

**FLORIDA DEPARTMENT OF EDUCATION  
&  
THE MANATEE COUNTY SCHOOL DISTRICT**



**School Improvement Plan (SIP)  
Form SIP-1  
Title I Middle Schools**



## 2012-2013 SCHOOL IMPROVEMENT PLAN

### PART I: SCHOOL INFORMATION

School Name: <b>Sara Scott Harlee Middle School</b>	District Name: <b>Manatee</b>
Principal: <b>James E. Hird</b>	Superintendent: <b>David Gayler</b>
SAC Chair: <b>Janet Wheeler-Mays</b>	Date of School Board Approval:

### Student Achievement Data:

The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#)

[High School Feedback Report](#)

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

### 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 <b>Services are provided to ensure students requiring additional remediation are assisted through after-school programs and summer school, 21<sup>st</sup> Century and Remediation/Acceleration, and SES Services.</b>
Title I, Part C- Migrant <b>The Migrant Liaison provides services and support to students and parents. The Liaison coordinates with Title 1 and other programs to ensure that student needs are met.</b>

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Title I, Part D N/A
Title II N/A
Title III <b>Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. An ESOL teacher has been hired and two paraprofessionals are focused almost solely on ESOL student success</b>
Title X- Homeless <b>The district Homeless Social Worker provides resources for students identified as homeless under the McKinney Act to eliminate barriers for a free and appropriate education.</b>
Supplemental Academic Instruction (SAI) <b>STAR Unit (dropout prevention program)</b>
Violence Prevention Programs N/A
Nutrition Programs <b>Free breakfast for all STUDENTS</b>
Housing Programs N/A
Head Start N/A
Adult Education <b>GED &amp; ESOL classes for adults</b>
Career and Technical Education <b>Photoshop Industry Certification</b>
Job Training N/A
Other

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

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School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. <b>The school-based MTSS/RtI Leadership team includes administrators, general education teachers, special education teachers, behavior specialist, school psychologist, social worker, counselor, and related staff.</b>
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? <b>The MTSS/RtI team meets weekly to discuss student data, including attendance, discipline, and academic data, as well as identify students at risk for not meeting academic standards. The team will collaborate with each other on best practices, new skills and processes, and how to make the best decisions regarding implementation of MTSS/RtI.</b>
Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP? <b>The MTSS/RtI leadership team along with the administrators will review all assessment data and align the needs of the school based on the SIP.</b>
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.  <b>1. Core instruction and intervention through standards-based instruction and ongoing review of student progress through various class assessments.</b> <b>2. Intensive instruction and intervention given through intensive reading classes with the use of Voyager/Journey and Read 180.</b> <b>3. Intensive instruction and intervention given through intensive math classes with use of Math Triumphs and the Kahn Academy Program.</b> <b>4. Teachers will use PMRN, FAIR, FCAT, District Benchmark, and classroom assessments to have data chats with students on a quarterly basis.</b>
Describe the plan to train staff on MTSS.  <b>Based on data collected from the school the team will work on identifying the needs for teachers for professional development as well as make recommendations for interventions. This is an on-going process.</b>

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Describe plan to support MTSS.

**By involving teachers in the MTSS/RtI process, early tier-two/three interventions can be provided to try to address problems before they escalate. Throughout the year, data will be collected to ensure proper support of the RtI team and teachers.**

### *Literacy Leadership Team (LLT)*

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). <b>Brian Basso, Carmen Presault, Marcus Cowart, James Hird, Kate Collis</b>
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). <b>The LLT will meet twice each quarter to initiate, develop, monitor, modify, and implement LLT's initiatives to enhance literacy at Harllee Middle School. Also, the main function will be to do these things in conjunction with meeting the requirements of the district K12 Comprehensive Reading Plan.</b>
What will be the major initiatives of the LLT this year? <b>PLC's, TEAM book studies (language acquisition, literacy), promote use of professional library, staff survey to identify literacy needs for professional development plan.</b>

### *Lesson Study*

Lesson Study
Identify the Lesson Study Plan for your school
Describe how the Lesson Study Plan will be implemented
What will be the major initiatives of the Lesson Study Plan this year?

