FLORIDA DEPARTMENT OF EDUCATION

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: Jefferson County Middle High School	District Name: Jefferson County
Principal: Loietta N. Holmes	Superintendent: William "Bill" Brumfield
SAC Chair: Barbara Gamble	Date of School Board Approval: November 13, 2012

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Administrators

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

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Loietta Holmes	B.S., Criminal Justice M.S., Management Ed.S., Curriculum Instruction and Management Professional State of Florida Certification • Educational Leadership (All Levels) • English 6-12 • English 5-9 • Exceptional Student Education K-12 • Reading Endorsement • ESOL Endorsement	1	1	Reading Instructional Specialist Florida Department of Education (DA Region I) • 2010-11 R. Frank Nims Middle (Leon County) F to C • 2010-11 Amos P. Godby High (Leon County) F to B • 2010-11 Montclair Elementary (Escambia County) F to A • 2009-10 James S. Rickards High (Leon County) D to A • 2009-10 Imagine School at Evening Rose (Leon County) F to A Reading Coach • 2008-09 Arthur Ashe Middle School (Broward County) F to C
Assistant Principal	Kimberly Cummings	A.A. Business Admin. B.A. Social Science M.A. Administration and Supervision M.A. Curriculum and Instruction	1	1	Reading Teacher, Leon County Schools • 2006-07 James S. Rickards C • 2007-08 James S. Rickards C Reading Coach, Gadsden County Schools • 2009-10 West Gadsden High School ~ F to C • 2010-11 West Gadsden High School~ Maintained C • 2011-12 West Gadsden High School~ Pending

		State of Florida Professional Certification • Educational Leadership~ All Levels • English 6-12 • Reading Endorsed			

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	Debrosha Sparks	Bachelor of Arts Master's of Science	8	2	Howard Middle School 03-04 D 04-05 C No AYP 05-06 B Jefferson County Middle/High 06-07 D 07-08 I Nims Middle School 08-09 D 09-10 F
Mathematics	Debra Willacey	Bachelor of Science in Elementary Education/ Elem. Ed. K-6 Mathematics 5-9 Mathematics 6-12 ESOL Endorsed	1	1	Arthur R. Ashe Middle School (Broward County) 05-06 C (taught students in the lowest 25%...48% showing learning gains and about 53% showing proficiency) Cypress Bay High School (Broward County) 06-07 A (taught students in the lowest 25%...70% showing learning gains) 07-08 A (taught students in the lowest 25%...84% showing learni 08-09 B (taught students in the lowest 25%...67% showing learning gains) 09-10 A Ho-Centennial Elementary School (Palm Beach County) 10-11 C (taught students in the lowest 25%...46% showing learning gains and about 49% showing proficiency)

Science	Daphne Hill	Bachelor of Science Master of Science/Education	6	2	FAMU Developmental Research School 01-02 C 02-03 C 03-04 D 04-05 D Jefferson County Middle/High School 05-06 F 06-07 D 07-08 I 08-09 F 09-10 D 10-11 Pending

Highly Effective Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date
Provide professional development opportunities from contracted consultant (Pearson)	Principal	May 2013
Teacher Recruitment and Retention	Principal and District Administration	On-going
Professional Learning Communities during common planning time.	Instructional Coaches	On-going
Educator Mentoring System	Principal and Assistant Principal	On-going

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
3% (1)	- Content Area Professional Learning Community (PLC) - Weekly Classroom observations with feedback from the instructional coach - Lesson plans are reviewed with feedback from the instructional coach.

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	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
40	30% (12)	32.5% (13)	20% (8)	17.5% (7)	25% (10)	0% (0)	15% (6)	3% (1)	7.5% (3)

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
Debrosha Sparks	Samantha Chubb, Drake Richards, Brandon Sims, Ashley Destine	Beginning first year teachers with paired with the appropriate instructional coach	PLCs, Educator Mentoring Program, Observations and Conferencing
Debra Willacey	Whitney Thomas, Kristina Young, Marcus Williams, Mercedes Pridgen, Joseph Jones	Beginning first year teachers with paired with the appropriate instructional coach	PLCs, Educator Mentoring Program, Observations and Conferencing

Additional Requirements

*Coordination and Integration-**Title I Schools Only*

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

Title I, Part A Title I, Part A (including 1003(a) and SIG 1003(g) ARRA) funds are used for personnel (reading teachers and HQ instructional assistants), materials/supplies, Performance Matters, Achieve 3000,PD 360, Success Maker, Read 180,license fees, after school/Saturday/summer academic programs, contracted services, professional development with the EMO in Content Areas, school improvement activities, supplemental educational services for students and parent involvement activities. Title I partners with TCC/21stCCLC for after school and summer school extended learning opportunities. Several of these activities are split-funded with other Title programs.
Title I, Part C- Migrant Jefferson County Migrant Program services are conducted through PAEC, as part of the multi-county consortium effort to serve migrant students.
Title I, Part D Title I, Part D, supports the partial funding of a Credit Recovery teacher for the high school.
Title II Title II, Part A funds professional development activities for instructional personnel and administrators, including district level PD, school level PD, and individual PD. All professional development activities are aligned to district goals, school goals, and individual goals as identified in the IPDP. Funds are also used to pay for PD stipends and performance incentives.
Title III The school does not receive Title III funding.
Title X- Homeless The school does not receive Title X funding.
Supplemental Academic Instruction (SAI) Supplemental Academic Instruction is provided through the 21st Century Community Learning Grant. The purpose of this grant is to significantly improve student achievement of at-risk students at Jefferson County Middle/High School. This grant complements the regular school day by promoting learning to improve student outcomes after-school, on non-school days and during the summer. In addition, it provides academic enrichment activities of high quality to strengthen learning, tutorial services and to meet the New Generation Sunshine State Standards. Character development, drug and violence prevention, counseling, art, music, recreation, cultural enrichment to engage students and improve life skills. This grant also engage family members of the 21st CCLC students by providing Adult Education and Family Literacy activities.
Violence Prevention Programs Violent Prevention activities are offered through the 21st Century Community Learning Grant.
Nutrition Programs The school's food program serves approximately 440 students breakfast and lunch daily.Follow guidelines from the Alliance for a Healthier Generation and provides snacks for the After School Program. We are aligned to the district wellness policy.
Housing Programs N/A
Head Start N/A

Adult Education The 21st Century Community Learning Grant engages family members of the 21st CCLC students Adult Education development opportunities.
Career and Technical Education Carl Perkins funds support three career academies, Graphic Design, Agri-Science, Health Occupations and Criminal Justice. Carl Perkins funds are also used for professional development activities for vocational teachers. The GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) grant supports early college preparation activities for students in grades seven through twelve. Tallahassee Community College (TCC) is the feeder community college that supports GEAR UP through the following methods: dual enrollment tuition for GEAR UP support and tutoring support; scholarship support through the TCC Foundation. The GEAR UP program funds a full time GEAR UP coach for JCMHS. The College Board with Springboard partners with JCMHS to provide a comprehensive package of tools for preparing students for success. Resources include model instructional units with strategies, exercises, and additional resources correlated to the College Board for College Success. Funding is provided by a partnership with the Florida GEAR UP Grant.
Job Training
Other Title VI - Funds the credit recovery portion of the Odyssey Ware program. Race To The Top (RTTT)- Provides additional support in the area of technology and personnel(Centralized Services). Tuition reimbursement for teachers for STEM Academy/dual enrollment certification coursework.

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Principal, Assistant Principals and Guidance team: Provides vision, ensures that the school-based team is implementing RtI, ensures implementation of intervention support, ensures adequate professional development is provided to support RtI and communicates with outside stakeholders regarding school based RtI. General Education Teachers: RtI strategies and leadership team will consist of one teacher from each academic organization who will provide information about core instruction participates in student data collection and collaborates with other staff to ensure implementation of instruction and support for all students. Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching. Instructional Coaches: Participates in student data collection and evaluation of data, Collaborates with State, school and district staff to identify appropriate, evidence-based intervention strategies and assists with design and delivery of professional development relative to implementation of effective instructional strategies that support common core standards. Dean of Students: Participates in student data collection and evaluation of data; facilitates implementation of intervention plans. School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates implementation of intervention plans. Provides professional development and technical assistance for problem-solving activities.
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The MTSS/ RtI Leadership team focuses on developing and maintaining a problem-solving system to ensure optimal student achievement for all students. The team meets monthly. Examples of activities during meetings include reviewing student data (screening, progress monitoring, discipline). The review of data will facilitate identification of students who are meeting/exceeding benchmarks, at moderate or high risk for not achieving benchmarks and early warning systems. Based on evaluation of data and identification of student needs the team will identify professional development and resources needed.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? The MTSS/RtI Leadership team met with the district administration and other stakeholders to help develop the SIP.   The team provided data, helped set goals and expectations, and suggested strategies that would ensure attainment of instructional goals.
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. Baseline data is obtained through the Pearson Reading/Math Navigator and SRI assessment and previous test information. The data is made available through the use of Scholastic Achievement Manager (SAM), Performance Matters and Pearson Navigator.

