

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: Clermont Middle School	District Name: Lake
Principal: Steven W. Benson II	Superintendent: Dr. Susan Moxley
SAC Chair: Carol Lilley	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

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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	Steven Benson	Bachelor of Science-Business Education, Illinois State University; Master of Science in Educational Leadership, Nova Southeastern University	1	7	<p>Assistant Principal of East Ridge High School 2011-2012, School Grade Unknown, Total Points Unknown.</p> <p>Assistant Principal of East Ridge High School 2010-2011, School Grade "B" , Total Points NA, Reading Mastery 47%, Math Mastery 69%, Science Mastery 33%, Writing Mastery 77%, Reading LG 49%, Math LG 70%, Lowest 25% improve in Reading 43%, Lowest 25% improve in Math 54%; AYP: No Subgroups made AYP in Math, No Subgroups except Blacks made AYP in Reading 31% via Safe Harbor, All Subgroups met Writing AYP; White 95%, Black95%, Hispanic 91%, Asian 94%, Econ. Dis 93%, ELL 71%, SWD 86%.</p> <p>Assistant Principal East Ridge High School 2009-10,School Grade "C", Reading Mastery 44%, Math Mastery 76%, Science Mastery 33%, Lowest 25% improve in Reading 37%, Lowest 25% improve in Math 58% AYP: 69% No, White, Black, Hispanic, Economically Disadvantaged and Students with Disabilities did not make AYP in Reading. Black, Hispanic, Economically Disadvantaged and Students with Disabilities did not make AYP in Math.</p>
Assistant Principal	Tricia Murphy	Masters Degree in Educational Leadership (M.Ed.)	4	8	<p>2011 -Grade of A, Did not make AYP</p> <p>2010 -Grade of A, Did not make AYP</p> <p>2009 -Grade of A, Did not make AYP</p>
Assistant Principal	Charles Williams	Bachelor of Arts in Music, Stony Brook University; Master of Arts in Music, Long Island University; Masters of Education in Educational Leadership, University of Cincinnati; Doctorate of Education in Educational Leadership, Argosy University	2	2	<p>2010-2011 Assistant Principal at Avon Park High: Grade D. Reading Mastery Grade: 33% Math Mastery Grade: 65% Lowest 25% Learning Gains: Reading 39% Math 60%</p>

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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Melonee Ferguson	English for Speakers of Other Languages (ESOL), Endorsement English, (grades 5-9)	1	3	2011-Grade of A, Did not make AYP 2010-Grade of A, Did not make AYP

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
1. Advertising position openings online, in newspapers, at job fairs, and by word of mouth from colleagues	Steven W. Benson II	August, 2012
2. Hold a New Teacher Orientation at the school site and hold a meeting during pre-planning to disseminate information to new teachers.	Tricia Murphy	August, 2012
3. Encouraging collaboration among departments	Steven W. Benson II & Tricia Murphy	June, 2013
4. Monitor and review departmental meeting agendas	Steven W. Benson II & Tricia Murphy	June, 2013

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/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
N/A	N/A

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
49	0	16% [8]	47% [23]	37% [18]	45% [22]	100% [49]	28% [14]	8% [4]	53% [26]

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
Yolanda Lopez	Samantha Weech	Department Chairperson	Site Orientation, Professional Development/Support through weekly/daily meetings as needed to discuss strategies and procedures at CLMS.

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Diane Howard	Elizabeth Bains	Department Chairperson	Site Orientation, Professional Development/Support through weekly/daily meetings as needed to discuss strategies and procedures at CLMS.
Lora Calton	Victoria Douglas	Peer Reading Teacher	Site Orientation, Professional Development/Support through weekly/daily meetings as needed to discuss strategies and procedures at CLMS.
David Michelson	Rebecca Sellers	Department Chairperson	Site Orientation, Professional Development/Support through weekly/daily meetings as needed to discuss strategies and procedures at CLMS.
Janie Cates	Sonia Weiner	Department Chairperson	Site Orientation, Professional Development/Support through weekly/daily meetings as needed to discuss strategies and procedures at CLMS.
Nelson Adams	Frederick Grant	Veteran ESE Teacher	Site Orientation, Professional Development/Support through weekly/daily meetings as needed to discuss strategies and procedures at CLMS.

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Steven W. Benson II, Principal Tricia Murphy, Assistant Principal Charles Williams, Assistant Principal Melonee Ferguson, Literacy Coach Yolanda Lopez, ESE Specialist Joyce Whicker, Guidance Counselor Donald Tucker, Guidance Counselor Janie Stroud, Math Chair Diane Howard, Science Chair David Michelson, Social Studies Chair Linda Edlund, Language Arts Chair Sarah Ali, School Psychologist Elizabeth Carreras, Social Worker
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 team meets monthly or as needed, to engage in the following activities: -Review universal screening data and link to instructional decisions -Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. -Review progress monitoring data to review behavioral deficiencies and identify effective interventions. -Upon identifying at-risk students, the team will identify professional development and resources to meet the needs of the individual at-risk students. -The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills to meet the needs of the individual at-risk students. -The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation of best practices to better meet the needs of at-risk students.
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 RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The RtI Leadership team consists of all academic chairpersons and educational support staff. The objectives and strategies are developed in the School Leadership meetings and department meetings with the teachers in their respective departments. Academic data is provided from the state and is disaggregated by use of the FCAT Star. Behavioral data is provided by AS400 and Discipline Manager.
MTSS Implementation

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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: Progress Monitoring and Reporting Network (PMRN), FAIR, EduSoft, Florida Comprehensive Assessment Test (FCAT), Discipline Manager
- Progress Monitoring: PMRN, FAIR, EduSoft, Florida Comprehensive Assessment Test (FCAT) Simulation, Discipline Manager
- Midyear: Progress Monitoring and Reporting Network (PMRN), FAIR, EduSoft, Florida Comprehensive Assessment Test (FCAT) Simulation, Discipline Manager
- End of Year: FCAT, FAIR, Discipline Manager
- Frequency of Data Days: Monthly for data analysis

Describe the plan to train staff on MTSS.

- The RTI team will evaluate additional staff PD needs during the weekly RTI Leadership Team meetings.
- County RTI Specialist will be available for workshops at the school site as requested by administration.

Describe the plan to support MTSS.

Teachers will meet monthly during grade level meetings to formally support MTSS for students. Student names that are being considered for RTI will be submitted, indicating if the student is being recommended for academics, behavioral, or attendance. Short discussions of interventions attempted will take place to examine effectiveness of the interventions. Teachers that do not have the student being discussed in their classroom are to provide intervention ideas to others.

