

Florida Department of Education

School Improvement Plan (SIP) Form SIP-1

2012-2013

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2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Switzerland Point Middle School	District Name: St. Johns
Principal: Lisa Kunze	Superintendent: Joseph Joyner
SAC Chair: Megan Miller	Date of School Board Approval: 11/13/2012

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

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	Lisa Kunze	Biology 6-12 MG General Sci 5-9 Ed Leadership – all levels School Principal – all levels	3	13	Stanton College Preparatory – A School – July 2000 to June 2004 Sandalwood HS – C School – July 2004 through August 2005 Nease HS – A School – September 2005 through October 2007 Ponte Vedra HS – A School – November 2007 through June 2009 Switzerland Point MS – A School – July 2009 through present

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Assistant Principal	Allyson Breger	Music Education K-12 Ed Leadership – all levels	5	11	St. Augustine HS – C School – July 2000 through June 2005 Landrum MS – A School – July 2005 through June 2006 District Office – July 2006 through September 2007 Switzerland Point MS – A School – October 2007 through present
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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)
	Linda Griffith	MA Univ of Florida – Spanish Literature BA Uburn Uiv – Spanish, French & English	3	10	2002 Grade B, AYP Reading Yes, Prof Lowest 25% 57 2003 Grade B, AYP Reading No, Prof Lowest 25% 53 2004 Grade B, AYP Reading No, Prof Lowest 25% 41 2005 Grade A, AYP Reading Prov, Prof Lowest 25% 58 2006 Grade B, AYP Reading Prov, Prof Lowest 25% 49 2007 Grade B, AYP Reading No, Prof Lowest 25% 46 2008 Grade B, AYP Reading No, Prof Lowest 25% 46 2009 Grade A, AYP Reading No, Prof Lowest 25% 49 2010 – did not work 2011 Grade A, AYP Reading No, Prof Lowest 25% 2012 Grade A, AYP Reading No, Prof Lowest 25%

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Utilization of district PATS system	Principal	Upon posting
2. With the support of the SJCSD, we only hire teachers who meet NCLB's Highly Qualified requirements	Principal	Ongoing
3. Professional development-district and school-based	Principal	Ongoing
4. SPMS Novice Teacher Support System	Menors, Administrators & Instructional Coach	Ongoing
5. Faculty Academies – Coaching/Peer Teaching/Admin-led	Administrators & Instructional Coach	Ongoing
6. PLC Collaborative Sessions (Grade level & Departmental)	Grade Level and Department Team Leaders	Ongoing

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Non-Highly Effective Instructors

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

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
zero	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
55	0%	(12) 22%	(24) 44%	(19) 34%	(24) 44%	100%	(8) 16%	(6) 11%	(20) 36%

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
Julie Pantano	Amanda Boyer & Eddie Clement	Amanda and Eddie both teach 7 th grade Language Arts with Julie. They are also all located in the same hallway.	Daily communication to ensure knowledgeable about Swiss Point policies and procedures.

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Karen Ostrow	Laura Sallas	Laura teaches 8 th grade Language Arts as does Karen. They are located next door to each other and Karen is the department chair.	Daily communication to ensure knowledgeable about Swiss Point policies and procedures.
Nathan Wisdahl	Joseph Marx	Joseph teaches 8 th grade standard math and 7 th grade standard math. Nathan taught both of these courses last year and he is next door to Joseph.	Daily communication to ensure knowledgeable about Swiss Point policies and procedures.
Nancy Siple	Jenine Sekora	Jenine teaches 7 th grade standard math. Nancy has taught this course for the past several years and she is next door to Janine.	Daily communication to ensure knowledgeable about Swiss Point policies and procedures.
Katie Bennett	Gregg Liano	Gregg teaches 6 th grade standard and advanced math the same as Katie. They are located in the same hallway.	Daily communication to ensure knowledgeable about Swiss Point policies and procedures.
Josh Pearson & Melissa Kennedy	Christina Milton, Angela Hunter, Marcella Norton & Sophie Lendino	All 4 of these new science teachers are teaching 7 th grade science – standard and advanced. Josh is the department chair and Missy taught 7 th grade last year. All 4 of these teachers are in close proximity to their rooms.	Daily communication to ensure knowledgeable about Swiss Point policies and procedures.
Kristina Bransford & Marian Campbell	Tina Willis	Tina is teaching 6 th grade science standard and advanced same as Kristina and Marian. Her room is in close proximity to them.	Daily communication to ensure knowledgeable about Swiss Point policies and procedures.
Sharon Rizzuto & Cheri Burnett	Tara Bishop	Tara is teaching 8 th gr US History same as Sharon and Cheri. Sharon is also the department chair.	Daily communication to ensure knowledgeable about Swiss Point policies and procedures.
Dottie Anagnostou & Connie VanWinkle	Amy Huber	Amy is teaching 6 th gr World History same as Dottie & Connie.	Daily communication to ensure knowledgeable about Swiss Point policies and procedures.
Kelly Abbatinozzi	Pam Allen	Pam is teaching PE along with Kelly	Daily communication to ensure knowledgeable about Swiss Point policies and procedures.
Charles Moseley	Barbara Mattingly	Charles is another non-core teacher and is close in proximity to Barbara.	Daily communication to ensure knowledgeable about Swiss Point policies and procedures.

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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)

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS leadership team. Principal, Assistant Principal, Curriculum Coordinator, Instructional Coach, Guidance Counselors, School Psychologist, Behavior Specialist and select general education teachers.</p>
<p>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? Our RtI team meets every Wednesday morning. Teachers contact parent about academic/behavioral concerns and explain RtI. Teachers will fill out referral forms and email them to the entire RtI team. Principal requests vision/hearing screening. School nurse does screening with district form, gives results to Principal. School Psychologist will bring the academic data to the meeting. Dean will bring the behavioral data to the meeting. Instructional Coach will take meeting notes. School Psychologist will write the RtI plan. The Assistant Principal will mail it home with the cover letter and meeting notes. Counselors notify teachers and student of the plan. We will decide at the meeting who will ocomplete the observation/fidelity checks for the student. School Psychologist will post the 6 week review on the calendar. School Psychology will contact teacher to get progress monitoring data points and complete graph for the review meeting. Instructional Coach will work with the teacher(s) to implement the academic interventions. Behavior specialist will work with the teacher(s) to implement the behavioral interventions. Behavior specialist will work with the students who need behavioral interventions.</p>
<p>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 designated a working group, including the Assistant Principal and the Instructional Coach, to represent the team in development and implementation of the school improvement plan as it pertains to RtI. This working group provides data on RtI Tier procedures and goas as well as input regarding academic and behavioral areas that need to be addressed.</p>
MTSS Implementation
<p>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: Reading and Math – FCAT; Reading – FL Assessments for Instruction in Reading (FAIR); Reading, Math & Science – Discovery Education; Writing – District writing prompts; Behavior – daily behavior charts and ABC data Midyear Data: Reading – FAIR; Reading, Math & Science – Discovery Education; Writing – District Writing prompts; Behavior – daily behavior charts & ABC data End of the Year Data: Reading & Math – FCAT; Reading – FAIR; Reading, Math & Science – Discovery Education; Writing – District Writing prompts & FCAT; Behavior – daily behavior charts and ABC data</p>
<p>Describe the plan to train staff on MTSS. During our faculty meeting in September, we will train the faculty on the RtI process.</p>
<p>Describe the plan to support MTSS. We will ALL maintain our weekly meeting schedule by making it a priority every Wednesday.</p>

