Marion County Public Schools
DRAFT Title I Plan/SIP
2012-2013

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: North Marion Middle School	District Name: Marion
Principal: John C. Williams	Superintendent: Jim Yancey
SAC Chair: Peter Camuso	Date of School Board Approval:

Highly Qualified Administrators

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	John C. Williams	Specialist Degree Masters of Science Administration/Supervision, (grades K-12) School Psychology, (grades K-12) School Principal, (all Levels	3	16	SY 2006 Grade C AYP N SY 2007 Grade D AYP N SY 2008 Grade C AYP N SY 2009 Grade D AYP N SY 2010 Grade C AYP N SY 2011 Grade B AYP N
Assistant Principal	John Kerley	M.ED Ed Leadership B.S. History Social Science (grades K-12) Ed Leadership (K-12)			SY 2010 Grade C AYP N

Assistant Principal	Dawn Mobley	English 6-12 Ed Leadership (K-12)	1		SY 2010 Grade C AYP N SY 2011 Grade B AYP N

Highly Qualified Instructional Coaches

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). 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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
					Due to budget reductions coaches were eliminated from this years staffing formula

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Only interview teachers who are highly qualified and whom display a passion for teaching middle school students	John Williams	August 1, 2012	
2. Appoint a mentor teacher	John Williams, Dawn Mobley	9/4/2012	
3. Provide necessary training (tools for teaching, strategy of the month, Harry Wong, Max Thompson)	John Williams, Dawn Mobley John Kerley , J. Trapp	8/14/12,10/26/12, 1/18/13	
4. Arrange for classroom visitations to Observe exemplary strategies and techniques	John Williams, Dawn Mobley John Kerley , J. Trapp Teacher	8/17/12 – 6/9/13	

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Non-Highly Qualified Instructors
List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
None			

Teacher Mentoring Program
Please describe the school's teacher mentoring program 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

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 Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. FMS coordinates with MCPS (District) Staff Development Department to ensure professional development needs are met.
Title I, Part C- Migrant District funds are used to purchase: • School supplies, • Provide an After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate. • Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families

Families must meet the federal eligibility to participate in the program. Guidance identifies all Homeless/Migrant students; coordinates with MCPS liaison to meet entire families' physical, social, and academic needs.
Title I, Part D
Title II Part A: - District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status. Part D: - District receives supplemental funds for improving their basic education programs through the purchase of small equipment to supplement education programs Technology in classrooms that will increase the instructional strategies provided to students and for Instructional software that will enhance literacy and math skills of struggling students and early childhood students. (For Middle and High Schools Title II – Part D funds are used to purchase SuccessMaker licenses and provide professional development for SuccessMaker.)
Title III Part A: Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.
Title X- Homeless District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals….) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.   Guidance identifies all Homeless/Migrant students; coordinates with MCPS liaison to meet entire families' physical, social, and academic needs.
Supplemental Academic Instruction (SAI) Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind. Supplemental instruction strategies may include, but are not limited to (modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement.   At risk students are encouraged to participate in after school tutoring programs to increase proficiency in the classroom and on standardized tests.
Violence Prevention Programs Anti-bullying/violence prevention addressed through middle school guidance lessons on early release days. North Marion Middle School is a Positive Behavior Support School and utilizes school-wide expectations to support harmonious relationships.

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Nutrition Programs In addition to a well rounded Federal food program, the Guidance identifies families in need and coordinates "Food 4 Kids"—a weekend food backpack program providing nutrition supplements.
Housing Programs N/a
Head Start N/a
Adult Education
Career and Technical Education North Marion Middle School provides career planning for 8th grade students and requires students to choose a major area of interest for high school enrollment.
Job Training N/a
Other

Response to Instruction/Intervention (RtI)

School-Based RtI Team
Identify the school-based RtI Leadership Team. The School based RtI Leadership Team is comprised of the members of the Problem Solving Team, the SAT (Student Assistance Team). Members may include John Kerley-APD, Jessica Conroy-guidance, Clara Clegorne-teacher, Sonya Freeman-Dean, Nancy Thrower Behavior Analyst and Stacy Heck-psychologist, Rhonda Cole-social worker.
Describe how the school-based RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts? The RtI Leadership Team, which is the problem solving team or SAT (Student Assistance Team) follows the following process: Step 1: Problem Identification-identify and define the target problem Step 2: Problem Analysis-attempt to determine why the problem is occurring Step 3: Intervention Design-decide what is going to be done about the problem Step 4: Response to Intervention-Monitor progress and determine "Is it working?" The implementation of SAT is a well defined process which begins with the completion of the SAT Request (STS #35). The Marion County Student Assistance Team Packet steps the team through the process.