If the grade level team has attempted several interventions (including a parent conference) and the student is still not successful, an Anecdotal Form will be completed which provides a snapshot of the problem. Also, an RTI Student/Teacher Interaction Sheet will be completed for any students being recommended for Tier 2.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
<p>Identify the school-based Literacy Leadership Team (LLT).</p> <p>Melonee Ferguson, Literacy Coach Nethia McConnell, Reading Teacher David Michelson, Social Studies Teacher Joe Dotson, Science Teacher Lorenzo Rodgers, Math Teacher Linda Delaney, Language Arts Teacher Kim Strow, Media Specialist Steven W. Benson II, Principal</p>
<p>Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).</p> <p>The team will meet quarterly before school. The Literacy Coach will serve as literacy leadership team chair, with other members providing ideas and creating implementation strategies for literacy initiatives.</p>
<p>What will be the major initiatives of the LLT this year?</p> <ul style="list-style-type: none">• Increased participation by students in the Superintendent's Reading Award program• Providing incentives for struggling readers who participate in the Superintendent's Reading Award program• Planning Literacy Week activities• Increased content area literacy activities in content area classes• Increased family literacy support at home• School-wide (single school culture) expectations that students will have reading materials with them at all times, in all classes <p>Provide school-wide professional development in AVID instructional strategies</p>

Public School Choice

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

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

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

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

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

Teachers will attend in-services conducted by our literacy coach on reading strategies in all disciplines. Teachers will document in their lesson plans literary strategies used in their lessons. We will also identify our lowest 25% in reading and develop a plan for monitoring their progress, which will include assigned teachers and administrators as mentors. All reading intervention programs developed and utilized will be monitored. Consistent classroom walk-throughs will take place to monitor the process. Increase the number of teachers with NGCAR-PD training/endorsements, including those in Career & Technical Education.

****High Schools Only***

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

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

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

Postsecondary Transition

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

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

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1.1. Monitoring complex cognitive activities through classroom observations is time consuming.	1.1. Teachers will emphasize complex text, activities, and higher order questions in all subject areas using common core exemplars. Utilization of Thinking Maps in all subject areas.	1.1 Steven W. Benson II, Principal, Tricia Murphy, Assistant Principal, and Charles Williams, Assistant Principal, will conduct informal observations. Melonee Ferguson, Literacy Coach, will provide professional development by coaching teachers in strategies.	1A.1. Complex activities will be monitored during informal observations.	1A.1. TEAM Informal Observation Tool, Common Board Configuration.
Reading Goal #1A: The percentage of students achieving proficiency in reading will increase by 4%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Based on 2012 AMO Data, 62% of our students achieved proficiency on the reading test.	Based on the 2013 AMO Target, 66% of our students will achieve proficiency on the reading test.					
			1.2. Teachers may need professional development to effectively incorporate complex text in their instruction.	1.2. Teachers will incorporate complex texts consistently in all content areas.	1A.2. Steven W. Benson II, Principal, Tricia Murphy, Assistant Principal, and Charles Williams, Assistant Principal, will monitor lesson plans & will observe with classroom walkthroughs. Melonee Ferguson, Literacy Coach will provide professional development and coaching of the strategy	1A.2. Mini-benchmark assessments, FAIR test scores, Algebra EOC scores, and FCAT results will be used to determine the effectiveness of the strategy. Expectation that incorporating complex texts is a non-negotiable.	1A.2. Baseline and Mid-year Data Assessments, TEAM Informal observation tool, Common Board Configuration.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.