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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Identify the school-based Literacy Leadership Team (LLT). Principal, Assistant Principal, Instructional Coach, Curriculum Coordinator, Counselors, Dean, Department Chairs, Team Leaders and SAC chair
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT meets twice a month. Once a month we will discuss student data, reading strategies and implementation.
What will be the major initiatives of the LLT this year? Peer modeling of effective literacy practices across the curriculum; teaching school-wide reading strategies.

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?

All teachers will focus on vocabulary acquisition and comprehension skills. The teachers have all been taught the Comprehensive Instructional Sequence reading strategy. They have to practice the strategy first semester and then use it 2x during the 3rd quarter and 4th quarter. We will offer professional development for teachers for vocabulary strategies, comprehension strategies, and strategies for analyzing and reading the text.

****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.	1A.1. Vocabulary knowledge	1A.1. Every teacher will focus on vocabulary acquisition by teaching vocabulary.	1A.1. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	1A.1. Discovery Education Reading progress monitoring data	1A.1. Discovery Education & FCAT Data		
Reading Goal #1A: <i>Our goal is to increase the number of students scoring a 3 or higher by 2%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	(250) 27%	29%					

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		1A.2. Comprehension Strategies	1A.2. ALL teachers were trained using the CIS model – Comprehension Instructional Sequence. Teachers will be required to use this strategy.	1A.2. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	1A.2. Discovery Education Reading progress monitoring data	1A.2. Discovery Education & FCAT data	
		1A.3. Text Complexity	1A.3. ALL teachers will be trained this year on looking at text complexity. They will be utilizing appropriate level text with their students.	1A.3. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	1A.3. Discovery Education Reading progress monitoring data	1A.3. Discovery Education & FCAT data	
		1A. 4. Cognitive Complexity of Questions	1A.4. Teachers are required to use the appropriate level of low, moderate and high questions on all summative exams.	1A.4. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	1A.5. Discovery Education Reading progress monitoring data	1A.5. Discovery Education & FCAT data	
		1A.5. Practice with FCAT level questions	1A.5. Teachers will use FCAT style questions throughout the year on quizzes and tests.	1A.5. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	1A.5. Discovery Education Reading progress monitoring data	1A.5. Discovery Education & FCAT data	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1. Vocabulary Acquisition	1B.1. Teachers will focus on vocabulary words daily.	1B.1. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	1B.1.	1B.1. Alternate Assessment results		
Reading Goal #1B: <i>The goal is to increase by 2% the number of students on alternate assessment scoring at levels 4,5 & 6 in reading.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	(9) 43%	45%					

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		1B.2. Comprehension Strategies	1B.2. Teachers will work on reading comprehension strategies daily.	1B.2. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	1B.2.	1B.2. Alternate Assessment results	
		1B.3. Fluency strategies	1B.3. Teachers will work on phonemic awareness and fluency skills daily.	1B.3. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	1B.3.	1B.3. Alternate Assessment results	

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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. Vocabulary knowledge	2A.1. Every teacher will focus on vocabulary acquisition by teaching vocabulary.	2A.1. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	2A.1. Discovery Education Reading progress monitoring data	2A.1. Discovery Education & FCAT Data		
Reading Goal #2A: <i>Our goal is to increase the number of students scoring a level 4 or 5 by 1%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	(501) 54%	55%					
		2A.2. Comprehension Strategies	2A.2. ALL teachers were trained using the CIS model – Comprehension Instructional Sequence. Teachers will be required to use this strategy.	2A.2. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	2A.2. Discovery Education Reading progress monitoring data	2A.2. Discovery Education & FCAT data	
		2A.3. Text Complexity	2A.3. ALL teachers will be trained this year on looking at text complexity. They will be utilizing appropriate level text with their students.	2A.3. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	2A.3. Discovery Education Reading progress monitoring data	2A.3. Discovery Education & FCAT data	
		2A.4. Cognitive Complexity of Questions	2A.4. Teachers are required to use the appropriate level of low, moderate and high questions on all summative exams.	2A.4. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	2A.5. Discovery Education Reading progress monitoring data	2A.5. Discovery Education & FCAT data	

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		2A.5. Practice with FCAT level questions	2A.5. Teachers will use FCAT style questions throughout the year on quizzes and tests.	2A.5. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	2A.5. Discovery Education Reading progress monitoring data	2A.5. Discovery Education & FCAT data	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1. Vocabulary Acquisition	2B.1. Teachers will focus on vocabulary words daily.	2B.1. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	2B.1.	2B.1. Alternate Assessment results		
Reading Goal #2B: <i>Our goal is to increase the percentage of alternate assessment students scoring a 7 or higher by 1%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	(9) 43%	44%					
		2B.2. Comprehension Strategies	2B.2. Teachers will work on reading comprehension strategies daily.	2B.2. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	2B.2.	2B.2. Alternate Assessment results	
		2B.3. Fluency strategies	2B.3. Teachers will work on phonemic awareness and fluency skills daily.	2B.3. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	2B.3.	2B.3. Alternate Assessment results	

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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. Vocabulary knowledge	3A.1. Every teacher will focus on vocabulary acquisition by teaching vocabulary.	3A.1. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	3A.1. Discovery Education Reading progress monitoring data	3A.1. Discovery Education & FCAT Data		
Reading Goal #3A: <i>Our goal is to increase our percentage of students earning learning gains by 3%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	75%	78%					
		3A.2. Comprehension Strategies	3A.2. ALL teachers were trained using the CIS model – Comprehension Instructional Sequence. Teachers will be required to use this strategy.	3A.2. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	3A.2. Discovery Education Reading progress monitoring data	3A.2. Discovery Education & FCAT data	
		3A.3. Text Complexity	3A.3. ALL teachers will be trained this year on looking at text complexity. They will be utilizing appropriate level text with their students.	3A.3. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	3A.3. Discovery Education Reading progress monitoring data	3A.3. Discovery Education & FCAT data	
		3A. 4. Cognitive Complexity of Questions	3A.4. Teachers are required to use the appropriate level of low, moderate and high questions on all summative exams.	3A.4. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	3A.5. Discovery Education Reading progress monitoring data	3A.5. Discovery Education & FCAT data	