Reading: Hampton Brown-Edge (monitors student reading comprehension)
Read 180 (monitors student comprehension)
Successmaker (monitors next generation reading standards)
Performance Matters mini-assessments
Teacher created common assessments

Mathematics: Successmaker (monitors next generation math standards)
Essentials of Algebra (tracks and monitors student's math skills)
Glencoe Math Connects Textbook series
Corrective Math
Buckle Down Series
Performance Matters mini-assessments

Science: Ignite Learning (measures next generation science standards)
Brain Pop (interactive learning software)
Gizmo (interactive learning software)
Data Director mini-assessments

Writing: Writes Upon Request (measures comprehension and knowledge of the writing process)
Achieve 3000/Teen Biz (tracks mastery of basic reading skills and writing process)
National Writing Project and Write Score
Data Director mini-assessments

Behavior: Behavior Tracking Forms (school wide pre-referral tracking with interventions/Tier 1)
Educator Handbook (school wide referral tracking system with interventions/Tiers 2 and 3)
College Bound Policy Rules

Describe the plan to train staff on MTSS.
Professional Development for all instructional and guidance staff will be held afterschool during staff meeting. The RTI/MTSS Lead will provide faculty and staff with ongoing support and informational resources on any implementation throughout the 2012-2013 school year.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

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School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). The JCMHS school-based Literacy Leadership Team has a member from each content area Professional Learning Community/Department. The Literacy/Reading Coach (Debrosha Sparks), Math Coach(Debra Willacey), Science Coach(Daphne Hill), Media Specialist(Mae Eva Wilson), Principal (Loietta Holmes), and Assistant Principal (Kimberly Cummings)
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The JCMHS Literacy Goals is comprised of creating a shared approach across content areas and grade levels using practical strategies (sentence frames, sentence starters, and paragraph frames) to promote academic literacy. Our monthly meetings will focus on data reviews, challenges, needs and successes regarding meeting the literacy goals that result in significantly higher student achievement. The LLT will meet monthly. Information from our LLT meetings will be shared with the staff during faculty meetings.

What will be the major initiatives of the LLT this year?
    1. Infuse the Common Core Literacy Strands in Social Studies and Science
    2. Implement the common core reading strands in English classrooms
    3. All JCMHS Faculty members will receive training in Webb's Depth of Knowledge and will continue to work collaboratively to design common assessments.
    4. Provide Professional Development Training on the NGCARPD Modules
    5. Use reading, writing and shared inquiry strategies to enhance learning school-wide.
    6. Implement a rigorous English/language arts curriculum taught using SpringBoard and an AP English Language Curriculum
    7. Utilize the Data from Write Score to implement mini-lessons during writer's workshop
    8. Implement Pearson's workshop model that includes an opening (teacher directed), work period(student directed) and closure(teacher and student directed)

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.

*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?

Reading has been a deficiency throughout the Jefferson County School system starting from middle to high school. Therefore the leadership team is implemented a plan that aligns all department areas and vertical articulation amongst the school within the county. All content area teachers will be participating in NGCARPD throughout the school year and will implement the strategies within the classroom. In addition, the school has partnered with Pearson Educational consultants to implement literacy across the curriculum. The Pearson team with the assistance of the Leadership Team has created workgroups that will meet on a regular basis to plan and discuss ways of incorporating strategies into their lessons such as using sentence frames to assist students in learning the process and expression of logical reasoning and justification as defined in the Common Core Standards. In addition, Social Studies and Science teachers will be implementing the Common Core Literacy standards within their classrooms. Social Studies teachers have also been given a class in which Pearson with partner with their classes to teach the reading of nonfiction text. PLC/Department Chairs develop strategies that will be used within each course during their meetings. Training on targeted reading strategies is conducted by the reading/literacy coach and assistance in implementation within the classroom. Content area coaches will model the use of reading strategies in reading, English, mathematics, science, career technology, and other classrooms.

*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?

JCMHS works closely with all core classes and the Career Pathways Consortium to offer the following opportunities for our students:
Articulation agreements with local career and technical schools and community colleges for continued course work in a desired CTE field
On the Job Training (OJT)

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?

The JCMHS guidance department works directly with scholars and families to develop a productive educational plan. Our guidance department also works with colleges and universities to provide grade level specific parent informational meetings.

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Postsecondary Transition

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

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

Eligible 11th grade students will take the CPT. Students area (s) of weakness will be addressed by providing students the opportunity to enroll in remedial courses during their senior year. – Math for College Readiness/Reading for College Readiness.

Students will have the opportunity to participate in SAT and ACT prep courses during and after school.

Students in the 11th grade participate in the annual school sponsored College Fair.

11th and 12th grade students are counseled to work toward receiving college credits while in high school by enrolling dually in one of the contracted public universities, or technical school. Students in the 12th grade meeting the requirements for early admissions are encouraged to do so.

Students in the 12th grade are exposed to and encourage to apply for the various scholarships available to them. Students in the 11th grade are encouraged to start researching and preparing to apply for scholarships at the appropriate time.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. Incoming sixth graders, transitioning from elementary to secondary setting.	1A.1. Vertical articulation 2. Restricted movement throughout campus locations. 3. Middle school orientation to address expectations.	1A.1. Principals, Assistant Principal, Reading Coach, and Classroom Teacher	1A.1. Articulation Meeting Minutes 2. Master Schedule 3. Classroom Observations	1A.1. Articulation Plan 2. Classroom Walkthroughs
Reading Goal #1A: Given instruction using the Next Generation Sunshine State Standards and Common Core Standards, by May 2013 30% of students will increase their reading levels of proficiency.	2012 Current Level of Performance:* *25%(82)*	2013 Expected Level of Performance:* *30%*	.				
			1A.2. Rigor throughout the curriculum is not evident or minimal.	1A.2. Provide continuous professional development on Webb's DOK 2. Provide opportunities to respond to high order thinking questions 3. Implementation of pacing guides created by Reading Coach. 4. Provide professional development for specific to Common Core Standards. 5. Provide critical thinking strategies using NGCARPD and Common Core Standards. 6. Deliver differentiated instruction.	1A.2 .Principals, Assistant Principal, Reading Coach, and Classroom Teacher	1A.2.1. Classroom Observations 2. Lesson Plans with evidence of Performance Based Tasks	1A.2. Lesson Plan Rubric
			1A.3. Limited exposure to nonfiction text.	1A.3. Implement use of Common Core exemplary text into curriculum. 2. Include the use of primary and	1A.3. Principals, Assistant Principal, Reading Coach, and Classroom Teacher, GEAR UP Coach	1A.3. 1. Classroom observations 2. Lesson Plans 3. Students Observations	1A.3. Lesson Plan Rubric 2. PD 360

				secondary documents in Social Studies and Literature classes. 3. Incorporate AVID weekly nonfiction articles into critical thinking classes				
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Reading Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*						
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. Level of rigor throughout the curriculum is not evident or minimal.

2. Consistent professional development on using Webb's DOK | 2A.1. Implementation of Performance Based Tasks consistent with the Common Core Standards.

2. Provide times for teachers to collaborate and plan units as a team.
3. Plan and Implement trainings during PLC's and team meetings. | 2A.1. Principals, Assistant Principal, Reading Coach, and Classroom Teacher | 2A.1. Classroom Observations

2. Lesson Plans with evidence of Performance Based Tasks

3. PLC and Team Meeting Minutes | 2A.1. PD 360

2. Lesson Plan Rubric

3. Classroom Walkthroughs |
| Reading Goal #2A:

Given instruction using the Next Generation Sunshine State Standards and Common Core Standards, by May 2013 13% of students will increase their reading levels of proficiency to level 4 or above. | 2012 Current Level of Performance:*

8%(25) | 2013 Expected Level of Performance:*

13% | | | | | |
| | | | 2A.2. Content area teachers have a limited understanding of how to integrate literacy into the curriculum. | 2A.2. Implementation of NGCARPD and practicum | 2A.2. Academic Coaches | 2A.2. CIS Lessons

2. Lesson Plans

3. Classroom Observations | 2A.2. 2A.1 Lesson Plan Rubric

2. Classroom Walkthroughs

3. CIS Practicum |
| | | | 2A.3. Content area classes are not exposed to higher order thinking and providing support for context based questions. | 2A.3. Provide professional development on Webb's DOK | 2A.3. Academic Coaches | 2A.3. 1. Essential Questions

2. Teacher-made Tests

3. Lesson Plans | 2A.3. 1.Lesson Plan Rubric

2. Classroom Walkthroughs |
| **2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.** | | | 2B.1. | 2B.1. | 2B.1. | 2B.1. | 2B.1. |
| Reading Goal #2B:

Enter narrative for the goal in this box. | 2012 Current Level of Performance:*

Enter numerical data for current level of performance in this box. | 2013 Expected Level of Performance:*