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Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The RtI Leadership Team provides support in the following ways: (1) strong administrative

support to ensure commitment and resources (2) strong teacher support to share in the common goal of improving instruction and /or behavior and (3)

leadership team to build staff support, internal capacity, and sustainability over time.

RtI 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.

Data management systems assist in decision rules:

Positive Response: The gap is closing. The SAT is able to extrapolate the point at which target student(s) will "come in range" of target-even if this is long

range. The level of "risk" lowers over time.

Questionable Response: The rate at which gap is widening slows considerably, but gap is still widening. the gap stops widening but closure does not occur.

Poor Response: The gap continues with no change in rate.

Examples of data management systems: Graphs (chart dog, teacher created, etc.) Inform, Benchmark, PMRN,FAIR (10-11

Describe the plan to train staff on RtI. School based training will occur Wednesday of pre-planning and two follow up session will be conducted in September.

Also, the school based intervention teams will draft Q & A based on staff questions and obstacles encountered during the year.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT). John Williams, Dawn Mobley, January Trapp, Sarah Knueven, Belinda Vose

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). Set literacy goals coordinated by Williams and English, determine professional development needs coordinated by Clegorne, Knueven and Vose, and monitor implementation of literacy plan coordinated by all members of the team. Organizational meetings occurred during preplanning and regular meetings are once a month during year.

What will be the major initiatives of the LLT this year? Content based writing and reading. Schedule content based writing by content and teacher, learning focused vocabulary instruction

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Elementary Title I Schools Only: Pre-School Transition
Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Grades 6-12 Only* Sec. 1003.413(b) F.S
For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

During pre-planning teachers will be retrained on effective reading in the content areas. Also, a team of teacher will develop lesson plans across the content areas that incorporated reading strategies. These plans will serve as a model to help develop similar plans throughout the school year. Administrative team along with curriculum and reading coach will conduct class room visits to observe and offer assistance to staff as they deepen the implementation of reading content strategies.

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
1. Students achieving proficiency (FCAT Level 3) in reading Reading Goal #1: Improve number of proficient students. Students will show improvement in the following areas: main idea, comparison and words and phrases. *Enter narrative for the goal in*			1.1. Time on task reading	1.1. Structured AR time each day	1.1.Administration	1.1. Data Team Meetings	1.1. Focus Calendar Assessments (FCA), FCAT
	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *93(703)*					

April 2012
Rule 6A-1.099811

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		1.2. Low fluency & comprehension	1.2. Content area reading	1.2. Administration	1.2. Classroom walkthroughs	1.2. Focus Calendar Assessments (FCA), FCAT
this box.		1.3. Lack of critical thinking in content area	1.3. Vocabulary instruction / content area reading	1.3.Administrations	1.3. Fidelity checks and observations, teacher reflections	1.3. Assessments (FCA), FCAT

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 achieving above proficiency (FCAT Levels 4 and 5) in reading Reading Goal #2: **To improve range of reading material level.**		2.1. Limited time and circulation	2.1. Improve circulation in media center	2.1. Media Specialist	2.1. Destiny check out data	2.1. Assessments (FCA), FCAT

	2012 Current Level of Performance:*	2013 Expected Level of Performance:*
Students will improve the range and difficulty of books read in order to improve overall reading level *Enter narrative for the goal in this box.*	*Enter numerical data for current level of performance in this box.*	*Enter numerical data for expected level of performance in this box.*

		2.2. Lack of interest	2.2. Expose students to reading list and various genres.	2.2. Language arts teachers	2.2. lesson plans and observations	2.2. Assessments (FCA), FCAT
		2.3	2.3	2.3	2.3	2.3

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
3. Percentage of students making Learning Gains in reading Reading Goal #3: Number of students		3.1. Lack of critical thinking in content area	3.1. Vocabulary instruction / content area reading	3.1 Administration	3.1. Admin. data meetings	3.1. Assessments (FCA), FCAT