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Reading Goal #1B: <i>Enter narrative for the goal in this box.</i> Providing this data violates student confidentiality	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			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 in reading.			2A.1. Students unprepared to enter the workforce, or on track to enter a four-year college upon high school graduation.	2A.1. Teachers will emphasize complex text, activities, and questions in all subject areas. Utilization of Thinking Maps in all subject areas. Introduce and begin to incorporate Common Core State Standards (blended/instruction).	2A.1. Steven W. Benson II, Principal Tricia Murphy, Assistant Principal, & Charles Williams, Assistant Principal, will conduct informal observations. Melonee Ferguson, Literacy Coach, will provide professional development by coaching teachers in strategies.	2A.1. Complex activities will be monitored during informal observations.	2A.1. TEAM Informal Observation Tool. Common Board Configuration.
Reading Goal #2A: The percentage of students scoring at or above Level 4 in reading will increase by 9%.	2012 Current Level of Performance:* 6 th grade: 33% 7 th grade: 30% 8 th grade: 29%	2013 Expected Level of Performance:* On the 2013 FCAT, 38% of our students will score at or above Level 4 on the reading test.					
			2A.2. Lack of professional development by teachers in regard to text complexity.	2A.2. Teachers will incorporate complex texts into classroom instruction. Professional development on text complexity will be provided to teachers.	2A.2. Steven W. Benson II, Principal Tricia Murphy, Assistant Principal, & Charles Williams, Assistant Principal, will conduct informal observations. Melonee Ferguson, Literacy Coach, will provide professional development on text complexity, along with district staff.	2A.2. Mini-benchmark assessments, FAIR test scores, EOC's, and FCAT results will be used to determine the effectiveness of the strategy.	2A.2. Baseline and Mid-Year Data Assessments, TEAM Informal Observation Tool, Common Board Configuration.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
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: <i>Enter narrative for the goal in this box.</i> Providing this data violates student confidentiality	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
Reading Goal #3A: The percentage of students making learning gains in reading will increase by 8%.	2012 Current Level of Performance:* On the 2012 FCAT, 67% of our students made learning gains in reading based on school grades data.	2013 Expected Level of Performance:* On the 2013 FCAT, 75% of our students will make learning gains on the reading test.	Shifts needed to change the way we teach, lead, and learn.	Teachers will emphasize complex text, activities, and higher order questions in all subject areas using common core exemplars. Utilization of Thinking Maps in all subject areas.	Steven W. Benson II, Principal Tricia Murphy, Assistant Principal, & Charles Williams, Assistant Principal, will conduct informal observations. Melonee Ferguson, Literacy Coach, will provide professional development by coaching teachers in strategies.	Mini-benchmark assessments, FAIR test scores, Algebra EOC scores, and FCAT results will be used to determine the effectiveness of the strategy.	Baseline and Mid-Year Data Assessments, TEAM Informal Observation Tool, Common Board Configuration.
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Reading Goal #3B: <i>Enter narrative for the goal in this box.</i> Providing this data violates student confidentiality	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			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. Teachers may want to teach lessons of their own design, without following the curriculum maps.	4A.1. Teachers will utilize instructional curriculum plans (blueprints) to guide instruction and assessments in the classroom. Utilization of Thinking Maps in all subject areas.	4A.1. Steven W. Benson II, Principal Tricia Murphy, Assistant Principal, & Charles Williams, Assistant Principal, will conduct informal observations. Melonee Ferguson, Literacy Coach, will provide professional development by coaching teachers in strategies.	4A.1. Mini-benchmark assessments, FAIR test scores, Algebra EOC scores, and FCAT results will be used to determine the effectiveness of the strategy.	4A.1. Baseline and Mid-Year Data Assessments, TEAM Informal Observation Tool, Common Board Configuration.
Reading Goal #4A: The number of student in the lower 25% making learning gains in reading will increase by 10%.	2012 Current Level of Performance:* On the 2012 FCAT, 66% of our students in the lowest 25% made learning gains on the reading test based on school grades data	2013 Expected Level of Performance:* On the 2013 FCAT reading test, 76% of our lowest 25% will make learning gains.					
			4A.2. Reliability of computer equipment and software in Intensive Reading classes.	4A.2. Students will receive Intensive Reading interventions daily. All Read 180 classroom computers (24) will be replaced.	4A.2. Steven W. Benson II, Principal, Tricia Murphy, Assistant Principal in charge of scheduling, Melonee Ferguson Literacy Coach	4A.2. Progress monitoring through FAIR and PRMN will be used to determine the effectiveness of this strategy	4A.2. FAIR and PRMN
			4A.3. Inconsistent monitoring of lowest quartile reading students – attendance, grades, benchmark assessments, discipline, etc.	4A.3. Lowest quartile students will receive one on one mentoring from CLMS staff members.	4A.3. Leadership team.	4A.3. Leadership team meetings, progress monitoring.	4A.3. Mentoring forms and data chats.
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: <i>Enter narrative for the goal in this box.</i> Providing this data violates student confidentiality	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011		Reading- White:68 Black:46 Hispanic:58 Asian:67 American Indian: N/A	Reading- White:71 Black:51 Hispanic:62 Asian:70 American Indian: N/A	Reading- White:74 Black:56 Hispanic:66 Asian:73 American Indian: N/A	Reading- White:77 Black:61 Hispanic:69 Asian:76 American Indian: N/A	Reading- White:80 Black:66 Hispanic:73 Asian:79 American Indian: N/A	Reading- White:83 Black:71 Hispanic:77 Asian:82 American Indian: N/A
	<u>Reading Goal #5A:</u>							
	To reduce the achievement gap, students will meet annual measurable objective targets each year for all subgroups by ethnicity for the next six years.							
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. Teachers may need professional development to effectively incorporate written and oral vocabulary instruction that focuses on complex text (same for all ethnicities).	5B.1. Teachers will incorporate both written and oral vocabulary instruction while focusing on complex text.	5B.1. Steven W. Benson II, Principal Tricia Murphy, Assistant Principal, & Charles Williams, Assistant Principal, will conduct informal observations. Melonee Ferguson, Literacy Coach, will provide professional development by coaching teachers in strategies.	5B.1. Mini-benchmark assessments, FAIR test scores, EOC’s, and FCAT results will be used to determine the effectiveness of the strategy.	5B.1. Baseline and Mid-Year Data Assessments, TEAM Informal Observation Tool	
<u>Reading Goal #5B:</u> All underperforming subgroups will meet annual measurable objective targets this year by increasing the amount of students achieving proficiency by at least 4%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>						
	White:67 Black: N/A Hispanic: N/A Asian:67 American Indian: N/A	White:71 Black: N/A Hispanic: N/A Asian:70 American Indian: N/A						
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Not Applicable (N/A)	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. Teachers may need professional development to effectively incorporate written and oral vocabulary instruction that focuses on complex text (same for all ethnicities).	5D.1. Teachers will incorporate both written and oral vocabulary instruction while focusing on complex text.	5D.1. Steven W. Benson II, Principal Tricia Murphy, Assistant Principal, & Charles Williams, Assistant Principal, will conduct informal observations. Melonee Ferguson, Literacy Coach, will provide professional development by coaching teachers in strategies. Yolanda Lopez, ESE School Specialist, and ESE consultation teachers will facilitate staff trainings.	5D.1. Mini-benchmark assessments, FAIR test scores, EOC's, and FCAT results will be used to determine the effectiveness of the strategy.	5D.1. Baseline and Mid-Year Data Assessments, TEAM Informal Observation Tool, Individual Education Plan goals.
Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The students with disabilities subgroup will meet annual measurable objective targets this year by increasing the amount of students achieving proficiency by at least 20%.	On the 2012 FCAT, 24% of our students with disabilities met the AMO Reading Proficiency Target.	On the 2013 FCAT, 43% of our students with disabilities will meet the AMO Reading Proficiency Target.					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Teachers may need professional development to effectively incorporate written and oral vocabulary instruction that focuses on complex text.	5E.1. Teachers will incorporate both written and oral vocabulary instruction while focusing on complex text. Utilization of Thinking Maps in all subject areas.	5E.1. Steven W. Benson II, Principal Tricia Murphy, Assistant Principal, & Charles Williams, Assistant Principal, will conduct informal observations. Melonee Ferguson, Literacy Coach, will provide professional development by coaching teachers in strategies.	5E.1. Mini-benchmark assessments, FAIR test scores, EOC’s, and FCAT results will be used to determine the effectiveness of the strategy.	5E.1. Baseline and Mid-Year Data Assessments, TEAM Informal Observation Tool
<u>Reading Goal #5E:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Economically disadvantaged students achieving proficiency will increase by 4%.	On the 2012 FCAT, Economically Disadvantaged students met the AMO reading Proficiency Target by 52% of students scoring satisfactory.	On the 2013 FCAT, Economically Disadvantaged students will meet the AMO Reading Proficiency Target of 56%.					
		5E.2. Student transportation	5E.2. School will offer before & after school tutoring. AVID tutors will be available to serve AVID students.	5E.2. Volunteer teachers, Amy Bartek – AVID Coordinator.	5E.2. Sign in sheets and student grades.	5E.2. Attendance rolls.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Thinking Maps	6-8	Tammy Demps & Julie Staton	School-wide (all subject areas)	Pre-planning (full day) and teacher workday (half day)	Classroom observations and reflection activities, Site visit, faculty meetings.	Principal
Marzano's Effective Teaching and Learning	6-8	Administration	School-wide	Monthly in faculty and department meetings	TEAM informal and formal observation tools, informal discussions with teachers.	Administration
AVID Strategies in Reading	6-8	AVID Team Member	School-wide by grade level	Monthly in department meetings.	Classroom observations and Reflection Activities	Administration and AVID Coordinator
Text Complexity	6-8	Teaching and learning, Literacy Coach	School-wide	To be determined	Classroom observations, lesson plans, and reflective activities.	Administration and Literacy Coach