Enter numerical data for expected level of performance in this box. | | | | | |
| | | | 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
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Challenge of utilizing data for differentiated instruction and best practices	3A.1. Implementation of data interpretation training	3A.1. Principals, Assistant Principal, Academic Coaches, and Classroom Teacher	3A.1. Meeting Minutes 2. Data Chat Forms 3. Lesson Plans	3A.1. Lesson Plans 2. Classroom Walkthroughs
Reading Goal #3A: Given instruction using the Next Generation Sunshine State Standards and Common Core Standards, by May 2013 59% of students will make learning gains.	2012 Current Level of Performance:* *54%(179)*	2013 Expected Level of Performance:* *59%*					
			3A.2. School-wide literacy across the curriculum is minimal.	3A.2. Implementation of NGCARPD and practicum	3A.2. Academic Coaches	3A.2. PLC Meeting Minutes 2. Classroom Observations	3A.2. 1. Lesson Plan Rubric 2. Classroom Walkthroughs 3. CIS Practicum
			3A.3. Lack of text complexity included in curriculum	3A.3. Provide Professional Development on text complexity	3A.3. Reading Coach	3A.3. Lesson Plans 2. Classroom Observations	3A.3. Classroom Walkthroughs 2. Text Evaluation
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Reading Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Lack of exposure to reading for an extended sustained period of time. Due to students, lack of reading, they are unable to understand/answer/read high order questions.	4A.1. Implement a school-wide literacy program to increase reading endurance and build comprehension.	4A.1. Principals, Assistant Principal, Academic Coaches, and Classroom Teacher	4A.1. Classroom Observations 2. Curriculum Progress Monitoring	4A.1. Progress Monitoring Reports 2. Classroom Walkthroughs
Reading Goal #4A: Given instruction using the Next Generation Sunshine State Standards and Common Core Standards, by May 2013 68% of students in the lowest 25% will make learning gains in reading?	2012 Current Level of Performance:* *63%*	2013 Expected Level of Performance:* *68%*					
			4A.2.Content area teachers have a limited understanding of how to integrate literacy into the curriculum.	4A.2. Implementation of NGCARPD and practicum	4A.2. Academic Coaches	4A.2. Classroom Observations 2. CIS Lesson Plans and Observations	4A.2. 1 Progress Monitoring Reports 2. Classroom Walkthroughs 3. CIS Lessons
			4A.3. Lack of understanding of disaggregation of data for grouping and differentiated instruction.	4A.3. Implementation of data interpretation training	4A.3. Principals, Assistant Principal, Academic Coaches, and Classroom Teacher	4A.3. Data Chats 2. Teacher Data Analysis 3. Meeting Minutes	4A.3. Lesson Plans 2. Classroom walkthrough
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Reading Goal #4B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 35% of students have achieved a level 3 or higher	41%	47%	53%	59%	65%	68%
Reading Goal #5A: *By May 2017, 68% of students will have achieved a level 3 or higher.*							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**			5B.1. White and Black: Lack of exposure to cultural stimulants that may enhance reading comprehension. Hispanic: Asian: American Indian:	5B.1. Provide more multicultural text and scaffolding activities for students	5B.1. Reading Coach and Classroom Teacher	5B. 1. Progress Monitoring Reports 2. Lesson Plans 3. Classroom Observations 4. Student Work	5B.1.ProgressMonitoring Reports	
Reading Goal #5B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:						
			5B.2. Differentiated Instruction is not delivered to strengthen areas of need.	5B.2. Teachers will be provided with professional development opportunities to assist in the implementation of differentiated instruction. In addition, opportunities for teachers to plan lessons as a department.	5B.2. Reading Coach and Classroom Teacher	5B.2. Classroom Observations 1. Lesson Plans 2. Progress Monitoring Reports 3. Ongoing Data Analysis Chats	5B.2. PD Meeting Minutes 2. Progress Monitoring Reports	
			5B.3. Lack of readiness and motivation	5B.3. Provide opportunities to attend the 21st Century Afterschool Program	5B.3. Administration and 21st Century Coach	5B.3. 1. Students Work 2. 21st Century observations	5B.3.Progress Monitoring Reports	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. Struggle with language retention and acquisition. Cultural experiences may influence the vocabulary acquisition based on experiences, education and prior knowledge.	5C.1. Expose all students to multi-cultural and multi-genres of literature and informational text. Practice using stem questions, sentence starters and sentence frames to provide strategies for improvement.	5C.1. Academic Coaches and Teacher	5C.1. 1. Student Discussion Observation 2. Progress Monitoring Reports 3. Lesson Plans 4. Ongoing Data Chats	5C.1. Lesson Plans 2. Progress Monitoring Reports 3. Classroom Walkthroughs
Reading Goal #5C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5C.2. Content area teachers have a limited understanding of how to integrate literacy into the curriculum and ensure they are using ELL strategies.	5C.2. Provide Professional Development on Reading Strategies/ELL strategies	5C.2. Academic Coaches and Teacher	5C.2. 1. Student Discussion Observation 2. Progress Monitoring Reports 3. Lesson Plans 4. Ongoing Data Chats	5C.2. 1. Lesson Plans 2. Progress Monitoring Reports 3. Classroom Walkthroughs
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. Lack of critical thinking and reasoning skills	5D.1. Determine core needs by utilizing the FAIR assessment and plan differentiated instruction that incorporates the use of interventions and strategies targeted to enhance these deficiencies. 2. Plan supplemental instruction/interventions for students not mastering core curriculum. Successmaker will be utilized to assist as a reading intervention.	5D.1.Reading Coach	5D.1. Lesson Plans 2. Curriculum Progress Monitoring 3.Classroom Observations	5D.1. Progress Monitoring Reports
Reading Goal #5D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5D.2. Challenge of utilizing data for differentiated instruction and best practices	5D.2. Implementation of data interpretation training	5D.2. Principals, Assistant Principal, Academic Coaches, and Classroom Teacher	5D.2. Data Chats 2. Teacher Data Analysis 3. Meeting Minutes	5D.2. Lesson Plans 2. Classroom walkthrough
			5D.3. Lack of cultural experiences	5D.3. Provide more multicultural text and scaffolding activities for students	5D.3. Reading Coach and Classroom Teachers	5D.3. Progress Monitoring Reports 2. Lesson Plans 3. Classroom Observations	5D.3. Progress Monitoring Reports

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Students lack motivation-behavior may interfere with classroom instruction.	5E.1. Provide teachers with an opportunity to meet and discuss research-based strategies, plan lessons that present students with authentic learning experiences.	5E.1. Principals, Assistant Principal, Academic Coaches, and Classroom Teacher	5E.1. Lesson Plans 2. Classroom Observations 3. Team Meetings	5E.1. Classroom Walkthroughs 2. Student Work 3. Lesson Plan Rubric
Reading Goal #5E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5E.2. Lack of literary and cultural experiences	5E.2. Expose all students to multi-cultural and multi-genres of literature and informational text. Practice using stem questions, sentence starters and sentence frames to provide strategies for improvement.	5E.2. Academic Coaches	5E.2. Lesson Plans 2. Classroom Observations 3. Curriculum Progress Monitoring	5E.2. Lesson Plans 2. Classroom Observations
			5E.3. Challenge of utilizing data for differentiated instruction and best practices	5E.3. Implementation of data interpretation training	5E.3. .Principals, Assistant Principal, Academic Coaches, and Classroom Teacher	5E.3. Data Chats 2. Teacher Data Analysis 3. Meeting Minutes	5E.3. .Lesson Plans 2. Classroom walkthrough

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
NGCARPD	6-12 Social Studies English Science	Debrosha Sparks Reading Coach	Social Studies English Science	PLC'S, Team Meetings	Lesson Plan Review Classroom Observations	Reading Coach
Data Interpretation	6-12	Academic Coaches	School-Wide	PLC'S, Team Meetings	Meeting Minutes	Leadership Team
Lesson Study	6-12	Academic Coaches	Content Areas	Team Meetings	Lesson Observation and Debriefing	Leadership Team
Reading/Writing	6-12	Pearson	English/Reading	Ongoing	Meeting Minutes, Pearson Observation Tool	Leadership Team and Pearson

Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Read 180	Middle School Intensive Reading		
Edge National Geographic	High School Reading		
SpringBoard	Materials for Honor Classes		
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
READ 180 Site License			
Achieve 3000			
Successmaker			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NGCARPD			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

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
1. Students scoring proficient in listening/speaking.		1.1.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #1: *Enter narrative for the goal in this box.*	2012 Current Percent of Students Proficient in Listening/Speaking: *Enter numerical data for current level of performance in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #2: *Enter narrative for the goal in this box.*	2012 Current Percent of Students Proficient in Reading: *Enter numerical data for current level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing. CELLA Goal #3: *Enter narrative for the goal in this box.*	2012 Current Percent of Students Proficient in Writing : *Enter numerical data for current level of performance in this box.*	2.1.	2.1.	2.1.	2.1.	2.1.
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1. NGSSS with CCSS infusion	1A.1. Meet in PLCs to develop common, formative assessments and share best practices for remediation.	1A.1. Math Coach, Pearson Representative(s), and Administrators	1A.1. –ongoing data analysis -data chats -classroom observations and walkthroughs	1A.1. –results from mini-assessments, quizzes, tests, midterms, and finals -Observation360
Mathematics Goal #1A: *By May 2013, at least 19% (45) of the students will achieve a level 3 on the FCAT 2.0 Mathematics Assessment.*	2012 Current Level of Performance:* *14% (31)*	2013 Expected Level of Performance:* *19% (45)*					
			1A.2. Lack of rigor in instructional delivery	1A.2. -Use continuous data to drive instruction. -Incorporate Pearson Foundation Units that model how learning time is organized and how learning is conducted. - Meet in PLCs, focusing on literacy across the curriculum and higher-order questioning.	1A.2. Math Coach, Pearson Representative(s), and Administrators	1A.2. –lesson plans -data chats - classroom observations and walkthroughs	1A.2. –lesson plan rubric -Performance Matters -Observation360
			1A.3. Lack of pre-requisite skills	1A.3. –spiraling curriculum by incorporating secondary benchmarks -student goal setting and progress monitoring to revisit goals while discussing individual strengths and weaknesses	1A.3. Math Coach and Administrators	1A.3. –ongoing data analysis -data chats -classroom observations and walkthroughs	1A.3. –results from mini-assessments, quizzes, tests, midterms, and finals -Observation360
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					