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		3A.5. Practice with FCAT level questions	3A.5. Teachers will use FCAT style questions throughout the year on quizzes and tests.	3A.5. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	3A.5. Discovery Education Reading progress monitoring data	3A.5. Discovery Education & FCAT data	
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1. Vocabulary Acquisition	3B.1. Teachers will focus on vocabulary words daily.	3B.1. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	3B.1.	3B.1. Alternate Assessment results		
<u>Reading Goal #3B:</u> <i>Our goal is to increase the percentage of students making learning gains by 3%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	(18) 34%	37%					
		3B.2. Comprehension Strategies	3B.2. Teachers will work on reading comprehension strategies daily.	3B.2. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	3B.2.	3B.2. Alternate Assessment results	

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		3B.3. Fluency strategies	3B.3. Teachers will work on phonemic awareness and fluency skills daily.	3B.3. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	3B.3.	3B.3. Alternate Assessment results	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. Vocabulary knowledge	4A.1. Every teacher will focus on vocabulary acquisition by teaching vocabulary.	4A.1. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	4A.1. Discovery Education Reading progress monitoring data	4A.1. Discovery Education & FCAT Data		
Reading Goal #4: <i>Our goal is to increase the learning gains of our lowest 25% by 3%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	67%	70%					
		4A.2. Comprehension Strategies	4A.2. ALL teachers were trained using the CIS model – Comprehension Instructional Sequence. Teachers will be required to use this strategy.	4A.2. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	4A.2. Discovery Education Reading progress monitoring data	4A.2. Discovery Education & FCAT data	
		4A.3. Text Complexity	4A.3. ALL teachers will be trained this year on looking at text complexity. They will be utilizing appropriate level text with their students.	4A.3. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	4A.3. Discovery Education Reading progress monitoring data	4A.3. Discovery Education & FCAT data	
		4A.4. Cognitive Complexity of Questions	4A.4. Teachers are required to use the appropriate level of low, moderate and high questions on all summative exams.	4A.4. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	4A.5. Discovery Education Reading progress monitoring data	4A.5. Discovery Education & FCAT data	

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		4A.5. Practice with FCAT level questions	4A.5. Teachers will use FCAT style questions throughout the year on quizzes and tests.	4A.5. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	4A.5. Discovery Education Reading progress monitoring data	4A.5. Discovery Education & FCAT data	
		4A.6. Deficiencies in prior skills	4A. 6. Level 1 & 2 Reading students are supported through iii, intensive reading placement with CAR-PD trained teacher.	4A.6. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	4A.6. Discovery Education Reading progress monitoring data	4A.6. Discovery Education, FAIR & FCAT data	

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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						N/A
<u>Reading Goal #5A:</u> N/A							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		
<u>Reading Goal #5B:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		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 reading.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Reading Goal #5C:</u> N/A	<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>	<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 reading.	5D.1. Vocabulary knowledge	5D.1. Every teacher will focus on vocabulary acquisition by teaching vocabulary.	5D.1. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	5D.1. Discovery Education Reading progress monitoring data	5D.1. Discovery Education & FCAT Data		

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<u>Reading Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Pending state provided data</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>					
		5D.2. Comprehension Strategies	5D.2. ALL teachers were trained using the CIS model – Comprehension Instructional Sequence. Teachers will be required to use this strategy.	5D.2. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	5D.2. Discovery Education Reading progress monitoring data	5D.2. Discovery Education & FCAT data	
		5D.3. Text Complexity	5D.3. ALL teachers will be trained this year on looking at text complexity. They will be utilizing appropriate level text with their students.	5D.3. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	5D.3. Discovery Education Reading progress monitoring data	5D.3. Discovery Education & FCAT data	
		5D. 4. Cognitive Complexity of Questions	5D.4. Teachers are required to use the appropriate level of low, moderate and high questions on all summative exams.	5D.4. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	5D.5. Discovery Education Reading progress monitoring data	5D.5. Discovery Education & FCAT data	
		5D.5. Practice with FCAT level questions	5D.5. Teachers will use FCAT style questions throughout the year on quizzes and tests.	5D.5. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	5D.5. Discovery Education Reading progress monitoring data	5D.5. Discovery Education & FCAT data	
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.	5E.1.	5E.1.	5E.1.	5E.1.		

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Reading Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
	<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>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		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						
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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
Cross-curricular vocabulary acquisition strategies	All grades and subjects	Instructional Coach/ PLC team leaders	School-wide	Monthly Early Release training; Bi weekly PLC lesson study meetings	Walkthroughs Instructional Rounds Classroom observations PLC visits Assessment data reviews	Principal Assistant Principal Instructional Coach Literacy Leadership Team Reading teachers
Cross-curricular reading comprehension strategies	All grades and subjects	Instructional Coach/ PLC team leaders	School-wide	Monthly Early Release training; Bi weekly PLC lesson study meetings	Walkthroughs Instructional Rounds Classroom observations PLC visits Assessment data reviews	Principal Assistant Principal Instructional Coach Literacy Leadership Team Reading Teachers
Text Complexity and Common Core Literacy Standards	All grades and subjects	Instructional Coach/ PLC team leaders District curriculum specialists	School-wide	B-day summer training Pre-planning PLC's Bi-weekly PLC lesson study	Lesson study: common lesson planning and design follow-up via Literacy Leadership team	Principal Assistant Principal Instructional Coach Reading Teachers Department chairs
"Unpacking the Standards"	All grades and subjects	Instructional Coach	School-wide	Preplanning faculty academy	Walkthroughs Instructional Rounds Classroom observations PLC visits Assessment data reviews	Principal Assistant Principal Instructional Coach Reading Teachers Department chairs
Lesson Planning: Understanding by Design and Differentiation	All grades and subjects	Instructional Coach; Departmental representatives	School-wide	Preplanning training; Bi-weekly PLC lesson study	Walkthroughs Instructional Rounds Classroom observations PLC visits Assessment data reviews	Principal Assistant Principal Instructional Coach Reading Teachers Department chairs
Marzano evaluation system: DQ2 strategies for addressing content	All grades and subjects	Instructional Coach; Departmental representatives	School-wide	Monthly Faculty academy	Walkthroughs Instructional Rounds Classroom observations PLC visits	Principal Assistant Principal Instructional Coach