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Small group literacy instruction	READ 180 classroom library for new teachers (Douglas, vacancy)	SAI	\$800
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Small group literacy instruction and improved assessment/testing ability	READ 180 replacement computers	SAI	\$12,309.60
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Brain Pop	Educational software for curricular content that engages students, supports educators, and bolsters achievement.	SAC	\$821.25
			Subtotal:
			Total:

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		1.1. Lack of paraprofessional to give in-class support	1.1. Dictionary for Home Language/English translation	1.1. Teachers, Tricia Murphy – Administrator, Joyce Whicker – Guidance Counselor	1.1. Check to see if students are using dictionary	1.1. CELLA Testing
CELLA Goal #1: To increase by 25% the number of students proficient in speaking English	2012 Current Percent of Students Proficient in Listening/Speaking:					
	High Intermediate – None Low Intermediate – 50% (4)					
		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. Lack of paraprofessional to give in-class support	2.1. Read 180, Rosetta Stone	2.1. Read 180 Teacher, Tricia Murphy – Administrator, Joyce Whicker – Guidance Counselor	2.1. Monitor progress through classroom grades	2.1. FAIR SRI FCAT
CELLA Goal #2: To increase by 25% the number of students who are proficient in reading.	2012 Current Percent of Students Proficient in Reading:					
	High Intermediate – 38% (3) Low Intermediate – 25% (2) Beginning – 25% (2)					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		2.1. Students' difficulty in converting from home language to English	2.1. Classroom writing prompts provided by District	2.1. Classroom teacher, Tricia Murphy – Administrator, Joyce Whicker – Guidance Counselor	2.1. Teacher's evaluation of monthly writing prompts	2.1. FCAT Writes and FCAT practice tests
CELLA Goal #3: To increase by 25% the number of students who are proficient in writing.	2012 Current Percent of Students Proficient in Writing :					
	High Intermediate – 38% (3) Low Intermediate – 50% (4)					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
<u>Mathematics Goal</u> #1A:	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Mathematics Goal</u> #1B:	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
<u>Mathematics Goal</u> #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Mathematics Goal</u> #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
Mathematics Goal #2A: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
<u>Mathematics Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<u>Mathematics Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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.	4A.1.	4A.1.	4A.1.	4A.1.
<u>Mathematics Goal #4A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
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.
<u>Mathematics Goal #4B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%. <u>Mathematics Goal #5A:</u> <i>Enter narrative for the goal in this box.</i>	Baseline data 2010-2011							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. <u>Mathematics Goal #5B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Mathematics Goal #5D: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
<u>Mathematics Goal</u> #5E: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1 Retrain all teachers in FCIM model	1A.1. Teachers will utilize Instructional Curriculum Plans (Blueprints) in conjunction with Benchmark Accountability Task Cards and Thinking Maps.	1A.1. Janie Cates, Math Department chairperson, Tricia Murphy (API)	1A.1. Mini-benchmark assessments, EOC's, and FCAT results will be used to determine the effectiveness of the strategy.	1A.1. Baseline and Mid-Year Data Assessments, TEAM Informal Observation Tool,
<u>Mathematics Goal</u> #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the percentage of students scoring at Level 3 and above in math by 9%.	On the 2012 FCAT Math test, 59% of our students achieved proficiency (level 3 and above) in math based on school grades data.	On the 2013 FCAT Math Test, 68% of our students will achieve a proficiency level of 3 or above based on school grade data.					
			1A.2 Training all teachers in how to utilize Focus lessons (bell ringers).	1A.2 Teachers will continue to utilize Focus Lessons that go more in depth and concentrate more time on higher percentage FCAT Strands	1A.2 Janie Cates, Mathematics Department Chairperson. Tricia Murphy (API)	1A.2 Mini-benchmark assessments, EOC's, and FCAT results will be used to determine the effectiveness of the strategy.	1A.2 Lesson Plans and classroom observations
			1A.3. Benchmark Task cards are new to teachers and administrators.	1A.3. Train teachers in utilizing Benchmark Task Cards.	1A.3. Janie Cates, Mathematics Department Chairperson. Tricia Murphy (API)	1A.3. Mini-benchmark assessments, EOC's, and FCAT results will be used to determine the effectiveness of the strategy.	1A.3. Lesson Plans and classroom observations
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Mathematics Goal</u> #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Providing this data violates student confidentiality	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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		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. Classroom resources and materials.	2A.1. Spring Board curriculum and textbooks with Advanced classes.	2A.1. Janie Cates, Mathematics Department Chairperson	2A.1. LBA progress monitoring, FCAT Math	2A.1. Classroom observations, lesson plans
<u>Mathematics Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the percentage of students scoring at or above Levels 4 and 5 in math by 12%.	6 th grade: 34%	On the 2013 FCAT, 40% of our students score at or above Levels 4 and 5 on the math test.					
	7 th grade: 31%						
	8 th grade: 28%						
			2A.2. Teacher training and collaboration	2A.2. Integrate higher order thinking questions more frequently, inquiry-based teaching, and math process standards into advanced math courses. Utilization of Thinking Maps in all content areas, to prepare for the Common Core SS.	2A.2. Janie Cates, Mathematics Department Chairperson	2A.2. LBA progress monitoring, FCAT Math	2A.2. Advanced Math Classes Lesson Plans Informal Observations LBA Progress Monitoring FCAT Math
			2A.3. Lack of training for teachers and lack of collaboration time	2A.3. Modify the focus of department meetings from informational to professional development (AVID strategies, best practices, etc.). Introduce PLCs.	2A.3. Administration, Department chairpersons.	2A.3. Site visits; monthly department meetings Informal Observations Lesson Plans	2A.3. Edusoft test, FCAT test, and department meeting agendas.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Mathematics Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Providing this data violates student confidentiality	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1. Computer lab availability and teacher training.	3A.1. Teachers will use computer-assisted instruction on a weekly basis in regular and intensive math classes (PENDA).	3A.1 Janie Cates, Math Department Chairperson Math Teachers	3A.1. LBA Progress monitoring and FCAT Math	3A.1. Informal Observations
<u>Mathematics Goal</u> #3A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the percentage of students making learning gains in math by 6%.	On the 2012 FCAT math test, 69% or our students made learning gains based on school grades data.	In 2013, 75% of our students will make learning gains on the FCAT math test.					
			3A.2. Teacher training and lack of differentiated instruction professional development.	3A.2. Teachers will continue to use tiered assignments to meet the needs of all students (Differentiated instruction).	3A.2. Janie Cates, Mathematics Department Chairperson Tricia Murphy (API)	3A.2. LBA Progress monitoring and FCAT Math	3A.2. Informal Observations Lesson Plans
			3A.3. Teacher training and collaboration	3A.3. Integrate higher order thinking questions more frequently, inquiry-based teaching, and math process standards into all math courses. Utilization of Thinking Maps in all content areas, to prepare for the Common Core SS.	3A.3. Janie Cates, Mathematics Department Chairperson	3A.3. LBA progress monitoring, FCAT Math	3A.3. Math Classes Lesson Plans Informal Observations LBA Progress Monitoring FCAT Math
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<u>Mathematics Goal</u> #3B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
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.					
Providing this data violates student confidentiality							