		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. Lack of enrichment opportunities	2A.1. –Institute grade level appropriate advanced courses. - Implement a school wide initiative to participate in brain bowls.	2A.1. Math Coach, Academic Games Advisors, and Administrators	2A.1. –ongoing data analysis -data chats involving bowl results -classroom observations and walkthroughs	2A.1. –results from mini-assessments, quizzes, tests, midterms, finals, and brain bowls -Observation360
Mathematics Goal #2A: _By May 2013, at least 8% (19) of the students will achieve a level 4 or 5 on the FCAT 2.0 Mathematics Assessment._	2012 Current Level of Performance:* _3% (6)_	2013 Expected Level of Performance:* _8% (19)_					
			2A.2. Students' effective use of higher-order thinking strategies	2A.2. Incorporate AVID strategies school wide	2A.2. Leadership Team and AVID Site Team	2A.2. –ongoing data analysis -classroom observations and walkthroughs	2A.2. –results from mini-assessments, quizzes, tests, midterms, finals, and brain bowls -Observation360
			2A.3. Student familiarity with computer-based testing	2A.3. -ePAT trainings for all students prior to testing -Test Administrator training for all teachers	2A.3. Testing Coordinator and Administrators	2A.3. –testing meetings -testing trainings	2A.3. FCAT 2.0 results
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: _Enter narrative for the goal in this box._	2012 Current Level of Performance:* _Enter numerical data for current level of performance in this box._	2013 Expected Level of Performance:* _Enter numerical data for expected level of performance in this box._					
			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
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1. Teachers implementing the Florida Continuous Improvement Model with fidelity based on the FOCUS process	3A.1. –Plan based on disaggregated student data. -Manage time in the instructional calendar. -Collaborate with instructional team and teach the standards. -Conduct frequent student assessment to monitor teaching and learning. -Reteach and enrich students.	3A.1. Math Coach and Administrators	3A.1.- lesson plans –ongoing data analysis -data chats -classroom observations and walkthroughs	3A.1. –lesson plan rubric -Performance Matters -Observation360
Mathematics Goal #3A: *By May 2013, at least 49% (115) of the students will make learning gains on the FCAT 2.0 Mathematics Assessment.*	2012 Current Level of Performance:* *44% (97)*	2013 Expected Level of Performance:* *49% (115)*	3A.2. Students grasping abstract concepts	3A.2. Increase the use of manipulatives and hands-on activities to reinforce math concepts.	3A.2. Math Coach and Administrators	3A.2. - lesson plans –ongoing data analysis -data chats -classroom observations and walkthroughs	3A.2. –lesson plan rubric –results from mini-assessments, quizzes, tests, midterms, and finals -Observation360
			3A.3. Students properly communicating mathematically	3A.3. Incorporate AVID, NGCARPD, and Pearson Schoolwide Improvement Model strategies that focus on literacy and writing in all content areas.	3A.3. Leadership Team, AVID Site Team, and Pearson Representative(s)	3A.3. - lesson plans –ongoing data analysis -data chats -classroom observations and walkthroughs	3A.3. –lesson plan rubric –results from mini-assessments, quizzes, tests, midterms, and finals -Observation360
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1. Student motivation	4A.1. -Implement schoolwide and classroom incentives. -Continue to revise classroom intervention groups as necessary. -Seek parental involvement and communication.	4A.1. Leadership Team and Classroom Teachers	4A.1. - lesson plans –ongoing data analysis -data chats -classroom observations and walkthroughs -informal conversations with students	4A.1. –lesson plan rubric –results from mini-assessments, quizzes, tests, midterms, and finals -Observation360
Mathematics Goal #4A: _By May 2013, at least 63% () of the students in the lowest 25% will make learning gains on the FCAT 2.0 Mathematics Assessment._	2012 Current Level of Performance:* _58% ()_	2013 Expected Level of Performance:* _63% ()_					
			4A.2. Effective implementation of differentiated instruction	4A.2. -Small group instruction in the classroom -PLCs and instructional team meetings discussing grouping rationale and effective differentiated instruction techniques based on student need	4A.2. Math Coach, Administrators, and Classroom Teachers	4A.2. - lesson plans –ongoing data analysis -data chats -classroom observations and walkthroughs	4A.2. –lesson plan rubric –results from mini-assessments, quizzes, tests, midterms, and finals -Observation360
			4A.3. Lack of basic, foundational skills	4A.3. –Structure lessons based on the instructional focus calendar. -Implement classroom and schoolwide interventions to support learning (Achieve3000, SuccessMaker, and FCAT Explorer)	4A.3. Math Coach, Administrators, and Classroom Teachers	4A.3. - lesson plans –program reports -data chats -classroom observations and walkthroughs	4A.3. –lesson plan rubric - Achieve3000, SuccessMaker, and FCAT Explorer data –results from mini-assessments, quizzes, tests, midterms, and finals -Observation360
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Mathematics Goal #4B: _Enter narrative for the goal in this box._	2012 Current Level of Performance:* _Enter numerical data for current level of performance in this box._	2013 Expected Level of Performance:* _Enter numerical data for expected level of performance in this box._					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** *36% of the students have achieved a level 3 or higher*	23%	32%	41%	50%	59%	68%
Mathematics Goal #5A: *By May 2017, at least 68% of the students will achieve a level 3 or better on Florida's standardized mathematics assessment.*							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**		5B.1. *White and Black:* Students from families with varying cultural values missing the relevance or importance of standardized assessments Hispanic: NA Asian: NA American Indian: NA	5B.1. Educate, communicate with, guide, and discuss data with parents and/or guardians	5B.1. Leadership Team	5B.1. –ongoing data analysis -data chats -informal conversations with students	5B.1. –results common assessments -parent/student conference and contact logs	
Mathematics Goal #5B: *By May 2013, at least % () of the students will make satisfactory progress on the FCAT 2.0 Mathematics Assessment.*	**2012 Current Level of Performance:*** *White:% ()* *Black: % ()* Hispanic: NA Asian: NA American Indian: NA / **2013 Expected Level of Performance:*** *White: % ()* *Black: % ()* Hispanic: NA Asian: NA American Indian: NA						
		5B.2. *White and Black:* Lack of exposure to reading strategies in the mathematics classroom Hispanic: NA Asian: NA American Indian: NA	5B.2. Incorporate AVID, NGCARPD, and Pearson Schoolwide Improvement Model strategies that focus on literacy and writing in all content areas.	5B.2. Leadership Team, AVID Site Team, and Pearson Representative(s)	5B.2. -embracing best practices from reading department - lesson plans –ongoing data analysis -data chats -classroom observations and walkthroughs	5B.2. –lesson plan rubric –results from mini-assessments, quizzes, tests, midterms, and finals -Observation360	
		5B.3. *White and Black:* Student familiarity with computer-based testing Hispanic: NA Asian: NA American Indian: NA	5B.3. -ePAT trainings for all students prior to testing -Test Administrator training for all teachers	5B.3. Testing Coordinator and Administrators	5B.3. –testing meetings -testing trainings	5B.3. FCAT 2.0 results	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1. Difficulty in use of metacognitive skills in the English language, thus affecting problem solving	5C.1. –Infuse higher order questions into instructional delivery. -Implement supplemental materials that support differentiated instruction.	5C.1. Math Coach, Administrators, and Classroom Teachers	5C.1. - lesson plans –ongoing data analysis -data chats -classroom observations and walkthroughs	5C.1. –lesson plan rubric –results from mini-assessments, quizzes, tests, midterms, and finals -Observation360
Mathematics Goal #5C: *By May 2013, at least % () of the ELL students will make satisfactory progress on the FCAT 2.0 Mathematics Assessment.*	2012 Current Level of Performance:* *% ()*	2013 Expected Level of Performance:* *% ()*					
			5C.2. Lack of adequate vocabulary development	5C.2. Introduce, reinforce, and assess mathematics vocabulary in each unit.	5C.2. Math Coach, Administrators, and Classroom Teachers	5C.2. - lesson plans –ongoing data analysis -data chats -classroom observations and walkthroughs	5C.2. –lesson plan rubric –results from mini-assessments, quizzes, tests, midterms, and finals -Observation360
			5C.3. Student familiarity with computer-based testing	5C.3. -ePAT trainings for all students prior to testing -Test Administrator training for all teachers	5C.3. Testing Coordinator and Administrators	5C.3. –testing meetings -testing trainings	5C.3. FCAT 2.0 results
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. Addressing and meeting the needs of students with varying learning styles	5D.1. Infuse technology into instructional delivery through the use of smart boards, Mobi Interwrite Pads, iPads, document cameras, clickers, vodcasts, podcasts, etc.	5D.1. Math Coach, Technology Department, Administrators, and Classroom Teachers	5D.1. - lesson plans –ongoing data analysis -data chats -classroom observations and walkthroughs	5D.1. –lesson plan rubric –results from mini-assessments, quizzes, tests, midterms, and finals -Observation360
Mathematics Goal #5D: *By May 2013, at least % () of the SWD will make satisfactory progress on the FCAT 2.0 Mathematics Assessment.*	2012 Current Level of Performance:* *% ()*	2013 Expected Level of Performance:* *% ()*					
			5D.2. Students' low comprehension skills and reading levels	5D.2. Incorporate AVID, NGCARPD, and Pearson Schoolwide Improvement Model strategies that focus on literacy and writing in all content areas.	5D.2. Leadership Team, AVID Site Team, and Pearson Representative(s)	5D.2. -embracing best practices from reading department - lesson plans –ongoing data analysis -data chats -classroom observations and walkthroughs	5D.2. –lesson plan rubric –results from mini-assessments, quizzes, tests, midterms, and finals -Observation360
			5D.3. Student familiarity with computer-based testing	5D.3. -ePAT trainings for all students prior to testing -Test Administrator training for all teachers	5D.3. Testing Coordinator and Administrators	5D.3. –testing meetings -testing trainings	5D.3. FCAT 2.0 results

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1. Teacher sensitivity to home life	5E.1. PLCs geared towards understanding the school's clientele in this rural setting	5E.1. Leadership Team	5E.1. -informal conversations with students -classroom observations and walkthroughs	5E.1. -parent/student conference and contact logs -Observation 360
Mathematics Goal #5E: *By May 2013, at least % () of the economically disadvantaged students will make satisfactory progress on the FCAT 2.0 Mathematics Assessment.*	2012 Current Level of Performance:* *% ()*	2013 Expected Level of Performance:* *% ()*					
			5E.2. Students' low comprehension skills and reading levels	5E.2. Incorporate AVID, NGCARPD, and Pearson Schoolwide Improvement Model strategies that focus on literacy and writing in all content areas.	5E.2. Leadership Team, AVID Site Team, and Pearson Representative(s)	5E.2. -embracing best practices from reading department - lesson plans –ongoing data analysis -data chats -classroom observations and walkthroughs	5E.2. –lesson plan rubric –results from mini-assessments, quizzes, tests, midterms, and finals -Observation360
			5E.3. Students' lack of understanding of their individual assessment data and areas of needed improvement	5E.3. Hold continuous data chats with students periodically.	5E.3. Leadership Team	5E.3. -informal conversations with students -classroom observations and walkthroughs	5E.3. data chat logs

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

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
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
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
4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4.1.	4.1.	4.1.	4.1.	4.1.
Mathematics Goal #4: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.	4.3.