### *\*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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N/A

### PART II: EXPECTED IMPROVEMENTS

#### Goals

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

Goals (READING)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
By the end of the 2012-13 school year, there will be 34% (168) proficiency (3 or higher) in reading as evidenced by results of 2013 FCAT 2.0.	Low reading levels	Mini lessons, Kagan, KRIS, text complexity, DI, Read 180, Intensive reading class, GRR, CCSS strategies, CIS strategies, AVID strategies, Literacy Family Nights, Intensive reading for level 2's	Administration & Leadership TEAM	Fair testing, Benchmark Assessment, Individual assessment,	FCAT results, Fair results, Individual and team assessments
	Language Barriers	ESOL aide & ESOL teacher, mentoring programs for	Administration & Leadership TEAM	CELLA testing, Fair testing, benchmark assessments	FCAT results, Fair results, individual and TEAM assessments

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		Hispanics, Spanish text supplements, Spanish to English dictionaries, ESOL remediation			
	Chronic Absenteeism	Alternative forms of discipline & Attendance incentives	Teachers, attendance clerk & Administration	Tracking daily attendance	Attendance data
	Lack of Parent Involvement	Family nights, Newsletter, FOCUS grade viewer, Report card pick up, Adult literacy and ESOL classes	Administration & Leadership TEAM	Improve attendance of parents to events (SAC, Family nights, Report card pick up, etc,...), Back to school & Open house	Sign in sheets

*\*Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

Based upon the 2011-12 FCAT reading results, the above strategies are needed to achieve significant gains in reading. The strategies described above require collaborative efforts by administration, teachers and staff members. English Language Learners (ELL) will receive additional support from ESOL Language Arts and Support Staff.

The percentage of students at Harlee MS scoring a level 4 or above on the Florida Alternate Assessment in reading will maintain 100% proficiency on the 2013 FCAT reading test.

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

Goals (MATH)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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<b>By the end of the 2012-13 school Year, there will be 37% (183) proficiency (3 or higher) in math as evidenced by results of 2013 FCAT 2.0.</b>	<b>Lack of Foundational math skills</b>	<b>Intensive math class, Pre-teach math vocab., Kahn academy</b>	<b>Teachers</b>	<b>TEAM assessments &amp; Individual assessments, Fair testing, FCAT testing, Benchmark assessments</b>	<b>FCAT results &amp; Fair testing results.</b>
	<b>Chronic Absenteeism</b>	<b>Alternative forms of discipline &amp; Attendance incentives</b>	<b>Teachers, attendance clerk &amp; Administration</b>	<b>Tracking daily attendance</b>	<b>Attendance data</b>
	<b>Language Barriers</b>	<b>ESOL aide &amp; ESOL teacher, mentoring programs for Hispanics, Spanish text supplements, Spanish to English dictionaries, ESOL remediation</b>	<b>Teachers, attendance clerk &amp; Administration</b>	<b>Tracking daily attendance</b>	<b>FCAT results, Fair results, individual and TEAM assessments</b>
	<b>Lack of Parent Involvement</b>	<b>Family nights, Newsletter, FOCUS grade viewer, Report card pick up, Adult literacy and ESOL classes</b>	<b>Administration &amp; Leadership TEAM</b>	<b>Improve attendance of parents to events (SAC, Family nights, Report card pick up, etc,...), Back to school &amp; Open house</b>	<b>Sign in sheets</b>

*\* Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

**Based upon the 2011-12 FCAT math results, the above strategies are needed to achieve significant gains in math. The strategies described above require collaborative efforts by administration, teachers and staff members. English Language Learners (ELL) will receive additional support from ESOL Language Arts and Support Staff.**

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The percentage of students at Harlee MS scoring a level 4 or above on the Florida Alternate Assessment in reading will maintain 100% proficiency on the 2013 FCAT math test.