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FCAT cognitive complexity levels/questioning strategies	All grades and subjects	Instructional Coach; Departmental representatives	School-wide	Ongoing via Lesson study	Assessment data reviews	All PLC members
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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
Scholastic Magazines for Social Studies, Language Arts & Teen Leadership	Magazines with non-fiction text for teachers to use	Remaining Reading Funds	\$1,5000.
Subtotal:\$1,500.			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Vocabulary acquisition & Reading comprehension	Lexia	Reading funds	\$1,148.00
Vocabulary acquisition & reading comprehension	Reading Plus	SAI funds	\$4,595.50
Computer for Intensive Reading room	Computers	SAI funds	\$5,360.00
Subtotal:\$11,103.50			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teaching CIS strategy			n/a
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$12,603.50			

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. Language Acquisition	1.1. Students are placed in intensive reading, so they have access to the Lexia and Reading Plus programs.	1.1. Principal and Guidance Counselors	1.1. Discovery Education Reading progress monitoring data	1.1. Discovery Education & FCAT data	
CELLA Goal #1: Our goal is to remain at 100%	2012 Current Percent of Students Proficient in Listening/Speaking:					
	(2) 100%					
		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. Language Acquisition	2.1. Students are placed in intensive reading, so they have access to the Lexia and Reading Plus programs.	2.1. Principal and Guidance Counselors	2.1. Discovery Education Reading progress monitoring data	2.1. Discovery Education & FCAT data	

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<p>CELLA Goal #2: <i>Our goal is to improve to 100%.</i></p>	<p><u>2012 Current Percent of Students Proficient in Reading:</u></p>					
	<p>(1) 50%</p>					
		<p>2.2. Vocabulary knowledge</p>	<p>2.2 Every teacher will focus on vocabulary acquisition by teaching vocabulary</p>	<p>2.2. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach</p>	<p>2.2 Discovery Education Reading progress monitoring data</p>	<p>2.2 Discovery Education & FCAT Data</p>
		<p>2.3 Comprehension Strategies</p>	<p>2.3 ALL teachers were trained using the CIS model – Comprehension Instructional Sequence. Teachers will be required to use this strategy.</p>	<p>2.3 Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach</p>	<p>2.3 Discovery Education Reading progress monitoring data</p>	<p>2.3 Discovery Education & FCAT data</p>
		<p>2.4 Text Complexity</p>	<p>2.4 ALL teachers will be trained this year on looking at text complexity. They will be utilizing appropriate level text with their students.</p>	<p>2.4 Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach</p>	<p>2.4 Discovery Education Reading progress monitoring data</p>	<p>2.4 Discovery Education & FCAT data</p>

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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. Providing enough supporting details in their writing.	2.1. Provide practice to ALL students through language arts and other core and non-core classes.	2.1. Principal, Assistant Principal, curriculum Coordinator and Instructional Coach	2.1. District Writing prompts	2.1. FCAT Writing	
<u>CELLA Goal #3:</u> <i>Our goal is to be 100%.</i>	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	(1) 50%					
		2.2. Grammar	2.2. All language arts teachers will provide grammar instruction.	2.2. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	2.2. District Writing prompts	2.2. FCAT Writing
		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 #1A:</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>	<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.	

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Mathematics Goal #1B: <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>	<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>	<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>	<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.		

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<u>Mathematics Goal #2B:</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>					
		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.		
Mathematics Goal #3A: <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>	<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.		

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<u>Mathematics Goal</u> <u>#3B:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>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		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.		
Mathematics Goal #4: <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>	<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.	

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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						
<u>Mathematics Goal</u> #5A: <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		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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<u>Mathematics Goal #5B:</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> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		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.		
<u>Mathematics Goal #5C:</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>	<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		

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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>	<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>	<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 #5E:</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>	<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	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. Vocabulary knowledge	1A.1. Math teachers will focus on math vocabulary.	1A.1. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	1A.1. Discovery Education progress monitoring	1A.1. Discovery Education & FCAT data		
<u>Mathematics Goal #1A:</u> <i>Our goal is to increase the percentage of students scoring a level 3 or higher by 2%.</i>	<u>2012 Current Level of Performance:*</u> 	<u>2013 Expected Level of Performance:*</u> 					
	(220) 24%	26%					
		1A.2. Visualization of math concepts	1A.2. Use math manipulatives to help explain concepts.	1A.2. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	1A.2. Discovery Education progress monitoring	1A.2. Discovery Education & FCAT data	

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		1A.3. Cognitive Complexity of questions	1A.3. Summative tests questions must match the percent of low, moderate and high questions on the FCAT.	1A.3. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	1A.3. Discovery Education progress monitoring	1A.3. Discovery Education & FCAT data	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1. Basic math skills	1B.1. Teachers will focus on basic addition, subtraction and money problems. Computer games will be used to reinforce instruction.	1B.1. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	1B.1.	1B.1. Alternate Assessment Results		
<u>Mathematics Goal #1B:</u> <i>Our goal is to increase the percentage of students scoring a level 4,5 or 6 on the alternate assessment by 2%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	(13) 62%	64%					
		1B.2. Ability to follow instruction	1B.2. Teachers will work on listening and following directions.	1B.2. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	1B.2.	1B.2. Alternate Assessment Results	
		1B.3. Endurance sitting still to take a test	1B.3. Teachers will focus on increasing seat work time throughout the year.	1B.3. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	1B.3.	1B.3. Alternate Assessment Results	

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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. Vocabulary knowledge	2A.1. Math teachers will focus on math vocabulary.	2A.1. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	2A.1. Discovery Education progress monitoring	2A.1. Discovery Education & FCAT data		
Mathematics Goal #2A: <i>Our goal is to increase our percentage of students scoring above proficiency by 1%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	(543) 58%	59%					
		2A.2. Visualization of math concepts	2A.2. Use math manipulatives to help explain concepts.	2A.2. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	2A.2. Discovery Education progress monitoring	2A.2. Discovery Education & FCAT data	
		2A.3. Cognitive Complexity of questions	2A.3. Summative tests questions must match the percent of low, moderate and high questions on the FCAT.	2A.3. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	2A.3. Discovery Education progress monitoring	2A.3. Discovery Education & FCAT data	