End of Florida Alternate Assessment High School Mathematics Goals

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

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1.			1.1. NGSSS with CCSS infusion	1.1. Meet in PLCs to develop common, formative assessments and share best practices for remediation.	1.1. Math Coach, Pearson Representative(s), and Administrators	1.1. –ongoing data analysis -data chats -classroom observations and walkthroughs	1.1. –results from mini-assessments, quizzes, tests, midterms, and finals -Observation360
Algebra 1 Goal #1: *By May 2013, at least 35% (20) of the students will achieve a level 3 on the Algebra I EOC Exam.*	2012 Current Level of Performance:* *28% (21)*	2013 Expected Level of Performance:* *35% (20)*					
			1.2. Lack of rigor in instructional delivery	1.2. -Use continuous data to drive instruction. -Incorporate Pearson Foundation Units that model how learning time is organized and how learning is conducted. - Meet in PLCs, focusing on literacy across the curriculum and higher-order questioning.	1.2. Math Coach, Pearson Representative(s), and Administrators	1.2. –lesson plans -data chats - classroom observations and walkthroughs	1.2. –lesson plan rubric -Performance Matters -Observation360
			1.3. Lack of pre-requisite skills	1.3. –spiraling curriculum by incorporating secondary benchmarks -student goal setting and progress monitoring to revisit goals while discussing individual strengths and weaknesses	1.3. Math Coach and Administrators	1.3. –ongoing data analysis -data chats -classroom observations and walkthroughs	1.3. –results from mini-assessments, quizzes, tests, midterms, and finals -Observation360
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1. Lack of enrichment opportunities	2.1. –Institute grade level appropriate advanced courses. - Implement a school wide initiative to participate in brain bowls.	2.1. Math Coach, Academic Games Advisors, and Administrators	2.1. –ongoing data analysis -data chats involving bowl results -classroom observations and walkthroughs	2.1. –results from mini-assessments, quizzes, tests, midterms, finals, and brain bowls -Observation360
Algebra Goal #2: *By May 2013, at least 6% (3) of the students will achieve a level 4 or 5 on the Algebra I EOC Exam.*	2012 Current Level of Performance:* *1% (1)*	2013 Expected Level of Performance:* *6% (3)*					

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

| | | 2.2. Students' effective use of higher-order thinking strategies | 2.2. Incorporate AVID strategies school wide | 2.2. Leadership Team and AVID Site Team | 2.2. –ongoing data analysis -classroom observations and walkthroughs | 2.2. –results from mini-assessments, quizzes, tests, midterms, finals, and brain bowls -Observation360 |
| | | 2.3. Student familiarity with computer-based testing | 2.3. -ePAT trainings for all students prior to testing -Test Administrator training for all teachers | 2.3. Testing Coordinator and Administrators | 2.3. –testing meetings -testing trainings | 2.3. Algebra I EOC Exam results |

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** *33% (11) of the students achieved a scale score in the top third of the state.*	29%	36%	43%	50%	57%	65%
Algebra 1 Goal #3A: *By May 2017, at least 65% of the students will achieve a level 3 or better on the Algebra I EOC Exam.*							

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.** Algebra 1 Goal #3B: *By May 2013, at least % () of the students will make satisfactory progress on the Algebra I EOC Exam*	**2012 Current Level of Performance:*** *White:% () Black: % ()* Hispanic: NA Asian: NA American Indian: NA / **2013 Expected Level of Performance:*** *White: % () Black: % ()* Hispanic: NA Asian: NA American Indian: NA	3B.1. *White and Black:* Students from families with varying cultural values missing the relevance or importance of standardized assessments Hispanic: NA Asian: NA American Indian: NA	3B.1. Educate, communicate with, guide, and discuss data with parents and/or guardians	3B.1. Leadership Team	3B.1. –ongoing data analysis -data chats -informal conversations with students	3B.1. –results common assessments -parent/student conference and contact logs	
		3B.2. *White and Black:* Lack of exposure to reading strategies in the mathematics classroom Hispanic: NA Asian: NA American Indian: NA	3B.2. Incorporate AVID, NGCARPD, and Pearson Schoolwide Improvement Model strategies that focus on literacy and writing in all content areas.	3B.2. Leadership Team, AVID Site Team, and Pearson Representative(s)	3B.2. -embracing best practices from reading department - lesson plans –ongoing data analysis -data chats -classroom observations and walkthroughs	3B.2. –lesson plan rubric –results from mini-assessments, quizzes, tests, midterms, and finals -Observation360	
		3B.3. *White and Black:* Student familiarity with computer-based testing Hispanic: NA	3B.3. -ePAT trainings for all students prior to testing -Test Administrator training for all teachers	3B.3. Testing Coordinator and Administrators	3B.3. –testing meetings -testing trainings	3B.3. Algebra I EOC Exam results	

		Asian: NA American Indian: NA				

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
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.			3C.1. Difficulty in use of metacognitive skills in the English language, thus affecting problem solving	3C.1. –Infuse higher order questions into instructional delivery. -Implement supplemental materials that support differentiated instruction.	3C.1. Math Coach, Administrators, and Classroom Teachers	3C.1. - lesson plans –ongoing data analysis -data chats -classroom observations and walkthroughs	3C.1. –lesson plan rubric –results from mini-assessments, quizzes, tests, midterms, and finals -Observation360
Algebra 1 Goal #3C: *By May 2013, at least % () of the ELL students will make satisfactory progress on the Algebra I EOC Exam.*	2012 Current Level of Performance:* *% ()*	2013 Expected Level of Performance:* *% ()*					
			3C.2. Lack of adequate vocabulary development	3C.2. Introduce, reinforce, and assess mathematics vocabulary in each unit.	3C.2. Math Coach, Administrators, and Classroom Teachers	3C.2. - lesson plans –ongoing data analysis -data chats -classroom observations and walkthroughs	3C.2. –lesson plan rubric –results from mini-assessments, quizzes, tests, midterms, and finals -Observation360
			3C.3. Student familiarity with computer-based testing	3C.3. -ePAT trainings for all students prior to testing -Test Administrator training for all teachers	3C.3. Testing Coordinator and Administrators	3C.3. –testing meetings -testing trainings	3C.3. Algebra I EOC Exam results
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
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.			3D.1. Addressing and meeting the needs of students with varying learning styles	3D.1. Infuse technology into instructional delivery through the use of smart boards, Mobi Interwrite Pads, iPads, document cameras, clickers, vodcasts, podcasts, etc.	3D.1. Math Coach, Technology Department, Administrators, and Classroom Teachers	3D.1. - lesson plans –ongoing data analysis -data chats -classroom observations and walkthroughs	3D.1. –lesson plan rubric –results from mini-assessments, quizzes, tests, midterms, and finals -Observation360
Algebra 1 Goal #3D: *By May 2013, at least % () of the SWD will make satisfactory progress on the Algebra I EOC Exam.*	2012 Current Level of Performance:* *% ()*	2013 Expected Level of Performance:* *% ()*					
			3D.2. Students' low comprehension skills and reading levels	3D.2. Incorporate AVID, NGCARPD, and Pearson Schoolwide Improvement Model strategies that focus on literacy and writing in all content areas.	3D.2. Leadership Team, AVID Site Team, and Pearson Representative(s)	3D.2. -embracing best practices from reading department - lesson plans –ongoing data analysis -data chats -classroom observations and walkthroughs	3D.2. –lesson plan rubric –results from mini-assessments, quizzes, tests, midterms, and finals -Observation360
			3D.3. Student familiarity with computer-based testing	3D.3. -ePAT trainings for all students prior to testing -Test Administrator training for all teachers	3D.3. Testing Coordinator and Administrators	3D.3. –testing meetings -testing trainings	3D.3. Algebra I EOC Exam results

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
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.			3E.1. Teacher sensitivity to home life	3E.1. PLCs geared towards understanding the school's clientele in this rural setting	3E.1. Leadership Team	3E.1. -informal conversations with students -classroom observations and walkthroughs	3E.1. -parent/student conference and contact logs -Observation 360
Algebra 1 Goal #3E: *By May 2013, at least % () of the economically disadvantaged students will make satisfactory progress on the Algebra I EOC Exam.*	2012 Current Level of Performance:* % ()	2013 Expected Level of Performance:* % ()					
			3E.2. Students' low comprehension skills and reading levels	3E.2. Incorporate AVID, NGCARPD, and Pearson Schoolwide Improvement Model strategies that focus on literacy and writing in all content areas.	3E.2. Leadership Team, AVID Site Team, and Pearson Representative(s)	3E.2. -embracing best practices from reading department - lesson plans –ongoing data analysis -data chats -classroom observations and walkthroughs	3E.2. –lesson plan rubric –results from mini-assessments, quizzes, tests, midterms, and finals -Observation360
			3E.3. Students' lack of understanding of their individual assessment data and areas of needed improvement	3E.3. Hold continuous data chats with students periodically.	3E.3. Leadership Team	3E.3. -informal conversations with students -classroom observations and walkthroughs	3E.3. data chat logs

End of Algebra 1 EOC Goals

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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1. NGSSS with CCSS infusion	1.1. Meet in PLCs to develop common, formative assessments and share best practices for remediation.	1.1. Math Coach, Pearson Representative(s), and Administrators	1.1. –ongoing data analysis -data chats -classroom observations and walkthroughs	1.1. –results from mini-assessments, quizzes, tests, midterms, and finals -Observation360
Geometry Goal #1: *By May 2013, at least 51% (33) of the students will achieve a level 3 on the Geometry EOC Exam.*	2012 Current Level of Performance:* *46% (13) had a scale score of 50 or better*	2013 Expected Level of Performance:* *51% (33)*					
			1.2. Lack of rigor in instructional delivery	1.2. -Use continuous data to drive instruction. -Incorporate Pearson Foundation Units that model how learning time is organized and how learning is conducted. - Meet in PLCs, focusing on literacy across the curriculum and higher-order questioning.	1.2. Math Coach, Pearson Representative(s), and Administrators	1.2. –lesson plans -data chats - classroom observations and walkthroughs	1.2. –lesson plan rubric -Performance Matters -Observation360
			1.3. Lack of pre-requisite skills	1.3. –spiraling curriculum by incorporating secondary benchmarks -student goal setting and progress monitoring to revisit goals while discussing individual strengths and weaknesses	1.3. Math Coach and Administrators	1.3. –ongoing data analysis -data chats -classroom observations and walkthroughs	1.3. –results from mini-assessments, quizzes, tests, midterms, and finals -Observation360
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1. Lack of enrichment opportunities	2.1. –Institute grade level appropriate advanced courses. - Implement a school wide initiative to participate in brain bowls.	2.1. Math Coach, Academic Games Advisors, and Administrators	2.1. –ongoing data analysis -data chats involving bowl results -classroom observations and walkthroughs	2.1. –results from mini-assessments, quizzes, tests, midterms, finals, and brain bowls -Observation360
Geometry Goal #2: *By May 2013, at least % () of the students will achieve a level 4 or 5 on the Geometry EOC Exam*	2012 Current Level of Performance:* *% ()*	2013 Expected Level of Performance:* *% ()*					