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

Goals (SCIENCE)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
By the end of the 2012-13 school year, there will be 28% (139) proficiency (3 or higher) in science as evidenced by results of 2013 FCAT 2.0.	No formal assessment from 6 <sup>th</sup> and 7 <sup>th</sup> grade Science classes to accurately diagnose students' science curricular needs	Focus on Earth Space, Life and Environmental Sciences which are the areas of greatest need	Science teachers and administrators	Lesson Plans, Unit Tests, UPA, Science benchmark assessments	Rubrics, Science Benchmark assessments, 2013 FCAT 2.0
	Chronic Absenteeism	Alternative forms of discipline & Attendance incentives	Teachers, attendance clerk & Administration	Tracking daily attendance	Attendance data
	Language Barriers	ESOL aide & ESOL teacher, mentoring programs for Hispanics,	Teachers, attendance clerk & Administration	Tracking daily attendance	FCAT results, Fair results, individual and TEAM assessments

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		Spanish text supplements, Spanish to English dictionaries, ESOL remediation			
	Lack of Parent Involvement	Family nights, Newsletter, FOCUS grade viewer, Report card pick up, Adult literacy and ESOL classes	Administration & Leadership TEAM	Improve attendance of parents to events (SAC, Family nights, Report card pick up, etc,...), Back to school & Open house	Sign in sheets

*\* Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

Based upon the 2011-12 FCAT Science results, the above strategies are needed to achieve significant gains in science. The strategies described above require collaborative efforts by administration, teachers and staff members. English Language Learners (ELL) will receive additional support from ESOL Language Arts and Support Staff.

The percentage of students at Harlee MS scoring a level 4 or above on the Florida Alternate Assessment in reading will maintain 100% proficiency on the 2013 FCAT science test.

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

Goals (WRITING)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
By 2013, 84% (280) of students will score a Level 3 or better in writing on the 2013 FCAT 2.0	Writing standards in classes vary	Use a school-wide Writing plan	Teachers, School Leadership	School-wide writing plan, essay graded using FCAT	Writing rubrics, District writing assessments, Content Area Writing

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	based on content-area	to ensure consistency in writing expectations and grading	Team, Administrators	rubrics	assessments, 2013 FCAT Writing 2.0
	Grammar and conventions have been taught minimally to focus on content accuracy	Use of "Caught Ya" grammar bellwork in LA classes; Content areas will provide support for improving grammar and conventions	Classroom teachers, Department Chairs, Administrators	Ongoing informal assessments	FCAT Writes 2.0, District Writing Assessments, Content Area assessments
	Chronic Absenteeism	Alternative forms of discipline & Attendance incentives	Teachers, attendance clerk & Administration	Tracking daily attendance	Attendance data
	Language Barriers	ESOL aide & ESOL teacher, mentoring programs for Hispanics, Spanish text supplements, Spanish to English dictionaries, ESOL remediation	Teachers, attendance clerk & Administration	Tracking daily attendance	FCAT results, Fair results, individual and TEAM assessments
	Lack of Parent Involvement	Family nights, Newsletter, FOCUS grade	Administration & Leadership TEAM	Improve attendance of parents to events (SAC, Family nights, Report	Sign in sheets

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		viewer, Report card pick up, Adult literacy and ESOL classes		card pick up, etc,...), Back to school & Open house	
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*\* Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

**Based upon the 2011-12 FCAT Writing results, the above strategies are needed to achieve significant gains in writing. The strategies described above require collaborative efforts by administration, teachers and staff members. English Language Learners (ELL) will receive additional support from ESOL Language Arts and Support Staff.**

**The percentage of students at Harllee MS scoring a level 4 or above on the Florida Alternate Assessment in reading will maintain 100% proficiency on the 2013 FCAT writing test.**

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

<b>Goals (LOWEST 25%)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement 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>By the end of the 2012-13 school year, 70% (87) of the lowest 25% of STUDENTS will achieve learning gains on READING FCAT 2.0.</b>  <b>By the end of the 2012-13 school year, 70% (87) of the lowest 25% of STUDENTS will achieve learning gains on MATH FCAT 2.0.</b>	Chronic Absenteeism	Alternative forms of discipline & Attendance incentives	Teachers, attendance clerk & Administration	Tracking daily attendance	Attendance data
	Language	ESOL aide &	Teachers,	Tracking daily	FCAT results, Fair results, individual and TEAM