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<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</p>	<p>2B.1. Basic math skills</p>	<p>2B.1. Teachers will focus on basic addition, subtraction and money problems. Computer games will be used to reinforce instruction.</p>	<p>2B.1. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach</p>	<p>2B.1.</p>	<p>2B.1. Alternate Assessment Results</p>		
<p><u>Mathematics Goal #2B:</u> <i>Our goal is to increase our percentage of students scoring at or above 7 on the alternate assessment by 3%.</i></p>	<p><u>2012 Current Level of Performance.*</u></p>	<p><u>2013 Expected Level of Performance.*</u></p>					
	<p>(3) 14%</p>	<p>17%</p>					
		<p>2B.2. Ability to follow instruction</p>	<p>2B.2. Teachers will work on listening and following directions.</p>	<p>2B.2. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach</p>	<p>2B.2.</p>	<p>2B.2. Alternate Assessment Results</p>	
		<p>2B.3. Endurance sitting still to take a test</p>	<p>2B.3. Teachers will focus on increasing seat work time throughout the year.</p>	<p>2B.3. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach</p>	<p>2B.3.</p>	<p>2B.3. Alternate Assessment Results</p>	

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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. Vocabulary knowledge	3A.1. Math teachers will focus on math vocabulary.	3A.1. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	3A.1. Discovery Education progress monitoring	3A.1. Discovery Education & FCAT data		
Mathematics Goal #3A: <i>Our goal is to increase our percentage of students making learning gains by 3%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	80%	83%					
		3A.2. Visualization of math concepts	3A.2. Use math manipulatives to help explain concepts.	3A.2. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	3A.2. Discovery Education progress monitoring	3A.2. Discovery Education & FCAT data	
		3A.3. Cognitive Complexity of questions	3A.3. Summative tests questions must match the percent of low, moderate and high questions on the FCAT.	3A.3. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	3A.3. Discovery Education progress monitoring	3A.3. Discovery Education & FCAT data	

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<p>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</p>	<p>3B.1. Basic math skills</p>	<p>3B.1. Teachers will focus on basic addition, subtraction and money problems. Computer games will be used to reinforce instruction.</p>	<p>3B.1. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach</p>	<p>3B.1.</p>	<p>3B.1. Alternate Assessment Results</p>		
<p><u>Mathematics Goal #3B:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance.*</u></p>	<p><u>2013 Expected Level of Performance.*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		<p>3B.2. Ability to follow instruction</p>	<p>3B.2. Teachers will work on listening and following directions.</p>	<p>3B.2. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach</p>	<p>3B.2.</p>	<p>3B.2. Alternate Assessment Results</p>	
		<p>3B.3. Endurance sitting still to take a test</p>	<p>3B.3. Teachers will focus on increasing seat work time throughout the year</p>	<p>3B.3. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach</p>	<p>3B.3.</p>	<p>3B.3. Alternate Assessment Results</p>	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1. Vocabulary knowledge	4A.1. Math teachers will focus on math vocabulary.	4A.1. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	4A.1. Discovery Education progress monitoring	4A.1. Discovery Education & FCAT data		
Mathematics Goal #4: <i>Our goal is to increase the learning gains in our lowest 25% by 3%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	65%	68%					
		4A.2. Visualization of math concepts	4A.2. Use math manipulatives to help explain concepts.	4A.2. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	4A.2. Discovery Education progress monitoring	4A.2. Discovery Education & FCAT data	
		4A.3. Cognitive Complexity of questions	4A.3. Summative tests questions must match the percent of low, moderate and high questions on the FCAT.	4A.3. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	4A.3. Discovery Education progress monitoring	4A.3. Discovery Education & FCAT data	
		4A.4. Deficits of previous math skills	4A.4. 6 th grade students with level 1, 7 th grade students with level 1 and low 2, and ALL 8 th grade students with level 1 and 2 are taking intensive math.	4A.4. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	4A.4. Discovery Education progress monitoring	4A.4. Discovery Education & FCAT data	

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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 N/A						N/A
<u>Mathematics Goal</u> #5A: <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		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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<u>Mathematics Goal</u> <u>#5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		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.		
<u>Mathematics Goal #5C:</u> N/A	<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>	<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		

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5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1. Vocabulary knowledge	5D.1. Math teachers will focus on math vocabulary.	5D.1. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	5D.1. Discovery Education progress monitoring	5D.1. Discovery Education & FCAT data		
Mathematics Goal #5D: <i>Pending state provided data</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>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5D.2. Visualization of math concepts	5D.2. Use math manipulatives to help explain math concepts.	5D.2. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	5D.2. Discovery Education progress monitoring	5D.2. Discovery Education & FCAT data	
		5D.3. Cognitive Complexity of questions	5D.3. All summative exams in all math classes will reflect the percentage of low, moderate and high questions as the FCAT math.	5D.3. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	5D.3. Discovery Education progress monitoring	5D.3. Discovery Education & FCAT data	
		5D.4. Deficits of previous math skills	5D.4. 6 th graders with level 1 math; 7 th graders with level 1 and low level 2 and ALL 8 th graders with level 1 or 2 math are in intensive math class.	5D.4. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	5D.4. Discovery Education progress monitoring	5D.4. Discovery Education & FCAT data	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Mathematics Goal #5E:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							
	<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>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

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	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>	<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>	<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.	

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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		
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>	<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>	<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>	<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>	<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.	

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. Time for students to master required content before EOC is administered.	1.1. Study hall help sessions; Saturday help sessions	1.1. Principal & Algebra Teachers	1.1. Discovery Education Algebra Progress Monitoring data	1.1. Discovery Education & EOC data		
Algebra 1 Goal #1: <i>Our goal is to increase the percentage of students scoring a 3 or higher by 1%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	13%	14%					
		1.2. Extra time support on difficult concepts	1.2. Lower students were placed in study hall with the 2 Algebra teachers, so they could provide more support.	1.2. Principal & Algebra Teachers	1.2. Discovery Education Algebra Progress Monitoring data	1.2. Discovery Education & EOC data	

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		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 Algebra 1.	2.1. Time for students to master required content before EOC is administered.	2.1. Study hall help sessions; Saturday help sessions	2.1. Principal & Algebra Teachers	2.1. Discovery Education Algebra Progress Monitoring data	2.1. Discovery Education & EOC data		
<u>Algebra Goal #2:</u> <i>Our goal is to increase the percentage of students scoring a 4 or 5 by 2%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	87% (109)	89%					
		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	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 N/A						N/A
Algebra 1 Goal #3A: <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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