	2012 Current Level of Performance:*	2013 Expected Level of Performance:*
Students achieving Learning Gains in reading will increase by 10%, by improving their skills in the following areas: main idea, comparison and	*Enter numerical data for current level of performance in this box.*	*Enter numerical data for expected level of performance in this box.*

words and phrases.							
			3.2. Poor reading skills	3.2. School wide reading strategies	3.2. Administration, classroom teacher	3.2. Observation	3.2. Assessments (FCA), FCAT
			3.3. Poor reading skills	3.3. District reading plan and strategies	3.3 Administration, classroom teacher	3..3. Observation	3.3. Assessments (FCA), FCAT
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. Percentage of students in Lowest 25% making learning gains in reading Reading Goal #4: Students achieving within Lowest 25% in reading will increase by 10%, by improving in the following areas: main idea, comparison and words and phrases.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	4.1. Lack of critical thinking in content area	4.1. Have students respond verbally in pairs and in writing to essential question of lesson.	4.1. Administration and classroom teacher	4.1. Observations and review of lesson plans.	4.1.. Assessments (FCA), FCAT
			4.2. Lack of independent reading time	4.2. Used AR reading plan to encourage independent reading	4.2 Media Specialist and classroom teacher.	4.2. Number of books read and AR test successfully completed	4.2.. Assessments (FCA), FCAT
			4.3 Lack of reflection time	4.3. Used Think-Pair-share to increase academic conversation	4.3.classroom teacher	4.3. observations	4.3.. Assessments (FCA), FCAT
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading	**Reading Goal #5A: Ethnicity** (White, Black, Hispanic, Asian, American Indian)		5A.1. Lack of critical thinking in content area affects all	5A.1. Have students respond verbally in pairs and in writing to essential question of lesson.	5A.1.. Administration and classroom teacher	5A.1. Observations and review of lesson plans.	5A.1.. Assessments (FCA), FCAT

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Reading Goal #5A:			subgroups				
Student subgroups not achieving Adequate Yearly Progress (AYP) in reading will decrease by 10%, by improving in the following areas: main idea, comparison and words and phrases	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:	Black: Hispanic: Asian: American Indian:				
			5A.2. Lack of independent reading time	5A.2. Used AR reading plan to encourage independent reading	5.A.2 Media Specialist and classroom teacher.	5.A.2 Number of books read and AR test successfully completed	5A.2. Assessments (FCA), FCAT
			5A.3. Lack of reflection time	5A.3. Used Think-Pair-share to increase academic conversation	5A.3. classroom teacher	5A.3. . observations	5A.3. Assessments (FCA), FCAT
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
5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5B:	**Reading Goal #5B: English Language Learners (ELL)**		5B.1. Limited vocabulary N/A	5B.1.Learning focused vocabulary instruction.	5B.1.ELL teacher and administration	5B.1.Observations and lesson plans	5B.1. . Assessments (FCA), FCAT
N/A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5B.2. Lack of independent reading time	5B.2. Used AR reading plan to encourage independent reading	5B.2. Media Specialist and classroom teacher.	5B.2. Number of books read and AR test successfully completed	5B.2. Assessments (FCA), FCAT
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3. Assessments (FCA), FCAT
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

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5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5C:	Reading Goal #5C: Students with Disabilities (SWD)		5C.1. Limited vocabulary	5C.1. .Learning focused vocabulary instruction.	5C.1. Teacher and administration	5C.1. Observations and lesson plans	5C.1.. Assessments (FCA), FCAT
Students with disabilities not making AYP will decrease by 10%, by improving in the following areas of main idea, comparison and vocabulary	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. Lack of independent reading time	5C.2. Used AR reading plan to encourage independent reading	5C.2.. Media Specialist and classroom teacher	5C.2. Number of books read and AR test successfully completed	5C.2. Assessments (FCA), FCAT
			5C.3. Poor content organization	5C.3. organize Used thinking maps to knowledge	5C.3.classroom teacher and administration	5C.3.Observations and student work.	5C.3. Assessments (FCA), FCAT
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. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5D:	Reading Goal #5D: Economically Disadvantaged		5D.1. Limited vocabulary	5D.1. Learning focused vocabulary instruction.	5D.1. Teacher and administration	5D.1. Observations and lesson plans	5D.1. Assessments (FCA), FCAT
Students continue to struggle with main idea, words and phrases and comparison.	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. Lack of independent reading time	5D.2. Used AR reading plan to encourage independent reading	5D.2. Media Specialist and classroom teacher	5D.2. Number of books read and AR test successfully completed	5D.2. Assessments (FCA), FCAT
			5D.3. Poor content organization	5D.3.. organize Used thinking maps to knowledge	5D.3. classroom teacher and administration	5D.3. Observations and student work.	5D.3. Assessments (FCA), FCAT