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	Barriers	ESOL teacher, mentoring programs for Hispanics, Spanish text supplements, Spanish to English dictionaries, ESOL remediation	attendance clerk & Administration	attendance	assessments
	Lack of Parent Involvement	Family nights, Newsletter, FOCUS grade viewer, Report card pick up, Adult literacy and ESOL classes	Administration & Leadership TEAM	Improve attendance of parents to events (SAC, Family nights, Report card pick up, etc,...), Back to school & Open house	Sign in sheets
	Lack of Foundational math skills	Intensive math class, Pre-teach math vocab.	Teachers	TEAM assessments & Individual assessments, Fair testing, FCAT testing, Benchmark assessments	FCAT results & Fair testing results.
	Low reading levels	Mini lessons, Kagan, KRISS, text complexity, DI, Read 180, Intensive reading class, GRR, CCSS strategies, CIS strategies' AVID strategies, Literacy Family Nights, Intensive	Administration & Leadership TEAM	Fair testing, Benchmark Assessment, Individual assessment,	FCAT results, Fair results, Individual and team assessments

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		reading for level 2's			
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\* Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

Based upon the 2011-12 FCAT reading results, the above strategies are needed to achieve significant gains in reading for emerging readers on campus. The strategies described above require collaborative efforts by administration, teachers and staff members. English Language Learners (ELL) will receive additional support from ESOL Language Arts and Support Staff.

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

Goals (LEARNING GAINS)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>By the end of the 2012-13 school year, 70% (346) of the STUDENTS will achieve learning gains on MATH FCAT 2.0.</p> <p>By the end of the 2012-13 school year, 70% (346) of the STUDENTS will achieve learning gains on READING FCAT 2.0.</p>	Chronic Absenteeism	Alternative forms of discipline & Attendance incentives	Teachers, attendance clerk & Administration	Tracking daily attendance	Attendance data
	Language Barriers	ESOL aide & ESOL teacher, mentoring programs for Hispanics, Spanish text supplements, Spanish to English dictionaries, ESOL	Teachers, attendance clerk & Administration	Tracking daily attendance	FCAT results, Fair results, individual and TEAM assessments

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		<b>remediation</b>			
	<b>Lack of Parent Involvement</b>	Family nights, Newsletter, FOCUS grade viewer, Report card pick up, Adult literacy and ESOL classes	Administration & Leadership TEAM	Improve attendance of parents to events (SAC, Family nights, Report card pick up, etc,...), Back to school & Open house	Sign in sheets
	<b>Lack of Foundational math skills</b>	Intensive math class, Pre-teach math vocab., Kahn academy	Teachers	TEAM assessments & Individual assessments, Fair testing, FCAT testing, Benchmark assessments	FCAT results & Fair testing results.
	<b>Low reading levels</b>	Mini lessons, Kagan, KRISS, text complexity, DI, Read 180, Intensive reading class, GRR, CCSS strategies, CIS strategies' AVID strategies, Literacy Family Nights, Intensive reading for level 2's	Administration & Leadership TEAM	Fair testing, Benchmark Assessment, Individual assessment,	FCAT results, Fair results, Individual and team assessments

*\* Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

Based upon the 2011-12 FCAT reading results, the above strategies are needed to achieve significant gains in reading for emerging readers on campus. The strategies described above require collaborative efforts by administration, teachers and staff members. English Language Learners (ELL) will receive additional support from ESOL Language Arts and Support Staff.