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1. Computer lab availability	4A.1. Use computer-assisted instruction on a weekly basis (PENDA) and daily basis (Accelerated Math) in regular and intensive math classes, along with the BrainPop software.	4A.1. Janie Cates, Math Department Chairperson Math Teachers	4A.1. LBA Progress monitoring and FCAT Math	4A.1. Informal Observations PENDA and A.M. Reports
<u>Mathematics Goal</u> #4A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the percentage of students in Lowest 25% making learning gains in math by 10%.	On the 2012 FCAT math test, 55% of our students in the lower quartile made learning gains.	On the 2013 FCAT math test, 65% of our lowest quartile students will make learning gains.					
			4A.2. Teacher training and lack of differentiated instruction professional development.	4A.2. Use tiered assignments to meet the needs of all students (Differentiated instruction).	4A.2. Janie Cates, Math Department Chairperson Math Teachers	4A.2. LBA Progress monitoring and FCAT Math	4A.2. Informal Observations Lesson Plans
			4.3. Teachers will continue to educate parents to the online math support of the new math curriculum.	4.3. Letter home to parents and links on the school website for FCAT Explorer and Penda.	4.3. Janie Cates, Mathematics Department Chairperson Math Teachers	4.3. Signature paper from parents and usage reports by class/teacher.	4.3. Signature paper from parents and usage reports by class/teacher.
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.
<u>Mathematics Goal</u> #4B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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Providing this data violates student confidentiality	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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		Mathematics- White:68 Black:47 Hispanic:60 Asian:84 American Indian: N/A	Mathematics- White:71 Black:52 Hispanic:63 Asian:86 American Indian: N/A	Mathematics- White:74 Black:57 Hispanic:67 Asian:87 American Indian: N/A	Mathematics- White:77 Black:61 Hispanic:71 Asian:89 American Indian: N/A	Mathematics- White:80 Black:66 Hispanic:74 Asian:90 American Indian: N/A	Mathematics- White:83 Black:71 Hispanic:78 Asian:92 American Indian: N/A
	Mathematics Goal #5A: To reduce the achievement gap, students will meet annual measurable objective targets each year for all subgroups by ethnicity for the next six years.							
	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: Computer lab availability Black: Computer lab availability Hispanic: Computer lab availability Asian: Computer lab availability American Indian:	5B.1. Use computer-assisted instruction on a weekly basis in regular and intensive math classes (PENDA), and on a daily basis in intensive math classes (Accelerated Math).	5B.1. Janie Cates, Math Department Chair	5B.1. Informal Observations Lesson Plans	5B.1. LBA Progress monitoring and FCAT Math PENDA Reports A.M. Reports	
	Mathematics Goal #5B: All underperforming subgroups will meet annual measurable objective targets this year by increasing the amount of students achieving proficiency.	2012 Current Level of Performance:* White:64 Black:43 Hispanic:55 Asian:71 American Indian:N/A	2013 Expected Level of Performance:* White:71 Black:52 Hispanic:63 Asian:86 American Indian:N/A					

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			5B.2. Teacher training	5B.2. Use tiered assignments to meet the needs of all students (Differentiated instruction)	5B.2. Janie Cates, Math Department Chairperson Math Teachers	5B.2. LBA Progress monitoring and FCAT Math	5B.2.
			5B.3. Cost of materials, equipment, and program rights.	5B.3. Use computer managed individualized instruction daily with lower quartile students (Accelerated Math).	5B.3. Intensive Math Teachers	5B.3. LBA Progress monitoring, FCAT Math, and AM records	5B.3. A.M. 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 mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<u>Mathematics Goal #5C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Not Applicable	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. Computer lab availability	5D.1. Use computer-assisted instruction on a weekly basis in regular and intensive math classes (PENDA), and on a daily basis in intensive math classes (Accelerated Math).	5D.1. Steven W. Benson II, Principal Tricia Murphy, Assistant Principal, & Charles Williams, Assistant Principal, will conduct informal observations. Janie Cates, Math Department Chair, will provide professional development by coaching teachers in strategies. Yolanda	5D.1. Informal Observations Lesson Plans	5D.1. LBA Progress monitoring and FCAT Math PENDA Reports A.M. Reports Individual Education Plan Goals.
<u>Mathematics Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The students with disabilities subgroup will meet annual measurable objective targets this year	On the 2012 FCAT, 22% of our students with disabilities met the AMO	On the 2013 FCAT, 35% of our students with disabilities will meet the					

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by increasing the amount of students achieving proficiency by at least 13%.	Math Proficiency Target.	AMO Math Proficiency Target.			Lopez, ESE School Specialist, and ESE consultation teachers will facilitate staff trainings.		
			5D.2. Teacher training	5D.2. Use tiered assignments to meet the needs of all students (Differentiated instruction)	5D.2. Janie Cates, Math Department Chairperson Math Teachers	5D.2. LBA Progress monitoring and FCAT Math	5D.2.
			5D.3. Cost of materials, equipment, and program rights	5D.3. Use computer managed individualized instruction daily with lower quartile students (Accelerated Math). Before/After school tutoring (SAI).	5D.3. Intensive Math Teachers	5D.3. LBA Progress monitoring, FCAT Math, and AM records	5D.3. A.M. Reports LBA Testing Mini-Assessments