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<table>
<tr><td colspan="6" style="text-align:center">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.</td></tr>
</table>

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Curriculum Mapping - Integration and alignment of core curriculum	6-8	Mobley, Trapp	Core teachers	August 6, 2012	Lesson Plans	Administration
Attend "Nuts and Bolts" conference	6- 8	Williams	Core teachers	June 2013	participants will present in-service to other teachers	Principal
Attend "Learning Focused" regional or state conference	6 - 8	Williams	Core teachers	June 2013	participants will present in-service to other teachers	Principal
Attend "PEAK Learning System" conference	6 - 8	Williams	Core teachers	June 2013	participants will present in-service to other teachers	Principal

Reading 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
Additional Assistance for struggling readers	After school tutoring	Title 1	4819.00
Ruby Payne	Strategies to work with ED population	Title 1	2500.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Computers	Improve research and reading skills	Title 1	17000.00
Responders	Increase participation	Title 1	1100.00
Study Island	Increase exposure to rigorous text	Tile 1	40000.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Share best practices and look for new ideas to use in the classroom	attendance at Nuts and Bolts conference & Learning Focused &	Title 1	13082.00

	PEAK Conference		
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
curriculum coach	Hire curriculum coach to work with teachers across the curriculum	Title 1	51926.00
Paraprofessionals	Hire para professionals to assist struggling students	Title 1	44794.00
Monitor results, student practice and print data	Purchase paper, print cartridges, and materials needed for classroom instruction	Title 1	4100.00
Reading Strategies	Purchase Scholastic and U.S. News & World report student editions	Title 1	2700.00
Consumable text	Purchase consumable reading materials for students to utilize	Title 1	1400.00
			Subtotal:
			Total:

End of Reading Goals

Mathematics Goals

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

<table>
<tr><th colspan="3">MATHEMATICS 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">1. Students achieving proficiency (Level 3) in mathematics
Mathematics Goal #1:

Number of non-proficient students in math will decrease by at least 10% by improving in the following areas: number sense, algebraic thinking and geometry</td><td>1.1.

Time on Task</td><td>1.1.

Increase time in academic classes</td><td>1.1.

Administration</td><td>1.1.

Observations</td><td>1.1.

Assessments (FCA), FCAT</td></tr>
<tr><td></td><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*

93 (703)</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td>1.2. Lack of exposure to</td><td>1.2. Use item specs to create real</td><td>1.2. classroom teacher</td><td>1.2. observations</td><td>1.2. Assessments</td></tr>
</table>

			complex problems	world and accountability type problems	and administration		(FCA), FCAT and released item spec questions.
			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 achieving above proficiency (Levels 4 and 5) in mathematics Mathematics Goal #2:			2.1. 1.3. Lack of exposure to complex problems	2.1. Use item specs to create real world and accountability type problems Enroll in higher level math classes	2.1. Classroom teacher and administration Administration	2.1. Observations	2.1. Assessments (FCA), FCAT and released item spec questions.
The number of Level 4 and 5 students will increase by 15 percent.	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