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3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
<u>Algebra 1 Goal #3D:</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>	<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 Algebra 1.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
<u>Algebra 1 Goal #3E:</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>	<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. Time for students to master required content before EOC is administered.	1.1. Study hall help sessions; Saturday help sessions	1.1. Principal & Algebra Teachers	1.1. Discovery Education Geometry Progress Monitoring data	1.1. Discovery Education & EOC data		
Geometry Goal #1: <i>Pending data from the state</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>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	

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		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. Time for students to master required content before EOC is administered.	2.1. Study hall help sessions; Saturday help sessions	2.1. Principal & Algebra Teachers	2.1. Discovery Education Algebra Progress Monitoring data	2.1. Discovery Education & EOC data		
<u>Geometry Goal #2:</u> <i>Pending data from the state</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>	<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%.	Baseline data 2011-2012						
<u>Geometry 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 Geometry.	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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

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3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
<u>Geometry Goal #3D:</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>	<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.		
<u>Geometry Goal #3E:</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>	<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

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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
Math vocabulary acquisition strategies	All grades and subjects	Instructional Coach/ PLC team leaders	School-wide	Monthly Early Release training; Bi weekly PLC lesson study meetings	Walkthroughs Instructional Rounds Classroom observations PLC visits Assessment data reviews	Principal Assistant Principal Instructional Coach Math PLC leaders

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Cross-curricular reading comprehension strategies	All grades and subjects	Instructional Coach/ PLC team leaders	School-wide	Monthly Early Release training; Bi weekly PLC lesson study meetings	Walkthroughs Instructional Rounds Classroom observations PLC visits Assessment data reviews	Principal Assistant Principal Instructional Coach Literacy Leadership Team Math PLC leaders
Text Complexity and Common Core Literacy Standards	All grades and subjects	Instructional Coach/ PLC team leaders District curriculum specialists	School-wide	B-day summer training Pre-planning PLC's Bi-weekly PLC lesson study	Lesson study: common lesson planning and design follow-up via Math department chair	Principal Assistant Principal Instructional Coach Department chair Math PLC leaders
"Unpacking the Standards"	All grades and subjects	Instructional Coach	School-wide	Preplanning faculty academy	Walkthroughs Instructional Rounds Classroom observations PLC visits Assessment data reviews	Principal Assistant Principal Instructional Coach Math PLC leaders Department chair
Lesson Planning: Understanding by Design and Differentiation	All grades and subjects	Instructional Coach; Departmental representatives	School-wide	Preplanning training; Bi-weekly PLC lesson study	Walkthroughs Instructional Rounds Classroom observations PLC visits Assessment data reviews	Principal Assistant Principal Instructional Coach Department chair PLC leaders
Marzano evaluation system: DQ2 strategies for addressing content	All grades and subjects	Instructional Coach; Departmental representatives	School-wide	Monthly Faculty academy Bi-weekly PLC lesson study	Walkthroughs Instructional Rounds Classroom observations PLC visits	Principal Assistant Principal Instructional Coach
FCAT cognitive complexity levels/ questioning strategies	All grades and subjects	Instructional Coach; Departmental representatives	School-wide	Common assessment development; Ongoing via Lesson study	Assessment data reviews	All PLC members
Use of math manipulatives	Math department	Math department chair/members	Math department PLC's	Ongoing via Lesson study	Assessment data reviews	All PLC members

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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
Renaissance Math	Computer-aided program	SAI funds	\$2,333.60
Subtotal: \$2,333.60			
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
Scantrons for the program	Scantrons	SAI funds	\$225.00
Subtotal: \$225.00			
Total: \$2,558.60			

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. Vocabulary acquisition	1A.1. Every teacher will focus on vocabulary acquisition by teaching vocabulary.	1A.1. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	1A.1. Discovery Education Science progress monitoring data	1A.1. Discovery Education & FCAT data		
Science Goal #1A: <i>Our goal is to increase the percentage of students scoring a level 3 in science by 2%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	(129) 43%	45%					
		1A.2. Cognitive Complexity of Questions	1A.2. All summative exams will reflect the percentages of low, moderate and high questions as the FCAT	1A.2. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	1A.2. Discovery Education Science progress monitoring data	1A.2. Discovery Education & FCAT data	

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		1A.3. Critical Thinking and problem solving skills	1A.3. Use more inquiry-based activities	1A.3. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	1A.3. Discovery Education Science progress monitoring data	1A.3. Discovery Education & FCAT data	
		1A.4. Retention of concepts from 6 th & 7 th grades	1A.4. Discovery Education probes or Pearson review qsts on standards taught in 6 th & 7 th grades.	1A.4. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	1A.4. Discovery Education Science progress monitoring data	1A.4. Discovery Education & FCAT data	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1B.1. Appropriate curriculum	1B.1. Use brain pop and discovery education.	1B.1. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	1B.1.	1B.1. Alternate Assessment Data		
Science Goal #1B: <i>Our goal is to increase the percentage of alternate assessment students scoring a level 4,5 or 6 by 2%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	(5) 50%	52%					
		1B.2. Listening & following directions	1B.2. Teachers will work on listening and direction skills.	1B.2. Principal, Assistant Principal, curriculum Coordinator and Instructional Coach	1B.2.	1B.2. Alternate Assessment Data	
		1B.3. Endurance to take a test	1B.3. Teacher will increase seat work time throughout the year.	1B.3. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	1B.3.	1B.3. Alternate Assessment Data	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</p>	<p>2A.1. Vocabulary acquisition</p>	<p>2A.1. Every teacher will focus on vocabulary acquisition by teaching vocabulary.</p>	<p>2A.1. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach</p>	<p>2A.1. Discovery Education Science progress monitoring data</p>	<p>2A.1. Discovery Education & FCAT data</p>		
<p>Science Goal #2A: <i>Our goal is to increase the percentage of students scoring level 4 or 5 by 1%.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>(88) 29%</p>	<p>30%</p>					
		<p>2A.2. Cognitive Complexity of Questions</p>	<p>2A.2. All summative exams will reflect the percentages of low, moderate and high questions as the FCAT</p>	<p>2A.2. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach</p>	<p>2A.2. Discovery Education Science progress monitoring data</p>	<p>2A.2. Discovery Education & FCAT data</p>	
		<p>2A.3. Critical Thinking and problem solving skills</p>	<p>2A.3. Use more inquiry-based activities</p>	<p>2A.3. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach</p>	<p>2A.3. Discovery Education Science progress monitoring data</p>	<p>2A.3. Discovery Education & FCAT data</p>	
		<p>2A.4. Retention of concepts from 6th & 7th grades</p>	<p>2A.4. Discovery Education probes or Pearson review qsts on standards taught in 6th & 7th grades.</p>	<p>2A.4. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach</p>	<p>2A.4. Discovery Education Science progress monitoring data</p>	<p>2A.4. Discovery Education & FCAT data</p>	
<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</p>	<p>2B.1. Appropriate curriculum</p>	<p>2B.1. Use brain pop and discovery education.</p>	<p>2B.1. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach</p>	<p>2B.1.</p>	<p>2B.1. Alternate Assessment Data</p>		

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<u>Science Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
<i>Our goal is to increase the percentage of alternate assessment students scoring a level 7 in science by 1%.</i>							
	<i>(1) 10%</i>	<i>11%</i>					
		2B.2. Listening & following directions	2B.2. Teachers will work on listening and direction skills.	2B.2. Principal, Assistant Principal, curriculum Coordinator and Instructional Coach	2B.2.	2B.2. Alternate Assessment Data	
		2B.3. Endurance to take a test	2B.3. Teacher will increase seat work time throughout the year.	2B.3. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	2B.3.	2B.3. Alternate Assessment Data	

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>	<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>	<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.	