		2.2. Students' effective use of higher-order thinking strategies	2.2. Incorporate AVID strategies school wide	2.2. Leadership Team and AVID Site Team	2.2. –ongoing data analysis -classroom observations and walkthroughs	2.2. –results from mini-assessments, quizzes, tests, midterms, finals, and brain bowls -Observation360
		2.3. Student familiarity with computer-based testing	2.3. -ePAT trainings for all students prior to testing -Test Administrator training for all teachers	2.3. Testing Coordinator and Administrators	2.3. –testing meetings -testing trainings	2.3. Geometry EOC Exam results

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		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2011-2012** *46% (13) of the students achieved a scale score of 50 or better.*	51%	56%	61%	66%	73%
Geometry Goal #3A: *By May 2017, at least 73% of the students will achieve a scale score of 50 or better on the Geometry EOC Exam.*						

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 Geometry.** Geometry Goal #3B: *By May 2013, at least % () of the students will make satisfactory progress on the Geometry EOC Exam*	**2012 Current Level of Performance:*** *White:% () Black: % ()* Hispanic: NA Asian: NA American Indian: NA **2013 Expected Level of Performance:*** *White: % () Black: % ()* Hispanic: NA Asian: NA American Indian: NA	3B.1. *White and Black:* Students from families with varying cultural values missing the relevance or importance of standardized assessments Hispanic: NA Asian: NA American Indian: NA	3B.1. Educate, communicate with, guide, and discuss data with parents and/or guardians	3B.1. Leadership Team	3B.1. –ongoing data analysis -data chats -informal conversations with students	3B.1. –results common assessments -parent/student conference and contact logs
		3B.2. *White and Black:* Lack of exposure to reading strategies in the mathematics classroom Hispanic: NA Asian: NA American Indian: NA	3B.2. Incorporate AVID, NGCARPD, and Pearson Schoolwide Improvement Model strategies that focus on literacy and writing in all content areas.	3B.2. Leadership Team, AVID Site Team, and Pearson Representative(s)	3B.2. -embracing best practices from reading department - lesson plans –ongoing data analysis -data chats -classroom observations and walkthroughs	3B.2. –lesson plan rubric –results from mini-assessments, quizzes, tests, midterms, and finals -Observation360
		3B.3. *White and Black:* Student familiarity with computer-based testing Hispanic: NA	3B.3. -ePAT trainings for all students prior to testing -Test Administrator training for all teachers	3B.3. Testing Coordinator and Administrators	3B.3. –testing meetings -testing trainings	3B.3. Geometry EOC Exam results

		Asian: NA American Indian: NA				

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
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			3C.1. Difficulty in use of metacognitive skills in the English language, thus affecting problem solving	3C.1. –Infuse higher order questions into instructional delivery. -Implement supplemental materials that support differentiated instruction.	3C.1. Math Coach, Administrators, and Classroom Teachers	3C.1. - lesson plans –ongoing data analysis -data chats -classroom observations and walkthroughs	3C.1. –lesson plan rubric –results from mini-assessments, quizzes, tests, midterms, and finals -Observation360
Geometry Goal #3C: *By May 2013, at least % () of the ELL students will make satisfactory progress on the Geometry EOC Exam.*	2012 Current Level of Performance:* *% ()*	2013 Expected Level of Performance:* *% ()*					
			3C.2. Lack of adequate vocabulary development	3C.2. Introduce, reinforce, and assess mathematics vocabulary in each unit.	3C.2. Math Coach, Administrators, and Classroom Teachers	3C.2. - lesson plans –ongoing data analysis -data chats -classroom observations and walkthroughs	3C.2. –lesson plan rubric –results from mini-assessments, quizzes, tests, midterms, and finals -Observation360
			3C.3. Student familiarity with computer-based testing	3C.3. -ePAT trainings for all students prior to testing -Test Administrator training for all teachers	3C.3. Testing Coordinator and Administrators	3C.3. –testing meetings -testing trainings	3C.3. Geometry EOC Exam results
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
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			3D.1. Addressing and meeting the needs of students with varying learning styles	3D.1. Infuse technology into instructional delivery through the use of smart boards, Mobi Interwrite Pads, iPads, document cameras, clickers, vodcasts, podcasts, etc.	3D.1. Math Coach, Technology Department, Administrators, and Classroom Teachers	3D.1. - lesson plans –ongoing data analysis -data chats -classroom observations and walkthroughs	3D.1. –lesson plan rubric –results from mini-assessments, quizzes, tests, midterms, and finals -Observation360
Geometry Goal #3D: *By May 2013, at least % () of the SWD will make satisfactory progress on the Geometry EOC Exam.*	2012 Current Level of Performance:* *% ()*	2013 Expected Level of Performance:* *% ()*					
			3D.2. Students' low comprehension skills and reading levels	3D.2. Incorporate AVID, NGCARPD, and Pearson Schoolwide Improvement Model strategies that focus on literacy and writing in all content areas.	3D.2. Leadership Team, AVID Site Team, and Pearson Representative(s)	3D.2. -embracing best practices from reading department - lesson plans –ongoing data analysis -data chats -classroom observations and walkthroughs	3D.2. –lesson plan rubric –results from mini-assessments, quizzes, tests, midterms, and finals -Observation360
			3D.3. Student familiarity with computer-based testing	3D.3. -ePAT trainings for all students prior to testing -Test Administrator training for all teachers	3D.3. Testing Coordinator and Administrators	3D.3. –testing meetings -testing trainings	3D.3. Geometry EOC Exam results

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			3E.1. Teacher sensitivity to home life	3E.1. PLCs geared towards understanding the school's clientele in this rural setting	3E.1. Leadership Team	3E.1. -informal conversations with students -classroom observations and walkthroughs	3E.1. -parent/student conference and contact logs -Observation 360
Geometry Goal #3E: *By May 2013, at least % () of the economically disadvantaged students will make satisfactory progress on the Geometry EOC Exam.*	2012 Current Level of Performance:* % ()	2013 Expected Level of Performance:* % ()					
			3E.2. Students' low comprehension skills and reading levels	3E.2. Incorporate AVID, NGCARPD, and Pearson Schoolwide Improvement Model strategies that focus on literacy and writing in all content areas.	3E.2. Leadership Team, AVID Site Team, and Pearson Representative(s)	3E.2. -embracing best practices from reading department - lesson plans –ongoing data analysis -data chats -classroom observations and walkthroughs	3E.2. –lesson plan rubric –results from mini-assessments, quizzes, tests, midterms, and finals -Observation360
			3E.3. Students' lack of understanding of their individual assessment data and areas of needed improvement	3E.3. Hold continuous data chats with students periodically.	3E.3. Leadership Team	3E.3. -informal conversations with students -classroom observations and walkthroughs	3E.3. data chat logs

End of Geometry EOC Goals

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
NGCARPD	6-12/ all	Reading Coach	Schoolwide	PLC and Team Meeting days beginning October 2012	Lesson Plan Review and Classroom Observations	Math Coach, Reading Coach, Administrators
Data Disaggregation	6-12/ all	Academic Coaches	Schoolwide per Content Area	PLC and Team Meeting days beginning September 2012	Meeting Minutes and Data Chat Logs	Leadership Team
Lesson Study	6-12/ all	Academic Coaches	Schoolwide per Content Area	Team Meeting days beginning October 2012	Lesson Observation and Debriefing	Academic Coaches
Literacy and Writing in the Content Area	6-12/ all	Pearson Representatives	Schoolwide	PLC and Team Meeting days beginning August 2012	Meeting Minutes and Pearson Observation Tool	Leadership Team and Pearson Representatives
AVID Strategies	6-12/ Mathematics	AVID Site Team	Mathematics PLC	PLC and Team Meeting days beginning August 2012	Lesson Plan Review, Classroom Observations, and Student Portfolios	AVID Site Coordinator

Interactive Word Walls	6-12/ Mathematics	Math Coach	Mathematics PLC	PLC in October 2012	Classroom Observations	Math Coach and Administrators
Technology and Manipulatives Use	6-12/ Mathematics	Math Coach	Mathematics PLC	PLC and Team Meeting days beginning October 2012	Classroom Observations	Math Coach and Administrators

Mathematics Budget (Insert rows as needed)

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

<table>
<tr>
<th colspan="3">Elementary and Middle Science Goals</th>
<th colspan="5">Problem-Solving Process to Increase Student Achievement</th>
</tr>
<tr>
<td colspan="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:</td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td colspan="3" rowspan="2">1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.

Science Goal #1A:

Given instruction using the New Generation Sunshine State Standards and Common Core Standard, students will increase grade 8 science proficiency from 18% (8) in 2012 to 25% (18) in 2013.</td>
<td>1A.

Minimal level of rigor throughout the curriculum</td>
<td>1A.1.

Provide continuous professional development on implementing rigor and relevant instruction into the science curriculum

Provide opportunities to respond to high order thinking questions utilizing Webb's Depth of Knowledge

Implementation of pacing guides /instructional focus calendar created by Science Coach to provide instructional delivery guidance

Provide critical thinking strategies using Common Core Standards (Literacy and Math practices)</td>
<td>1A.1

Principals, Assistant Principal, Science Coach, and Classroom Teacher</td>
<td>1A.1

Lesson Plans, Department meeting, PLC

Classroom Walkthroughs / Classroom Observations

Curriculum-based assessments

Data Chats

Formal and informal observations</td>
<td>1A.1

Rubrics, Department meeting agendas,

PD 360

FCAT 2.0, Benchmark Assessments, Teacher generated assessments, mini assessments

Data obtained from program Performance Matters, data analysis obtained from teacher generated assessment

PD 360, District Evaluation Tool</td>
</tr>
<tr>
<td colspan="2">2012 Current Level of Performance:*

In 2012, 18% (8) in grade 8 achieved proficiency.</td>
<td>2013 Expected Level of Performance:*

In 2013, 25% (18) in grade 8 will achieve proficiency.</td>
</tr>
<tr>
<td colspan="3"></td>
<td>1A.2.