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. Percentage of students making learning gains in mathematics (excluding 9th grade; learning gains will not be available for this grade) Mathematics Goal #3:			3.1. Lack of basic grade level math skills	3.1. Use BRAVO period to remediate math skills	3.1. Ronnie Jones and Administration.	3.1. Work samples from BRAVO	3.1. Assessments (FCA), FCAT and released item spec questions
Students making learning gains will improve by 10% by improving in the following areas: number sense, algebraic thinking and geometry	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.*					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3..3.	3.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Percentage of students in Lowest 25% making learning gains in mathematics Mathematics Goal #4: Students making learning gains will improve by 10% by improving in the following areas: number sense, algebraic thinking and geometry	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.*	4.1. Lack of basic grade level math skills	4.1. Use BRAVO period to remediate math skills	4.1. Ronnie Jones and Administration	4.1. Work samples from BRAVO	4.1. Assessments (FCA), FCAT and released item spec questions
			4.2.Enroll students in small classes and focus on remedation and enrichment	4.2. Assign students based on FCAT level	4.2. Administration	4.2. Master schedule	4.2. FCAT, district benchmark
			4.3.	4.3.	4.3.	4.3.	4.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5A: *Enter narrative for the goal in this box.* Students making AYP will improve by 10% by improving in the following areas: number sense, algebraic thinking and geometry	**Mathematics Goal #5A: Ethnicity** (White, Black, Hispanic, Asian, American Indian) 2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White: Black: Hispanic:	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic:	5A.1. White: Black: Hispanic: Asian: American Indian: All subgroups lack basic grade level skills	5A.1. Use BRAVO period to remediate math skills	5A.1. Ronnie Jones and Administration	5A.1. Work samples from BRAVO	5A.1. Assessments (FCA), FCAT and released item spec questions

	Asian: American Indian:	Asian: American Indian:			
			5A.2. Enroll students in small classes and focus on remediation and enrichment	5A.2. Assign students based on FCAT level	5.2. Administration	5.2. Master schedule	5.2. FCAT, district benchmark
			5A.3.	5A.3.	5A.3.	5A.3.	5A.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
5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5B: Students making AYP will improve by 10% by improving in the following areas: number sense, algebraic thinking and geometry	**Mathematics Goal #5B: English Language Learners (ELL)**		5B.1. Lack of mathematics vocabulary	5B.1. Teach content vocabulary using researched based strategies	5B.1. Administration and classroom teacher	5B.1. Observations	5B.1. Focus Calendar Assessments (FCA), FCAT and released item spec questions
	2012Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3	5B.3.	5B.3.	5B.3.	5B.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
5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C: SWD students making AYP will improve by 10%	**Mathematics Goal #5C: Students with Disabilities (SWD)**		5C.1. Lack of basic skills and math vocabulary	5C.1. Successmaker program and direct vocabulary instruction	5C.1 Administration and math teachers .	5C.1. Class visits and Data meetings	5C.1. FCA & FCAT
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
by improving in the following areas: number sense, algebraic thinking and geometry		*Number of non-proficient students will decrease by 15% (32)*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5D: ED students making learning gains will improve by 10% by improving in the following areas: number sense, algebraic thinking and geometry	**Mathematics Goal #5D: Economically Disadvantaged** 2012 Current Level of Performance:* 	2013 Expected Level of Performance:* *Number of Non-Proficient students will decrease by 15% (52)*	5C.1. Lack of basic skills and math vocabulary	5C.1. Successmaker program and direct vocabulary instruction	5C.1 Administration and math teachers	5C.1. Class visits and Data meetings	5C.1. FCA & FCAT
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

2012-2013 School Improvement Plan (SIP)

Curriculum Mapping - Integration and alignment of core curriculum	6-8	school Staff	School wide	August 2012	Class visits, lesson plans, student work samples	Administration & curriculum coach
Vocabulary Development August	6-8	School Staff	All Math Teachers	August 2012	Class visits and lesson plans	Administration
FCAT item Specifications training and usage	6-8	January Trapp	All Math Teachers	August 2012	Class visits and lesson plans	Administration & curriculum coach
Acaletics	6-8	School Staff and Acaletics consultant	All Math Teachers	August 2012	Class Visits, Lesson Plans, Student Work samples	Administration

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
Fully use teacher resources from textbook adoption	Purchase engaged classroom components	School budget	$5,000.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Strategic Planning assignments	allow for planning time to develop Focus Lesson	Title I	$3,257.00
Summarizing **Subtotal: $3,257.00**	Learning Focus	School Budget	0.00
			Subtotal:

2012-2013 School Improvement Plan (SIP)