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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		
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>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	<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 Florida Alternate Assessment High School Science Goals

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

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

Biology 1 EOC Goals	Problem-Solving Process to Increase Student Achievem						

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	ent						
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>	<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>	<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.		

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Biology 1 Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<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>					
		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
Science vocabulary acquisition strategies	All grades and subjects	Instructional Coach/ PLC team leaders	School-wide	Monthly Early Release training; Bi weekly PLC lesson study meetings	Walkthroughs Instructional Rounds Classroom observations PLC visits Assessment data reviews	Principal Assistant Principal Instructional Coach Science PLC leaders
Cross-curricular reading comprehension strategies	All grades and subjects	Instructional Coach/ PLC team leaders	School-wide	Monthly Early Release training; Bi weekly PLC lesson study meetings	Walkthroughs Instructional Rounds Classroom observations PLC visits Assessment data reviews	Principal Assistant Principal Instructional Coach Literacy Leadership Team Science PLC leaders
Text Complexity and Common Core Literacy Standards	All grades and subjects	Instructional Coach/ PLC team leaders District curriculum specialists	School-wide	B-day summer training Pre-planning PLC's Bi-weekly PLC lesson study	Lesson study: common lesson planning and design follow-up via Science department chair	Principal Assistant Principal Instructional Coach Department chair Science PLC leaders

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“Unpacking the Standards”	All grades and subjects	Instructional Coach	School-wide	Preplanning faculty academy	Walkthroughs Instructional Rounds Classroom observations PLC visits Assessment data reviews	Principal Assistant Principal Instructional Coach Science PLC leaders Department chair
Lesson Planning: Understanding by Design and Differentiation	All grades and subjects	Instructional Coach; Departmental representatives	School-wide	Preplanning training; Bi-weekly PLC lesson study	Walkthroughs Instructional Rounds Classroom observations PLC visits Assessment data reviews	Principal Assistant Principal Instructional Coach Department chair PLC leaders
Marzano evaluation system: DQ2 strategies for addressing content	All grades and subjects	Instructional Coach; Departmental representatives	School-wide	Monthly Faculty academy Bi-weekly PLC lesson study	Walkthroughs Instructional Rounds Classroom observations PLC visits	Principal Assistant Principal Instructional Coach
FCAT cognitive complexity levels/questioning strategies	All grades and subjects	Instructional Coach; Departmental representatives	School-wide	Common assessment development Ongoing via Lesson study	Assessment data reviews	All PLC members
Use of lab (real and virtual) demonstrations and experiments	Science department	Science department chair/members	Science department PLC’s	Ongoing via Lesson study	Lab Assessment data reviews	All PLC members

Science Budget (Insert rows as needed)

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

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Technology			
Strategy	Description of Resources	Funding Source	Amount
Brain Pop	Computer program	SAI funds	\$1,495.00
Discovery Education Science	Video clips	SAI funds	\$1,995.00
Subtotal: \$3,490.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$3,490.00			

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. Providing enough supporting details in their writing.	1A.1. Provide practice to ALL students through language arts and other core and non-core classes.	1A.1. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	1A.1. District Writing prompts	1A.1. FCAT Writing data		
Writing Goal #1A: <i>Our goal is to increase the percentage of level 3 students by 3%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	(268) 89%	92%					
		1A.2. Grammar	1A.2. All language arts teacher will provide weekly grammar instruction.	1A.2. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	1A.2. District Writing prompts	1A.2. FCAT Writing data	

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		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1B.1. Ability to write complete sentences.	1B.1. Teachers will incorporate more writing this year.	1B.1. Principal, Assistant Principal, curriculum Coordinator and Instructional Coach.	1B.1.	1B.1. Alternate Assessment data		
Writing Goal #1B: <i>Our goal is to increase the percentage of alternate assessment student to increase by 3%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	(6) 60%	63%					
		1B.2. Ability to sit still and focus	1B.2. Teachers will increase seat work time throughout the year.	1B.2. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	1B.2.	1B.2. Alternate Assessment data	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Writing Professional Development

<p>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.</p>						
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
Writing Across the Curriculum	All grades and subjects	Instructional Coach; LA teachers; district facilitators	School-wide	Ongoing via Lesson Study and common assignment/ assessment development	PLC discussions of student work Literacy Leadership Team review of implementation	Literacy Leadership Team Language Arts teachers
Writing strategies for FCAT Writes	All grades/ LA	LA department chair/ LA teachers	Language Arts/ ESE	Ongoing via Lesson Study	Writing assessment data reviews	Literacy Leadership Team LA department chair PLC leaders

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
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. Cognitive Complexity of Test Questions	1.1. ALL Summative exams will match the percentage of low, moderate and high questions to reflect the Civics EOC.	1.1. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	1.1. EOC data	1.1. EOC data		
<u>Civics_Goal #1:</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>	<i>Enter numerical data for expected level of performance in this box.</i>					

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		1.2. Ability to synthesis different documents and justify an answer	1.2. Model and practice this in class. Teachers have all been taught the CISM.	1.2. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	1.2. EOC data	1.2. EOC data	
		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. Cognitive Complexity of Test Questions	2.1. ALL Summative exams will match the percentage of low, moderate and high questions to reflect the Civics EOC.	2.1. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	2.1. EOC data	2.1. EOC data		
<u>Civics Goal #2:</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>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2. Ability to synthesis different documents and justify an answer	2.2. Model and practice this in class. Teachers have all been taught the CISM.	2.2. Principal, Assistant Principal, Curriculum Coordinator and Instructional Coach	2.2. EOC data	2.2. EOC data	

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		2.3.	2.3.	2.3.	2.3.	2.3.	
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Civics Professional Development