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1. Computer lab availability	5E.1. Use computer-assisted instruction on a weekly basis in regular and intensive math classes (PENDA), and on a daily basis in intensive math classes (Accelerated Math).	5E.1. Janie Cates, Math Department Chair	5E.1. Informal Observations Lesson Plans	5E.1. LBA Progress monitoring and FCAT Math PENDA Reports A.M. Reports
Mathematics Goal #5E: The economically disadvantaged subgroup will meet annual measurable objective targets this year by increasing the amount of students achieving proficiency by at least 9%.	2012 Current Level of Performance:* On the 2012 FCAT, 49% of our economically disadvantaged students met the AMO Math Proficiency Target.	2013 Expected Level of Performance:* On the 2013 FCAT, 58% of our economically disadvantaged students will meet the AMO Math Proficiency Target.					
			5E.2. Teacher training	5E.2. Use tiered assignments to meet the needs of all students (Differentiated instruction)	5E.2. Janie Cates, Math Department Chairperson Math Teachers	5E.2. LBA Progress monitoring and FCAT Math	5E.2.
			5E.3. Cost of materials, equipment, and program rights	5E.3. Use computer managed individualized instruction daily with lower quartile students (Accelerated Math). Before/After school tutoring (SAI).	5E.3. Intensive Math Teachers	5E.3. LBA Progress monitoring, FCAT Math, and AM records	5E.3. A.M. Reports LBA Testing Mini-Assessments

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			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: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			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

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

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1.			1.1. Teacher training and collaboration	1.1. Integrate higher order thinking questions more frequently, inquiry-based teaching, and math process standards into advanced math courses. Utilization of Thinking Maps in all content areas, to prepare for the Common Core SS.	1.1. Janie Cates, Mathematics Department Chairperson	1.1. LBA progress monitoring, FCAT Math	1.1. Advanced Math Classes Lesson Plans Informal Observations LBA Progress Monitoring FCAT Math
Algebra 1 Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the percentage of students scoring at Level 3 and above on the Algebra 1 EOC by 6%.	94% of students scored at Level 3 and above on the 2012 Algebra 1 EOC.	100% of students will score at Level 3 and above on the 2013 Algebra 1 EOC.					
			1.2. Lack of training for teachers and lack of collaboration time	1.2. Modify the focus of department meetings from informational to professional development (AVID strategies, best practices, etc.). Introduce PLCs.	1.2. Administration, Department chairpersons.	1.2. Site visits; monthly department meetings Informal Observations Lesson Plans	1.2. Edusoft test, FCAT test, and department meeting agendas.
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. Teacher training and collaboration	2.1. Integrate higher order thinking questions more frequently, inquiry-based teaching, and math process standards into advanced math courses. Utilization of Thinking Maps in all content areas, to prepare for the Common Core SS.	2.1. Janie Cates, Mathematics Department Chairperson	2.1. LBA progress monitoring, FCAT Math	2.1. Advanced Math Classes Lesson Plans Informal Observations LBA Progress Monitoring FCAT Math
Algebra Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the percentage of students scoring at Levels 4 and 5 on the Algebra 1 EOC by 6%.	54% of students scored at Levels 4 and 5 on the 2012 Algebra 1 EOC.	60% of students will score at Levels 4 and 5 on the 2013 Algebra 1 EOC.					

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		2.2. Lack of training for teachers and lack of collaboration time	2.2. Modify the focus of department meetings from informational to professional development (AVID strategies, best practices, etc.). Introduce PLCs.	2.2. Administration, Department chairpersons.	2.2. Site visits; monthly department meetings Informal Observations Lesson Plans	2.2. Edusoft test, FCAT test, and department meeting agendas.
		2.3.	2.3.	2.3.	2.3.	2.3.

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
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011							
	<u>Algebra 1 Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.			3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	
<u>Algebra 1 Goal #3B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>						
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic:						

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	Asian: American Indian:	Asian: American Indian:					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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.	3C.1.	3C.1.	3C.1.	3C.1.
Algebra 1 Goal #3C: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Algebra 1 Goal #3D: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.

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		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Algebra 1 Goal #3E: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Algebra 1 EOC Goals

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

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

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

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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%. <u>Geometry Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>	Baseline data 2011-2012						
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. <u>Geometry Goal #3B:</u> <i>Enter narrative for the goal in this box.</i>			3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.
	2012 Current Level of Performance: * <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance: * <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Geometry Goal #3C: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Geometry Goal #3D: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Geometry Goal #3E: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of 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
Thinking Maps	6-8	Tammy Demps & Julie Staton	School-wide (all subject areas)	Pre-planning (full day) and teacher workday (half day)	Classroom observations and reflection activities, Site visit, faculty meetings.	Principal
Marzano's Effective Teaching and Learning	6-8	Administration	School-wide	Monthly in faculty and department meetings	TEAM informal and formal observation tools, informal discussions with teachers.	Administration
AVID Strategies in Reading	6-8	AVID Team Member	School-wide by grade level	Monthly in department meetings.	Classroom observations and Reflection Activities	Administration and AVID Coordinator
Text Complexity	6-8	Teaching and learning, Literacy Coach	School-wide	To be determined	Classroom observations, lesson plans, and reflective activities.	Administration and Literacy Coach
Spring Board Training	6-8	Program Specialist	Advanced Teachers (Cates/Rodgers)	To be determined	Classroom observations and reflective activities	Administration and Dept. Chairperson

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Individualized Instruction	Accelerated Math Program	Discretionary Funds	\$1539.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Improve testing capabilities	Replace lab computers	Internal and budget funds	\$2500.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Tutoring	Before/After School	SAI	\$1645.00
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1. Preparation and training for Common Core SS.	1A.1. FCAT 2.0 Item Specification Study to increase rigor and depth of instruction. Interactive Notebooks. Curriculum blueprints and task cards.	1A.1. Administration, Steven Benson and Diane Howard, Department Chairperson	1A.1. Site visits; monthly department meetings	1A.1. Edusoft test; FCAT test
Science Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Blended instruction with CCSS and FCAT 2.0			Informal Observations	
Increase by 14% the percent of students scoring Level 3 and above by reducing Levels 1 & 2 by 14%.	On the 2012 FCAT, 52% of students scored level 3 or higher.	66% of students will score level 3 or higher on FCAT science in 2013.					
			1A.2. Computer lab availability	1A.2. Use computer-assisted instruction on a weekly basis in regular science classes (PENDA), along with the BrainPop software.	1A.2. Diane Howard, Math Department Chairperson Science Teachers	1A.2. LBA Progress monitoring and FCAT Science PENDA usage logs	1A.2. Informal Observations
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
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:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
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.					
Providing this data violates student confidentiality							
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.