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### Algebra End-of-Course (EOC) Goals

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

Algebra EOC Goals	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 student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
By the end of the 2012-13 school year, 100% (25) of students taking Algebra I Honors will pass the End-Of-Course exam.	N/A	Concentrate on geometry and algebraic thinking in core content classes. Algebra 1 is offered to 7th graders who scored level 5 on FCAT. Geometry is offered to these students in 8th grade	Math teachers and administrator	Evaluation Unit performance assessments End of course exams	Unit performance assessment rubrics, math benchmark assessments, and FCAT scores

\* Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

Since Algebra I is only offered as an honors course at the middle-school level, students taking the Algebra I EOC will be the highest-level math students in the school. While there will be challenges, the majority of the students have proven, through sixth and seventh-grade FCAT math scores that they have the prerequisite knowledge and math ability to be successful in Algebra I Honors in the middle-school setting. For that reason, the goal for 2013 is for 100 percent of students to pass the Algebra I EOC.

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### Geometry End-of-Course Goals

\* 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
By the end of the 2012-13 school year, 100% (1) of students taking Geometry I Honors will pass the end-Of-Course exam.	N/A	Concentrate on geometry and algebraic thinking in core content classes. Algebra 1 is offered to 7th graders who Scored level 5 on FCAT. Geometry is offered to these students in 8th grade	Math teachers and administrator	Evaluation Unit performance assessments End of course exams	Unit performance assessment rubrics, math benchmark assessments, and FCAT scores

\* Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

Since Geometry is only offered as an honors course at the middle-school level, students taking the Geometry EOC will be the highest-level math students in the school. While there will be challenges, the majority of the students have proven, through sixth and seventh-grade FCAT math scores that they have the prerequisite knowledge and math ability to be successful in Algebra I Honors in the middle-

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school setting. For that reason, the goal for 2013 is for 100 percent of students to pass the Geometry EOC.

### Civics End-of-Course (EOC) Goals – Middle and High School (if administered)

\* 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				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:					
Unknown if part of the 2013 Civics field test	N/A	N/A	N/A	N/A	N/A

\* Explain your school’s goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

Unknown if part of the 2013 Civics field test.

### History End-of-Course (EOC) Goals – Middle and High School (if administered)

\* 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				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:					
High-school credit U.S. History is not offered at the middle school level.	N/A	N/A	N/A	N/A	N/A

\* Explain your school’s goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

High-school credit U.S. History is not offered at the middle school level.

### Professional Development at Your School

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	Grade	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for

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and/or PLC Focus	Level/Subject	and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		Monitoring
FCAT writes rubric based standards for writing	6-8	Administration	School-wide	Aug. 2012-May 2013	Classroom walkthrough data, lesson plans, and classroom visits	Department chairs and administrators
Literacy across the content area	6-8	Administration	School-wide	Aug. 2012-May 2013	Classroom walkthrough data, lesson plans, and classroom visits	Department chairs and administrators
Text based questions and answers (Common Core text dependency)	6-8	Administration	School-wide	Aug. 2012-May 2013	Classroom walkthrough data, lesson plans, and classroom visits	Department chairs and administrators
Writing and reading connections	6-8	Administration	School-wide	Aug. 2012-May 2013	Classroom walkthrough data, lesson plans, and classroom visits	Department chairs and administrators
AVID Strategies	6-8	Administration & AVID TEAM	School-wide	Aug. 2012-May 2013	Classroom walkthrough data, lesson plans, and classroom visits	Department chairs and administrators

### 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
Reading 180 books	Materials	Title 1	3000.00
AVID Summer Institute	Instructional strategies	Title 1	408.62
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Teacher instruction	Elmo's	Title 1	5000.00

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Adobe Site License	Photoshop certification	Title	3175.0
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Common Core, text dependency, FCAT writes	Copies and materials	Title 1	3000.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

### 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 checked="" type="checkbox"/> Focus	<input type="checkbox"/> Prevent

- 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.

April 2012

Rule 6A-1.099811

Revised by Teaching & Learning Dept.,7/19/12

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

Describe the activities of the SAC for the upcoming school year.
<b>The SAC committee will review our school data and make recommendations to administration.</b>

Describe the projected use of SAC funds.	Amount
<b>Use of SAC funds will help purchase conferences teachers and substitutes for teachers to go to professional development.</b>	2400.00