Other			
Strategy	Description of Resources	Funding Source	Amount
Provide additional assistance to struggling students	Hire 1 paraprofessionals	Title I	22397.00
FCTM or related math conference / workshop	Attend conference /workshop and then provide a training to the math teacher on the topic	Title I	$1,600.00
Monitor results ,Print data	purchase paper, times, folders, highlighters needed for classroom instruction	Title I	$1,195.00
Consumable math textbooks	Purchase consumable math text books needed for classroom instruction	Title I	$793.00
FETC or related workshop	Attend workshop and then provide training to the teachers on the topic	Title 1	2250.00
			Subtotal:
			Total:

End of Mathematics Goals

Science Goals

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

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. Students achieving proficiency (FCAT Level 3) in science Science Goal #1:			1.1. Lack of content area reading	1.1. Timed reading in science text and added lab time	1.1. Teacher & administration	1.1. Data team meetings	1.1. FCA, item spec test, FCAT
Students achieving proficiency will increase by 10%, by improving their overall knowledge of the science standards.	2012 Current Level of Performance:*	2013 Expected Level of Performance:* 48% (353)					

		1.2. Increasing vocab.	1.2. Inquiry based learning Vocab. notebook	1.2. Teacher & Administration	1.2. Admin. data meetings & Class visits	1.2. Teacher assessments & Lab rubrics
		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 achieving above proficiency (FCAT Levels 4 and 5) in science Science Goal #2: Students scoring four or higher will increase by 7% by improving their overall knowledge of concepts and the application of science content.		2.1. Lack of hands on activities requiring extended thinking	2.1. Incorporate lab reports into science program	2.1. Teacher and Administration	2.1. Class visits and lesson Plans	2.1. FCA, FCAT and Lab reports presentaions
	2012 Current Level of Performance:*					
	2013 Expected Level of Performance:* *10% (78).*					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading in content	6 to 8	area Science Program Specialist, Reading coach C. Williams	All Science teachers	Preplanning and In-service days	Class visits, Science Fair	Administration
Curriculum Mapping	6-8	Curriculum Coach	school wide	August 2011	lesson plans	Administration
Review item Spec	6-8	J. Kerley	All science teachers	August 2011 and January 2012	Observations, lesson plans	Administration

Science Budget (Insert rows as needed)

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

2012-2013 School Improvement Plan (SIP)

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Science Review guides $	Review Materials	School Budget	3,000.00
After school tutoring	Enrichment and remediation	Title 1	860.00
Vocabulary Review	Highly tested vocabulary	n/a	$0.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			0
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Model School Conference	Attend conference and conduct in-service training for staff	Title I	$3,185.00
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Consumable Science textbooks	Purchase consumable science textbooks for students to utilize	Title I	$794.00
			Subtotal:
			Total:

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents next to the percentage (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

2012-2013 School Improvement Plan (SIP)

1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing				1.1. Recognition of what level 6 writing looks like	1.1. Student grading of daily writings & teacher feedback	1.1. LA teachers / Administration	1.1. Demand writing scoring data	1.1. Demand Writing
Writing Goal #1:								
Students achieving AYP will increase by 5% by improving their use of word choice and transitions to increase scores.	2012 Current Level of Performance:*		2013 Expected Level of Performance:*					
			90% (242)					
				1.2. Knowledge base of writing stages & Exemplary Papers	1.2. Portfolio assessment	1.2. LA teachers/ administration	1.2. Three Demand writings/ scoring data	1.2. FCAT
				1.3. Not knowing how to apply writing rubric	1.3. Teach rubric to students	1.3. LA teachers / Administration	1.3. Demand writing scoring data	1.3. Demand Writing and writing portfolios
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. Student subgroups not making Adequate Yearly Progress (AYP) in writing	**Writing Goal #2A: Ethnicity** (White, Black, Hispanic, Asian, American Indian)			2A.1. Lack of writing and word choice is a barrier for all AYP subgroups not making AYP.	2A.1.Daily content writings in core classes	2A.1. Core teachers	2A.1. Demand writing data	2A.1 FCAT, Demand Writing scores
Writing Goal #2A:								
	2012 Current Level of Performance:*		2013 Expected Level of Performance:*					
Students not making AYP will decrease by 10% by improving their use of word choice and transitions in their writing	White: Black: Hispanic: Asian: American Indian:		White:Proficient Black: Proficient Hispanic: Proficient					
				2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
				2A.3.	2A.3.	2A.3.	2A.3.	2A.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
2B. Student subgroups not making Adequate Yearly Progress (AYP) in writing	**Writing Goal #2B: English Language Learners (ELL)**			2B.1.	3B.1.	2B.1.	2B.1.	2B.1.