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		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 science.			2A.1. Preparation and training for Common Core SS.	2A.1. Item Specification Study. Curriculum blueprints and task cards. Science Fair.	2A.1. Administration, Steven Benson and Diane Howard, Department Chairperson	2A.1. Site visits; monthly department meetings	2A.1. Edusoft test; FCAT test
Science Goal #2A: Increase by 5% the percent of students scoring at Levels 4 and 5 on FCAT Science.	2012 Current Level of Performance:* On the 2012 FCAT science test, 12% of our students scored at or above Levels 4 and 5.	2013 Expected Level of Performance:* On the 2013 FCAT, 17% of our students will score at or above Levels 4 and 5 on the science test.	Blended instruction of CCSS and FCAT 2.0.			Informal Observations	
			2.2. Lack of training for teachers and lack of collaboration time	2.2. Teachers will use AVID strategies to structure and organize learning. Increase teacher planning/collaboration time by utilizing one Wednesday meeting time per month for collaboration.	2.2. Administration- Tricia Murphy, Department chair-Diane Howard, AVID teachers	2.2. Site visits; monthly department meetings	2.2. Edusoft test; FCAT test
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B: <i>Enter narrative for the goal in this box.</i> Providing this data violates student confidentiality	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.

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		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.
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End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

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

End of Florida Alternate Assessment High School Science Goals

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

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

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

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Thinking Maps	6-8	Tammy Demps & Julie Staton	School-wide (all subject areas)	Pre-planning (full day) and teacher workday (half day)	Classroom observations and reflection activities, Site visit, faculty meetings.	Principal
Marzano's Effective Teaching and Learning	6-8	Administration	School-wide	Monthly in faculty and department meetings	TEAM informal and formal observation tools, informal discussions with teachers.	Administration
AVID Strategies	6-8	AVID Team Member	School-wide by grade level	Monthly in department meetings.	Classroom observations and Reflection Activities	Administration and AVID Coordinator
Text Complexity	6-8	Teaching and learning, Literacy Coach	School-wide	To be determined	Classroom observations, lesson plans, and reflective activities. Common Core reading selections.	Administration and Literacy Coach
Interactive Notebooks	6-8	Diane Howard, Dept. Chair	Science Department	September – monthly meetings	Teacher to monitor on regular basis	Administration and Department Chair
Inquiry Science	6-8	Diane Howard, Dept. Chair	Science Department	Dept. meetings	Classroom observation of lesson and group reflection. Lesson Plans.	Administration and Department Chair

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
Hands-on discovery activities	Lab consumables	Internal Funds	\$1800.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Computer practice	FCAT Explorer	District	\$0
Instructional resources/activities	BrainPop	Discretionary Budget	\$821.25
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Science Goals

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Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1. Intensive reading students in a 2 hour block are taught language arts through their reading classes may not have enough emphasis on writing skills	1A.1. Intensive Reading teachers in a 2 hour block given specific strategies to teach writing skills	1A.1. Literacy Coach Melonee Ferguson and Language Arts Chairperson – Linda Edlund	1A.1. Bi-monthly writing prompts using WriteScore	1A.1. FCAT Writes scores LBA Results
Writing Goal #1A: Increase by 9% the percent of students scoring Level 3 and above by reducing Levels 1 & 2 by 9%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	On the 2012 FCAT, 80% of students scored level 3 or higher.	89% of students will score level 3 or higher on FCAT science in 2013.					
			1A.2. Collaboration among LA and Social Studies teachers	1A.2. Restructured collaborative meetings dedicated to teaching writing	1A.2. LA Chairperson – Linda Edlund	1A.2. PLC	1A.2. Observation of frequent classroom essay writing LBA Results Write Score, Prentice Hall, and teacher scored essay results.
			1A.3. Introduction and training of Common Core SS. Blended instruction of CCSS and FCAT 2.0	1A.3. School-Wide Writing Plan (One week long cross-curricular writing activity every nine weeks)	1A.3. Administration and Dept. Chairs	1A.3. Informal Observations	1A.3. Edusoft test; FCAT test
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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Enter narrative for the goal in this box. Providing this data violates student confidentiality	Enter numerical data for current level of performance in this box.	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.

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
AVID Strategies	LA6-8	LA Department Chair – Linda Edlund, AVID Coordinator – Amy Bartek	School-wide by department	Monthly Department Meetings	Informal observations, CWTs	Administration, LA Department Chair – Linda Edlund
Writing Strategies for LA and Social Studies teachers	LA6-8	LA Department Chair – Linda Edlund	All LA & SS Teachers	Monthly PLC	Quarterly prompts graded with an approved rubric	LA Department Chair – Linda Edlund
Writing Strategies	LA6-8	Literacy Coach – Melonee Ferguson	School-wide	One planning period during the month of November	Informal observations, CWTs	Administration, Literacy Coach - Melonee Ferguson

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
Write Score	Essay scoring service	SAI	\$1800.00
			Subtotal:

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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 Writing Goals

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

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

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

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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:

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End of Civics Goals

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

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

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

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U.S. History Professional Development

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

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

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

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End of U.S. History Goals

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Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Parental Support	1.1. Establish & document communication with parents through phone call/e-mail/letters/School Messenger in a timely fashion.	1.1. Administration/Data Entry Clerk/School Secretary/Social Worker/Guidance Counselors	1.1. Monitor AS400 /Monitor eSembler	1.1. Attendance Reports Excessive Absence Reports
<u>Attendance Goal #1:</u>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
Will increase the attendance rate by 1% by decreasing the percentage of students with 10 or more absences.	94.6%	95.6					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	69 Students	59 Students					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	5 Students	0 Students					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Educate the faculty and students on the LCSB attendance policy (Attendance Policy Booklet)	All	Guidance Counselors, Administration	School Wide	Preplanning	eSembler Monitoring	Administration, Data Entry Clerk
Call out system	Administration	District	All Administrators	Preplanning	Observation of School Messenger Logs	Principal

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:

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Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension			
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy
1. Suspension			1.1.	1.1.	1.1.	1.1.
Suspension Goal #1: Decrease the number of suspensions and the number of students suspended by 20%	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions	Students and parents may lack awareness of the Code of Conduct contents	Increase awareness of Code of Conduct contents.	SS Teacher – all grades	Review of lesson Plans.
	N/A	N/A				
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School				
	N/A	N/A				
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
	283	226				
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of- School				
	69	55				
			1.2. School wide culture of behavioral expectations	1.2. Grade level discipline assemblies	1.2. Steven Benson, Principal	1.2. Review of referrals
			1.3. Funding	1.3. Continuation of the Positive Behavioral Support model to include LEAPS lessons.	1.3. Tricia Murphy, Assistant Principal, Jodi Hoadley – PBS Coordinator	1.3. Decrease in referrals and suspensions.
						1.2. Discipline Manager, AS400
						1.3. Discipline Manager, AS400, LEAPS Assessments.