Irregular participation in scientific investigations that focus on using inquiry through the implementation of learning stations and/or collaborative groups</td>
<td>1A.2.

Provide continuous professional development incorporating inquiry

Provide science teachers access to a compilation of essential labs, hands-on activities, and other useful resources

Provide students in bi-weekly inquiry/labs/hands-on/learning</td>
<td>1A.2.

Principal, Assistant Principal, Science Coach, and Classroom Teacher</td>
<td>1A.2.

Lesson Plans

Classroom Walkthroughs / Classroom Observations

Lab journals</td>
<td>1A.2.

Rubric

Lesson Plans, Board configuration, student products, mini assessments

Lesson Plans, PD 360, Classroom walkthroughs,</td>
</tr>
</table>

			stations engagement		student products
		1A.3. Implementation of Common Core Literacy Strands	1A.3. Provide professional development specific to incorporating Literacy Common Core Standards as well as strategies associated with implementation into science instruction Incorporate Literacy Common Core Standard strategies into the delivery of science instruction Provide exposure to comprehension instructional sequence	1A.3. Principal, Assistant Principal, Science Coach, and Classroom Teacher	1A.3. Department meeting, PLC Lesson Plans Lesson Plans, utilizing the CIS planning flowchart	1A.3. Department meeting agendas, PLC agendas, Classroom walkthroughs, Rubrics, PD 360, Students products, complete comprehension instructional sequence activities Planning template for teaching students to think as they read, Classroom walkthroughs, student product, PD 360
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.

Science Goal #1B: Given instruction based on the Florida Sunshine State Access Points, students meeting the criteria will increase proficiency levels	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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. Minimal level of rigor throughout the curriculum Lack of enrichment	2A.1. Provide continuous professional development on implementing rigor and relevant instruction into the science curriculum Provide opportunities to respond to high order thinking questions utilizing Webb's Depth of Knowledge Implementation of pacing guides / instructional focus calendars created by the Science coach to provide instructional delivery guidance Provide students opportunity to enroll in advanced classes	2A.1. Principals, Assistant Principal, Science Coach, and Classroom Teacher Guidance	2A.1. Lesson Plan Classroom walkthroughs / Classroom observation Curriculum-based assessments Data Chats Formal and informal observations Passing course	2A.1. Rubric PD 360 FCAT 2.0, Benchmark assessments, Teachers generated assessments, mini assessments Data (Baseline, Mid-Year) obtained from program Performance Matters, data analysis report obtained from teacher generated assessments PD 360, District Evaluation Tool Transcript evaluation
Science Goal #2A: Given instruction using the New Generation Sunshine State Standards and Common Core Standard, students will increase grade 8 science proficiency from 2.2 % (1) in 2012 to 7% (5) in 2013.	2012 Current Level of Performance:* *In 2012, 2.2% (1) of students in grade 8 achieved proficiency.*	2013Expected Level of Performance:* *In 2013, 7% (5) of students in grade 8 will achieve proficiency.*					
			2A.2. Irregular participation in scientific investigations that focus on using inquiry through the implementation of learning stations	2A.2. Provide continuous professional development incorporating inquiry into science curriculum 2. Provide science teachers access to essential labs, hands-on activities, and resources pre-assessed resources 3. Provide students bi-weekly inquiry/labs/hands-on/learning stations engagement	2A.2. Principals, Assistant Principal, Science Coach, and Classroom Teacher	2A.2. Lesson Plans Classroom Walkthroughs/ Classroom Observations Curriculum-based assessments Data Chats Formal and informal observations	2A.2. Rubrics PD 360 FCAT 2.0, Benchmark assessments, teacher generated assessments, mini assessments Data obtained from the program "Performance matters", data analysis obtained from teacher generated assessment report PD 360, District evaluation tool

		2A.3 Implementation of Common Core Literacy Strands	2A.3. Provide professional development specific to incorporating Literacy Common Core Standards as well as strategies associated with implementation into science instruction	2A.3 Principal, Assistant Principal, Science Coach, and Classroom Teacher.	2A.3. Department meeting, PLC	2A.3. Department meeting agendas, PLC agendas, Classroom walkthroughs,
			Incorporate Literacy Common Core Standard strategies into the delivery of science instruction		Lesson Plans	Rubrics, PD 360, Students products, complete comprehension instructional sequence activities
			Provide exposure to comprehension instructional sequence		Lesson Plans, utilizing the CIS planning flowchart	Planning template for teaching students to think as they read, Classroom walkthroughs, student product, PD 360
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: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* / 2013Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

Florida Alternate Assessment High School Science Goals

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

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

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

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

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

Biology 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology 1. Biology 1 Goal #1: Given instruction using the New Generation Sunshine State Standards and Common Core Standard, students scoring a T-score 50 or above on the Biology EOC will increase from 29% (17) in 2012 to 34% (5) in 2013.	2012 Current Level of Performance:* *In 2012, 29% (17) of students taking the Biology EOC achieved proficiency.*	2013 Expected Level of Performance:* *In 2013, 34% (19) of students taking the Biology EOC will achieve proficiency*	1.1. Minimal level of rigor throughout the curriculum	1.1. Provide continuous professional development on implementing rigor and relevant instruction into the science curriculum Provide opportunities to respond to high order thinking questions utilizing Webb's Depth of Knowledge Implementation of pacing guides /instructional focus calendar created by Science Coach to provide instructional delivery guidance Provide critical thinking strategies using Common Core Standards (Literacy and Math practices)	1.1. Principals, Assistant Principal, Science Coach, and Classroom Teacher	1.1. Lesson Plans Classroom Walkthroughs / Classroom Observations Curriculum-based assessments Data Chats Formal and informal observations	1.1. Rubric PD 360 Biology EOC, Benchmark assessments, teacher generated assessments, min assessments Data (Baseline/Mid-Year) obtained from program "Performance Matters", data analysis report obtained from teacher generated assessment data PD 360 / District evaluation Tool
			1.2. Irregular participation in scientific investigations that focus on using inquiry through the implementation of learning stations	1.2. Provide continuous professional development incorporating inquiry Provide science teachers access to a compilation of essential labs, hands-on activities, and other useful resources Provide students bi-weekly inquiry/labs/hands-on/learning stations engagement	1.2. Principals, Assistant Principal, Science Coach, and Classroom Teacher	1.2. Lesson Plans Classroom Walkthroughs/ Classroom Observations	1.2 Rubrics Lesson Plans, Board configuration, student products, min assessments Lesson Plans, PD 360, Classroom walkthroughs, student products
			1.3. Implementation of Common Core	1.3. Provide professional development	1.3. Principal, Assistant Principal,	1.3. Department meeting, PLC	1.3. Department meeting agendas,

			Literacy Strands	specific to incorporating Literacy Common Core Standards as well as strategies associated with implementation into science instruction	Science Coach, and Classroom Teacher		PLC agendas, Classroom walkthroughs,
				Incorporate Literacy Common Core Standard strategies into the delivery of science instruction		Lesson Plans	Rubrics, PD 360, Students products, complete comprehension instructional sequence activities
				Provide exposure to comprehension instructional sequence		Lesson Plans, utilizing the CIS planning flowchart	Planning template for teaching students to think as they read, Classroom walkthroughs, student product, PD 360
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.			2.1. Minimal level of rigor throughout the curriculum	2.1. Provide continuous professional development on implementing rigor and relevant instruction into the science curriculum	2.1. Principal, Assistant Principal, Science Coach, and Classroom Teacher	2.1. Lesson Plans Classroom Walkthroughs / Classroom Observations	2.1. Rubric PD 360
Biology 1 Goal #2: Given instruction using the New Generation Sunshine State Standards and Common Core Standard, students scoring 60 or above on the Biology EOC will increase from 5% (3) in 2012 to 10% (6) in 2013.	2012 Current Level of Performance:* *In 2012, 5% (3) of students taking the Biology EOC achieved proficiency.*	2013 Expected Level of Performance:* *In 2013, 10% (6) of students taking the Biology EOC will achieve proficiency*	Lack of enrichment	Provide opportunities to respond to high order thinking questions utilizing Webb's Depth of Knowledge Implementation of pacing guides /instructional focus calendar created by Science Coach to provide instructional delivery guidance Provide critical thinking strategies using Common Core Standards (Literacy and Math practices)		Curriculum-based assessments Data Chats Formal and informal observations	Biology EOC, Benchmark assessments, teacher generated assessments, min assessments Data (Baseline/Mid-Year) obtained from program "Performance Matters", data analysis report obtained from teacher generated assessment data PD 360 / District evaluation Tool
				Provide students opportunity to dual enrollment classes at community college	Guidance	Passing course	Transcript evaluation
			2.2. 2. Irregular participation in scientific investigations that focus on using inquiry through the implementation of learning stations	2.2. 1. Provide continuous professional development 2. Provide science teachers access	2.2. Principal, Assistant Principal, Science Coach, and Classroom Teacher	2.2. Lesson Plans Classroom Walkthroughs/ Classroom Observations	2.2. Rubrics Lesson Plans, Board configuration, student products,

			to essential labs, hands-on activities, and resources pre-assessed resources			min assessments
			3. Provide students bi-weekly inquiry/labs/hands-on/learning stations engagement			Lesson Plans, PD 360, Classroom walkthroughs, student products
		2.3. Implementation of Common Core Literacy Strands	2.3. Provide professional development specific to incorporating Literacy Common Core Standards as well as strategies associated with implementation into science instruction	2.3. Principal, Assistant Principal, Science Coach, and Classroom Teacher	2.3. Department meeting, PLC	2.3. Department meeting agendas, PLC agendas, Classroom walkthroughs,
			Incorporate Literacy Common Core Standard strategies into the delivery of science instruction		Lesson Plans	Rubrics, PD 360, Students products, complete comprehension instructional sequence activities
			Provide exposure to comprehension instructional sequence		Lesson Plans, utilizing the CIS planning flowchart	Planning template for teaching students to think as they read, Classroom walkthroughs, student product, PD 360