Writing Goal #2B:						
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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
2C. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2C: Students with disabilities not making AYP will decrease by 5% by improving their overall writing skills.	**Writing Goal #2C: Students with Disabilities (SWD)**		2C.1. Lack of word choice	2C.1. Learning focused vocabulary instruction	2C.1. All content area teachers	2C.1. Student portfolios	2C.1. FCAT Demand Writings
	2012 Current Level of Performance:*	2013 Expected Level of Performance:* *18% (6)*					
			2C.2.	2C.2.	2C.2.	2C.2.	2C.2.
			2C.3.	2C.3.	2C.3.	2C.3.	2C.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
2D. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2D:	**Writing Goal #2D: Economically Disadvantaged**		2D.1. Lack of word choice	2D.1. Learning focused vocabulary	2D.1. All content area teachers	2D.1. Student portfolios	2D.1. FCAT Demand Writings

2012-2013 School Improvement Plan (SIP)

	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		instruction			
Students that are economically disadvantaged not making AYP will decrease by 5% by improving their overall writing skills.		2% (3).					
			2D.2.	2D.2.	2D.2.	2D.2.	2D.2.
			2D.3.	2D.3.	2D.3.	2D.3.	2D.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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Training on use of Rubric	6 to 8	District staff	All core teachers	Pre-planning	Class visits, lesson plans	Administration
Training on structure of Writing process	6 to 8	School Staff	All core teachers	Pre-planning and in-service days	Class visits, student writing samples	Administration

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
Instructional stages of the writing process	Textbook	n/a	$0.00
			Subtotal:

2012-2013 School Improvement Plan (SIP)

Technology			
Strategy	Description of Resources	Funding Source	Amount
Computer based writing software	Current Software	n/a	$0.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Training of use of Writing Rubric,	FCAT Writing Rubric		$0.00
Attend LA conference	Writing training	Title 1	1500.00
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
substitutes	Use of substitutes while teachers are in training on the Writing in the content area	Title 1	$3,074.00
			Subtotal:
			Total:

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (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:		1.1. Parents not transporting students	1.1. Ice Cream party for those students achieving 98% attendance at the conclusion of 1st & 3rd Qtr.	1.1. Attendance Clerk – Mary Webb	1.1. SMS Attendance Panel	1.1.
	2012 Current	2013 Expected				

2012-2013 School Improvement Plan (SIP)

Enter narrative for the goal in this box.	Attendance Rate:* 94% (135,190)	Attendance Rate:* 93%					
	Enter numerical data for current attendance rate in this box.	*Enter numerical data for expected attendance rate in this box.*					
	2012 Current Number of Students with Excessive Absences (10 or more) 34% (277)	2013 Expected Number of Students with Excessive Absences (10 or more) 28%					
	Enter numerical data for current number of absences in this box	*Enter numerical data for expected number of absences in this box.*					
	2012 Current Number of Students with Excessive Tardies (10 or more) 5% (40)	2013 Expected Number of Students with Excessive Tardies (10 or more) 4%					
	Enter numerical data for current number of students tardy in this box.	*Enter numerical data for expected number of students tardy in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Review attendance procedures and conferences guidelines	All grades	Administration	All staff	Pre-planning August 2011	Monthly attendance data	J. Kerley

Teleparent						
	6-8	Administration	School-wide	At the start of the year, on-going	Run weekly reports of usage	Administration

Attendance Budget (Insert rows as needed)

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

End of Attendance Goals

Suspension Goal(s)

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

2012-2013 School Improvement Plan (SIP)