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Suspension Professional Development

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

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
Utilization of Discipline Manager to track student agenda comments and facilitate detention & School Plus	Discipline Manager Software	Discretionary Budget	\$900.00
			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:

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Total:

End of Suspension Goals

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Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention			1.1.	1.1.	1.1.	1.1.	1.1.
Dropout Prevention Goal #1: <i>Enter narrative for the goal in this box.</i> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

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

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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)

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1. Possible lack of resources.	1.1. Development of a School Resource Center for parents	1.1. Guidance Counselors	1.1. Monitor implementation and use through a sign-in record.	1.1. Parent Survey
Parent Involvement Goal #1:	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*					
To increase the percentage of parents participating in school activities by 10%.	50%	60%					
			1.2. Resources for production and distribution	1.2. Establish a quarterly newsletter to involve parents in middle school issues and topics.	1.2. Guidance Department	1.2. Parent Survey, Informal Observations	1.2. Parent Survey, Informal Observations
			1.3. Lack of time, perception that volunteers are not welcome	1.3. Improve volunteer participation to make the process easier.	1.3. Guidance Counselors	1.3. Parent Survey, Informal observations	1.3. Parent Survey, Informal Observations
			1.4. Lack of time, teacher needs	1.4. Develop an inventory of teacher needs to utilize volunteers.	1.4. Guidance Counselors	1.4. Parent Survey, Informal Observations	1.4. Parent Survey, Informal Observations
			1.5. None	1.5. Continue to update school website and marquee with important school information	1.5. Karen Locuson, Webmaster, and Office Staff	1.5. Parent Survey, Information Observations	1.5. Parent Survey, Informal Observations

Parent Involvement Professional Development

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

2012-2013 School Improvement Plan (SIP)-Form SIP-1**Parent Involvement Budget**

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

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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: To increase our students' Science and Mathematics proficiency, as well as higher order thinking skills, they will be utilize and build rockets to help them improve their understanding of Newton's three laws of motion, the scientific process, test variables, and measuring time and trajectory (using altitude finder equipment) before and after deployment of a parachute. Students will also apply formulas to determine height and to measure wind speed with an ammeter.	1.1. Equipment	1.1. Cross-curricular rocket project.	1.1. Diane Howard – Science Dept. Chair, Janie Cates – Math Dept. Chair	1.1. Observation, Project results, application on assessments.	1.1. FCAT Science and Math LBA Science and Math
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.
STEM Goal #2: To increase the number of Career & Technical Education STEM programs.	2.1 Allocations & Funding	2.1 Evaluate current CTE programs to determine what could be enhanced to promote STEM. Explore opportunities to expand CTE programs to include STEM focus.	Caroline Thomas – Enrichment & CTE Dept. Chair. Steven W. Benson II, Principal	Observation, analysis, cross-curricular applications	CTE & STEM Guiding Questions Discussion

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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
Rocket Project materials & equipment	Rockets, altitude finder, ammeter	Internal Funds	\$900.00
			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:

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End of STEM Goal(s)

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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 the number of Career & Technical Education programs.	1.1. Allocations & Funding	1.1. Evaluate current enrichment classes/programs to determine effectiveness and student interest, as well as if they meet the demands for 21 st century skills by creating and distributing a needs survey.	1.1. Administration and Guidance.	1.1. Needs survey results. Comparison of current skills taught with 21 st century skill demands.	1.1. Master Schedule Allocations Needs Survey
	1.2. Class size requirements	1.2. Have all full-time CTE instructors, because CTE programs are applied academics and strengthen the overall academic program.	1.2. Administration, Guidance, and Caroline Thomas – Enrichment & CTE Dept. Chair	1.2. Verify that all master schedule options have been explored.	1.2. Master Schedule
	1.3. Time & Substitute Budget	1.3. Strengthen the connection between middle school and high school CTE programs, by allowing MS-HS teachers to shadow each other for the day.	1.3. Administration and Caroline Thomas – Enrichment & CTE Dept. Chair	1.3. Verify that CTE teachers have taken the initiative to shadow their peers.	1.3. Peer Shadowing/Observation forms.

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

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 Rule 6A-1.099811
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CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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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
1. Additional Goal			1.1.	1.1.	1.1.	1.1.
Additional Goal #1: Reduce the number of bullying incidents by at least 10%.	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>	Use of social media, lack of parental support	Increase bullying awareness and educate students on reporting procedures via district reporting forms, the Speak Out Hotline, etc. Training for teachers in bullying prevention and reporting during preplanning. Seek parental support through presentation to SAC.	Steven Benson, Principal, Administration	Discipline Data
	1 incident	0 incidents				
2. Additional Goal			1.2.	1.2.	1.2.	1.2.
Additional Goal #2: Minimize the number of workplace injuries and student accidents. Improve school pride among students and staff.	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>	Aging facilities, lack of school pride among students.	Hold consistent school safety committee meetings. School safety training for staff at monthly faculty meetings. Set clear expectations for custodial staff in regard to care and maintenance of school campus. Utilize the student council for campus improvement projects to help students take ownership and pride in their school and facilities.	Steven Benson, Principal. Charles Williams, Assistant Principal and Safety Coordinator. Diane Howard, Student Council Advisor.	Observation, Committee debriefs
	3 workplace injuries.	0 workplace injuries.				

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Additional Goals Professional Development

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

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

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:\$13,930.85
CELLA Budget	
	Total:
Mathematics Budget	
	Total:\$5,684.00
Science Budget	
	Total:\$2,621.25
Writing Budget	
	Total:\$1,800.00
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:\$900.00
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
STEM Budget	
	Total:\$900.00
CTE Budget	
	Total:
Additional Goals	
	Total:

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Grand Total:\$25,836.10

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

- 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.

Approval of School Improvement Plan.
Approval of Teacher Funding Proposals.
Support for C2 Readiness Plan.
Approval of "A" School Recognition Money.

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Describe the projected use of SAC funds.	Amount
Classroom and instructional supplies and technology.	\$2300.00