End of Biology 1 EOC Goals

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
Implementation of Common Core Literacy Standards in Science	6-12	Science Coach	School-wide participants	(Second and Fourth Wednesdays of each month, afterschool and/or during common planning periods)	Department meeting Use in classroom Classroom walkthroughs PLC	Principal Science Coach
Lesson Study	6-12	Academic Coaches	All Science Teachers	Each nine weeks period	Department meeting debriefing	Principal Science Coach
Rigor Instruction through Inquiry	6-12 Science	Science Coach	All Science Teachers	Immediate and Ongoing	Department meeting Use in classroom Classroom walkthroughs	Principal Science Coach

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Supplemental interactive software	Purchased Gizmos (ExploreLearning)	Title I	
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			

Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

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
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1A: Given instruction using the Next Generation Sunshine State Standards and Common Core Standards of Writing, 73% of all students 8th-10th will achieve proficiency (level 3 or higher) as measured by the 2013 FCAT Writing.	2012 Current Level of Performance:* *68%*	2013 Expected Level of Performance:* *73%(89)*	1A.1. Implementing with fidelity a whole school approach to the writing process.	1A.1. Develop and effectively implement a focused plan for instruction, assessment and maintenance of writing using the Writer's Workshop Model.	1A.1. Principals, Assistant Principal, Reading Coach, and Classroom Teacher, Pearson Rep	1A.1. Classroom Observations 3. Lesson Plans 4. Writer's Notebook	1A.1.
			1A.2. Implementing with fidelity the Pearson Writer's Workshop Model	1A.2. Model and mentor teachers during the process through team meeting collaboration.	1A.2. Reading Coach and Pearson Rep	1A.2. Classroom Observations	1A.2.
			1A.3. Lack of understanding of disaggregation of data for grouping and differentiated instruction.	1A.3. Use Write Score analysis and disaggregation of data from classroom writing assessments to adequately identify the needs for writing workshops.	1A.3. Reading Coach and Teachers	1A.3. Classroom Observations 2. Lesson Plans	1A.3.
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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
Writer's Workshop	6-12	Reading Coach/Pearson Rep	English	Team Meetings	Classroom Observation and FeedBack	Reading Coach/Pearson Rep
Common Core Writing Standards Training	6-12	Reading Coach	All Content Areas	Team Meetings/PLC	Classroom Observation and FeedBack, Lesson Plans	Academic Coaches

Writing Professional Development

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
Writer's Workshop	Pearson Developed Model		
Write Score	Four Month Scoring		
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Write Score	Writing Mini-lessons Provided		
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Pearson	Immersion of Close Reading and Analysis of critical genres (expository, essay and argument)		
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Writing Goals

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

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

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

Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

End of Civics Goals

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

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

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

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

U.S. History Professional Development

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

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

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

End of U.S. History Goals

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance Attendance Goal #1: The daily attendance rate will be increased to 93% during the 2012/2013 school year.	2012 Current Attendance Rate:* *92%* 2012 Current Number of Students with Excessive Absences (10 or more) *44% (181)* 2012 Current Number of Students with Excessive Tardies (10 or more) *Enter numerical data for current number of students tardy in this box.*	2013 Expected Attendance Rate:* *93%* 2013 Expected Number of Students with Excessive Absences (10 or more) *40% (176)* 2013 Expected Number of Students with Excessive Tardies (10 or more) *Enter numerical data for expected number of students tardy in this box.*	1.1. Consistently completing the daily attendance process.	1.1. Professional development and follow-up regarding the school and district attendance processes.	1.1. Principal Assistant Principal Attendance Clerk	1.1. Daily review of attendance records Weekly calls to parents after student miss three (3) consecutive days from school. Referrals to Guidance department for parent/teacher conferences AP and other leadership team members review and meet with students and the parents of students who have attendance challenges.	1.1. Daily emails of attendance Phone calls, emails and conference notes
			1.2. Parental contact information is full of errors	1.2. Gather current numbers and address information.	1.2. Principal Assistant Principal Attendance Clerk	1.2. Cross reference parental contacts	1.2. FOCUS reviews of information
			1.3 Lack of student awareness on the importance of attendance.	1.3 Open House Presentation, orientation, small-group conferencing and mentoring	1.3 Attendance clerk, teachers, administrators, guidance counselors, and social workers	1.3 One-to-one conferences, large and small group assemblies, state and district mandated attendance policies	1.3 Parent Survey, Teacher attendance referrals, and Daily attendance FOCUS report

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
FOCUS training for teachers	6-12	Technology Director & MIS Director	All teachers, guidance and data entry personnel	Pre-planning and on-going	Administrative review of daily attendance reports	School administration

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension Suspension Goal #1: *By the end of the 2012-2013 school year, the number of in school suspensions (20) and out of school suspensions (27) will decrease by 10%.*			1.1 Insufficient number of parent/teacher conferences	1.1 Parent Night focusing on discipline and resources available to parents. Increase the number of parent/teacher conferences.	1.1 Administrators	1.1 Follow up surveys Attendance sheets	1.1 Parent/Teacher Conference logs
	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	202	*182*					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In –School					
	33% (134)	*114*					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	269	*242*					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	36% (146)	*131*					
			1.2 Teachers not Implementing Discipline Plan with fidelity.	1.2 Discussion of discipline plan during team meetings with feedback from teachers and collaboration.	1.2 Administrators	1.2 Survey	1.2 FOCUS data
			1.3 Inconsistent use of classroom management strategies	1.3 Professional development on effective discipline strategies and proper referral procedures.	1.3 Administrators	1.3 Classroom Observations	1.3 FOCUS data

Attendance Budget (Insert rows as needed)

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

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

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

*End of Attendance Goals*__**Suspension Goal(s)**__

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

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

Suspension Budget (Insert rows as needed)

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

End of Suspension Goals

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

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention Dropout Prevention Goal #1: *Enter narrative for the goal in this box.* *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	2012 Current Dropout Rate:* *Enter numerical data for dropout rate in this box.* 2012 Current Graduation Rate:* *Enter numerical data for graduation rate in this box.*	2013 Expected Dropout Rate:* *Enter numerical data for expected dropout rate in this box.* 2013 Expected Graduation Rate:* *Enter numerical data for expected graduation rate in this box.*	1.1 Students are not being informed of the graduation requirements.	1.1 Guidance interventions as noted through classroom visits, record evaluations and parent and student conferences.	1.1 Guidance counselors	Evaluation of Guidance Conferencing Logs and transcript audit forms	Guidance Conferencing Logs Student transcript audit forms
			1.2 Lack of monitoring by guidance on the completion of graduation indicators.	1.2 Quarterly meeting with guidance counselor Quarterly Parent meetings with senior parents	1.2 Guidance Counselor Administrators	1.2 Improvement of students meeting graduation status.	1.2 Graduation Matrix
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or 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

Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal (s)

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: *During the 2012-2013 school year, 10% (45) of parents will participate in non-athletic school activities.* *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	2012 Current Level of Parent Involvement:* *5% (30)*	2013 Expected Level of Parent Involvement:* *10% (45)*	1.1. Parents are unsure of how to contribute to their students' school experience based on previous unpleasant school experiences.	1.1 Host Parent Night each nine weeks to issue report cards, report student progress and data related student achievement, schedule conferences, and present mini-academic sessions.	1.1 Principal, Assistant Principal, Teachers, and Guidance Counselors	1.1 Sign-in records reflecting participation and attendance	1.1 Sign-in records, requests for academic and/or behavioral assistance; participation in mini-academic sessions
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

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

Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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: *By the end of the 2012/2013 school year, JCMHS will increase STEM activities by 50% as evidenced by participation in the STEM Scholars Program.*	1.1 Lack of STEM activities	1.1 Increase participation in science/STEM competitions Provide access to alternative STEM education through science field trips Increase participation in STEM scholars program	1.1 Administrator STEM Coordinator	1.1 Science-based club attendance data STEM Scholars program feedback	1.1 Parent and Student Survey
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: *Increase student achievement in grades 9-12 Career and Professional Education (CAPE) academies by 10%.*	1.1. CTE teacher is not certified with industry certification.	1.1. CTE teacher attends Professional Development Institute (PDI) sessions during summer and fall training for instruction in certification skills.	1.1. Administrative Team	1.1. Focused walkthroughs by administration will be used to ensure all teachers are using common board configurations.	1.1. Reports generated from walkthroughs.
	1.2 Students not prepared for certification exam in timely manner.	1.2. Monitor and review student schedules with CTE teachers and guidance, to ensure enrollment of intermediate and advanced level courses, building strong academies.	1.2. Administrative Team	1.2. Focused walkthroughs by administration will be used to ensure all teachers are using common board configurations.	1.2. Reports generated from walkthroughs.
	1.3 Enrollment is not strong enough for student completion of CTE program or acquiring skills necessary for certification.	1.3. Promote student development of certification goals and student awareness of industry	1.3. Administrative Team	1.3. Focused walkthroughs by administration will be used to ensure all teachers are using common board configurations.	1.3. Reports generated from walkthroughs.

CTE 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

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

CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level :* *Enter numerical data for current goal in this box.*	2013 Expected Level :* *Enter numerical data for expected goal in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

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

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

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

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:
CELLA Budget	
	Total:
Mathematics Budget	
	Total:
Science Budget	
	Total:
Writing Budget	
	Total:
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
STEM Budget	
	Total:
CTE Budget	
	Total:
Additional Goals	
	Total:

	Grand Total:

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		
☐Priority	☒Focus	☐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.

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

Describe the projected use of SAC funds.	Amount

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Revised April 29, 2011