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: *Enter narrative for the goal in this box.*	2012 Total Number of In –School Suspensions *Enter numerical data for current number of in-school suspensions*	2013 Expected Number of In- School Suspensions *Enter numerical data for expected number of in-school suspensions*	1.1. Lack of effective classroom management	1.1. Review & enforce effective classroom management	1.1. Teachers & Administration	1.1. Discipline referral data	1.1. SMS
	2012 Total Number of Students Suspended In-School *Enter numerical data for current number of students suspended in-school*	2013 Expected Number of Students Suspended In -School *Enter numerical data for expected number of students suspended in- school*					
	2012 Number of Out-of-School Suspensions *Enter numerical data for current number of students suspended out- of- school*	2013 Expected Number of Out-of-School Suspensions *Enter numerical data for expected number of students suspended out- of- school*					
	2012 Total Number of Students Suspended Out- of- School *Enter numerical data for current number of students suspended out- of- school*	2013 Expected Number of Students Suspended Out- of-School *Enter numerical data for expected number of students suspended out- of- school*					
			1.2. Social knowledge level of students	1.2. Teach quality character traits	1.2. Advisory teacher/PBS	1.2. Referral data	1.2. SMS data
			1.3. Disenchantment with implementation of PBS	1.3. Teach to teachers and students	1.3. PBS advisory teacher	1.3. PBS committee	1.3. SMS discipline data.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

2012-2013 School Improvement Plan (SIP)

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Engaging lessons	6 to 8	Administration	all staff	August 2012 - June 2013	Review of lesson Plans, review of referral data	J. Kerley

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
Positive Behavior rewards	Incentives for students	PBS Budget	$500.00
			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

2012-2013 School Improvement Plan (SIP)

Parent Involvement Goal(s)

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

<table>
<tr>
<th colspan="2">PARENT INVOLVEMENT GOAL(S)</th>
<th colspan="5">Problem-solving Process to Parent Involvement</th>
</tr>
<tr>
<th colspan="2">Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:</th>
<th>Anticipated Barrier</th>
<th>Strategy</th>
<th>Person or Position Responsible for Monitoring</th>
<th>Process Used to Determine Effectiveness of Strategy</th>
<th>Evaluation Tool</th>
</tr>
<tr>
<td colspan="2">1. Parent Involvement

<u>Parent Involvement Goal #1:</u>
Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</td>
<td>1.1.
Parent work schedules and distance</td>
<td>1.1. Evening activities Newsletter, Student performances, Parent teacher conferences</td>
<td>1.1. S. Freeman, Guidance office and parent volunteer coordinator</td>
<td>1.1. Sign in sheets and parent feedback from conferences</td>
<td>1.1. Attendance totals at events and Total number of conference</td>
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<tr>
<td rowspan="2"><i>Enter narrative for the goal in this box.</i></td>
<td><u>2012 Current level of Parent Involvement:*</u>

<i>Enter numerical data for current level of parent involvement in this box.</i></td>
<td><u>2013 Expected level of Parent Involvement:*</u>

<i>Enter numerical data for expected level of parent involvement in this box.</i></td>
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<td>1.2.
Time constraints of parents and staff</td>
<td>1.2. Career fair nights where students are presenting</td>
<td>1.2. grade level teachers and parent involvement coordinator</td>
<td>1.2. Sign in sheets and parent feedback</td>
<td>1.2.. Attendance totals at events</td>
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<table>
<tr>
<th colspan="7">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.</th>
</tr>
<tr>
<th>PD Content /Topic and/or PLC Focus</th>
<th>Grade Level/Subject</th>
<th>PD Facilitator and/or PLC Leader</th>
<th>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</th>
<th>Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</th>
<th>Strategy for Follow-up/Monitoring</th>
<th>Person or Position Responsible for Monitoring</th>
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2012-2013 School Improvement Plan (SIP)

Parent Involvement Budget

* Please ensure that items included in the Parental Involvement Policy/Plan (PIP) are outlined in the following budget section.

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
Parent Night (annual meeting Title I)	introduce Title I components of the school	Title I	$1,853.00
Involve Parents in monitoring work and assignments of students	BRAVO Organization Plan	Title 1	5391.00
			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
Inform parents of school activities	Printing of newsletters, pay for postage, print costs of parent compacts	Title I	$1,439.00
			Subtotal:
			Total:

End of Parent Involvement 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 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.*	1.1.	1.1.	1.1.	1.1.	1.1.
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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 and Schedules (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)

School Advisory Council

School Advisory Council (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 citizens 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 measures being taken to comply with SAC requirement.

Describe the activities of the School Advisory Council for the upcoming year.

Describe projected use of SAC funds.	Amount