence Report.</i>
<b>Attendance Goal #1:</b>  <i>To improve the overall attendance rate of the student population.</i>	<b>2012 Current Attendance Rate:*</b>  <i>The ADA for 2012 is 93.54%(49).</i>	<b>2013 Expected Attendance Rate:*</b>  <i>The ADA for 2013 will be 95%(40)</i>					
	<b>2012 Current Number of Students with Excessive Absences (10 or more)</b>	<b>2013 Expected Number of Students with Excessive Absences (10 or more)</b>					
	<i>Enter numerical data for current number of absences in this box</i>	<i>Enter numerical data for expected number of absences in this box.</i>					
	<b>2012 Current Number of Students with Excessive Tardies (10 or more)</b>	<b>2013 Expected Number of Students with Excessive Tardies (10 or more)</b>					
	<i>Enter numerical data for current number of students tardy in this box.</i>	<i>Enter numerical data for expected number of students tardy in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

## 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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*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
<b>1. Suspension</b>			1.1. <i>Teacher buy-in.</i>	1.1 <i>Continue a Positive Behavior Support (PBS) Program.</i>	1.1 <i>PBS Team</i>	1.1. <i>PBS Team will evaluate discipline data each month.</i>
<b>Suspension Goal #1:</b>  <i>To decrease the number of ISS and OSS suspensions.</i>	<u>2012 Total Number of In-School Suspensions</u>  <i>There were 513 In-school Suspensions in 2012.</i>	<u>2013 Expected Number of In-School Suspensions</u>  <i>There will be 450 or less In-school Suspensions in 2013.</i>	<i>Funding for rewards.</i>			
	<u>2012 Total Number of Students Suspended In-School</u>  <i>240 Students were suspended In-school in 2012.</i>	<u>2013 Expected Number of Students Suspended In-School</u>  <i>There will be 200 students or less suspended In-school in 2013.</i>				
	<u>2012 Total Number of Out-of-School Suspensions</u>  <i>There were 434 Out-of-school Suspensions in 2012.</i>	<u>2013 Expected Number of Out-of-School Suspensions</u>  <i>There will be 350 or less Out-of-school Suspensions in 2013.</i>				
	<u>2012 Total Number of Students Suspended Out-of-School</u>  <i>208 students were suspended out-of-school in 2012.</i>	<u>2013 Expected Number of Students Suspended Out-of-School</u>  <i>There will be 150 students or less suspended out-of-school in 2013</i>				
			1.2. <i>Personnel</i>  <i>Enforcing student attendance.</i>	1.2. <i>Continue a Saturday School as an alternative to suspensions.</i>	1.2. <i>Principal</i>	1.2. <i>Saturday School Attendance.</i>  <i>Suspension Rates</i>
						1.2. <i>Discipline Reports</i>

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

### Suspension Professional Development

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

### 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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
<i>PBS Rewards Program</i>	<i>Drawings, Dances, Field Days, Assemblies, etc.</i>	<i>PBS Internal Account</i>	<i>\$3,000.00</i>
<i>Saturday School</i>	<i>Tutors</i>	<i>Title I</i>	<i>\$2881</i>
			<b>Subtotal: \$5881.00</b>
			<b>Total: \$5881.00</b>

*End of Suspension Goals*

# 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
<b>1. Parent Involvement</b>			1.1. <i>Conflict with parent work schedules and other family activities</i>	1.1 <i>To increase the parent/school activities offered at school.</i>	1.1 <i>Parental Involvement Committee Chair/Parent Liaison/Principal</i>	1.1 <i>Sign in sheets/Parent Surveys</i>	1.1. <i>Sign-in sheets/parent surveys/Climate surveys</i>
<b>Parent Involvement Goal #1:</b>  <i>To increase the opportunities for parents to be involved in planned school activities.</i>  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	<b>2012 Current Level of Parent Involvement:*</b>  <i>30% of parents participated in the 2011-2012 school year.</i>	<b>2013 Expected Level of Parent Involvement:*</b>  <i>40% of parents will participate during the 2012-2013 school year.</i>					
			1.2. <i>Resources and time to communicate in multiple venues.</i>	1.2. <i>Improve communication with parents through a variety of mechanisms (i.e. Website, newsletter, IRIS Alerts, etc.)</i>	1.2. <i>Principal/Parental Involvement Chair/Parent Liaison</i>	1.2. <i>Parent Surveys</i>	1.2. <i>Climate Survey</i>
			1.3.	1.3.	1.3.	1.3.	1.3.

## Parent Involvement Professional Development

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

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

### Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
<i>Parent Nights</i>	<i>Flyers, workshop materials, refreshments</i>	<i>Title I/Community Donations</i>	<i>\$6040</i>
<i>Parent Liaison</i>	<i>Salaries and Benefits</i>	<i>Title I</i>	<i>\$10240</i>
			<b>Subtotal: \$16280.00</b>
			<b>Total: \$16280.00</b>

*End of Parent Involvement Goal(s)*

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1:  <i>To improve the percentage of students scoring 60% or higher in the Reporting Category for Scientific Thinking.</i>	1.1 <i>Time to plan activities and adequate materials for labs</i>	1.1 <i>Incorporate hands-on, STEM lab activities into weekly lessons.</i>	1.1 <i>Literacy Leadership Team</i>	1.1 <i>Lesson Plans Classroom Walk-throughs Department Common Assessment</i>	1.1 <i>Lesson Plans DEA Reports</i>
	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
Hands-on Lab Activities	Science Department	Department Contact	Science Department	4 <sup>th</sup> Friday of Each Month	Lesson Plans/Classroom Walk-throughs	Principal/Department Contact
Integrating Technology	Science Department	SMART Teachers/	Science Department	To be Scheduled	Lesson Plans/classroom Walk-throughs,	Principal
STEM Activities	Science Department	FSU-T, FSU-PC and FAMU	Science Department	To be scheduled	Lessons submitted to Principal	Principal



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

### STEM Budget (Insert rows as needed)

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

*End of STEM Goal(s)*

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

### Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total: \$150249.00
CELLA Budget	
	Total:
Mathematics Budget	
	Total: \$35641.00
Science Budget	
	Total: \$42566.00
Writing Budget	
	Total:
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total: \$5881.00
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total: \$16280.00
STEM Budget	
	Total:
CTE Budget	
	Total:
Additional Goals	
	Total:
	Grand Total: \$250617.00

## 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.

☐ 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.

*The School Advisory Council will meet monthly. The agenda will include a principal's report on school activities, LLT report to update the Council on the SIP progress and periodic Title I updates.*

Describe the projected use of SAC funds.	Amount
<i>Support Rising Eagles Transition Camp in the summer.</i>	<i>Pending Allocation</i>