<p>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.</p>						
<p>PD Content /Topic and/or PLC Focus</p>	<p>Grade Level/ Subject</p>	<p>PD Facilitator and/or PLC Leader</p>	<p>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</p>	<p>Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</p>	<p>Strategy for Follow-up/Monitoring</p>	<p>Person or Position Responsible for Monitoring</p>
<p>CIS model</p>	<p>6 & 7</p>	<p>Instructional Coach</p>	<p>PLC</p>	<p>Preplanning and ongoing</p>	<p>Walkthroughs Instructional Rounds Classroom Observations PLC visits Assessment data review</p>	<p>Principal Assistant Principal Curriculum Coordinator Instructional Coach</p>
<p>Cross-curricular vocabulary acquisition strategies</p>	<p>All grades and subjects</p>	<p>Instructional Coach/ PLC team leaders</p>	<p>School-wide</p>	<p>Monthly Early Release training; Bi weekly PLC lesson study meetings</p>	<p>Walkthroughs Instructional Rounds Classroom observations PLC visits Assessment data reviews</p>	<p>Principal Assistant Principal Instructional Coach Literacy Leadership Team Reading teachers</p>
<p>Cross-curricular reading comprehension strategies</p>	<p>All grades and subjects</p>	<p>Instructional Coach/ PLC team leaders</p>	<p>School-wide</p>	<p>Monthly Early Release training; Bi weekly PLC lesson study meetings</p>	<p>Walkthroughs Instructional Rounds Classroom observations PLC visits Assessment data reviews</p>	<p>Principal Assistant Principal Instructional Coach Literacy Leadership Team Reading Teachers</p>

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Text Complexity and Common Core Literacy Standards	All grades and subjects	Instructional Coach/ PLC team leaders District curriculum specialists	School-wide	B-day summer training Pre-planning PLC's Bi-weekly PLC lesson study	Lesson study: common lesson planning and design follow-up via Literacy Leadership team	Principal Assistant Principal Instructional Coach Reading Teachers Department chairs
“Unpacking the Standards”	All grades and subjects	Instructional Coach	School-wide	Preplanning faculty academy	Walkthroughs Instructional Rounds Classroom observations PLC visits Assessment data reviews	Principal Assistant Principal Instructional Coach Reading Teachers Department chairs
Lesson Planning: Understanding by Design and Differentiation	All grades and subjects	Instructional Coach; Departmental representatives	School-wide	Preplanning training; Bi-weekly PLC lesson study	Walkthroughs Instructional Rounds Classroom observations PLC visits Assessment data reviews	Principal Assistant Principal Instructional Coach Reading Teachers Department chairs
Marzano evaluation system: DQ2 strategies for addressing content	All grades and subjects	Instructional Coach; Departmental representatives	School-wide	Monthly Faculty academy	Walkthroughs Instructional Rounds Classroom observations PLC visits	Principal Assistant Principal Instructional Coach
FCAT cognitive complexity levels/questioning strategies	All grades and subjects	Instructional Coach; Departmental representatives	School-wide	Ongoing via Lesson study	Assessment data reviews	All PLC members

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			

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

End of Civics Goals

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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>	<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>	<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.	

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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		
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>	<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>	<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

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

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

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

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

End of U.S. History Goals

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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. Flu season	1.1. Send health tips in the weekly Raider Rap.	1.1. Nurse & Principal	1.1. Number of Absences	1.1. Daily attendance rate		
<p>Attendance Goal #1:</p> <p><i>Our goal is to increase our daily attendance rate by 1%.</i></p> <p><i>Our goal is to decrease the number of students with excessive absences by 42 students.</i></p> <p><i>Our goal is to decrease the number of students with excessive tardies by 7.</i></p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	96%	97%					

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	<u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Absences</u> <u>(10 or more)</u>	<u>2013 Expected</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Absences</u> <u>(10 or more)</u>					
	362	340					
	<u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Tardies (10 or</u> <u>more)</u>	<u>2013 Expected</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Tardies (10 or</u> <u>more)</u>					
	47	40					
		1.2. Spreading germs	1.2. Encourage teachers & students to use hand sanitizer.	1.2. Nurse	1.2. Number of Absences	1.2. Daily attendance rate	
		1.3. Families taking vacations during the school year.	1.3. Encourage parents not to plan vacations during school.	1.3. Principal	1.3. Number of Absences	1.3. Daily attendance rate	

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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

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

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

End of Attendance Goals

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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	Evaluation Tool		
1. Suspension	1.1. Awareness of the rules.	1.1. Quarterly expectation assemblies for each grade level have been scheduled.	1.1. Principal, Assistant Principal and Dean	1.1. Behavior incidents	1.1. Suspension data		
Suspension Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	39	30					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	35	25					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	118	68					

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	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	68	60					
		1.2. Students making good choices	1.2. Positive rewards in place for good behavior.	1.2. Principal and PBS committee	1.2. Behavior incidents	1.2. Suspension data	
		1.3. Student-teacher interactions	1.3. Capturing Kids Hearts	1.3. Principal	1.3. Behavior incidents	1.3. Suspension data	

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
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
Capturing Kids Hearts Training	6,7,8	Program rep	New teachers	2012-2013 school year	Administrative review of discipline data; classroom walkthroughs	Administrative Team
Novice Teacher Classroom Management Training	6,7,8	Instructional Coach	Teachers new to Swiss Point	Monthly meetings	Administrative review; mentor reviews/dialogues	Administrative Team

Suspension Budget (Insert rows as needed)

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

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Capturing Kids Hearts training	Title 2 funds	Title 2 – professional development	\$2,000
Subtotal: \$2,000.			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$2,000.00			

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.		
<u>Dropout Prevention Goal #1:</u> <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>	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					

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	<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)

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

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	I.1. Communication	I.1. Weekly electronic Raider Rap Class web pages by teachers School marquee AlertNow system SAC member communication PTSO communication School website Parent Assistant	I.1. Principal	I.1. Parent Needs Assessment Survey Number of parents reading Raider Rap Number of hits on website Number of families joining PTSO Number of families with parent assist access.	I.1. Parent Needs Assessment Survey and parents logged in on Keep N Track.		

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<u>Parent Involvement Goal #1:</u>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
<p><i>Our goal is to increase the number of parents who are informed and know what is happening at SPMS and with their child's education.</i></p> <p>Raider Rap informs me of what is going on – 84% yes/always</p> <p>School website informs me of what is going on – 71% yes/always</p> <p>I stay informed by accessing teacher websites on a weekly basis – 41% yes/always</p> <p>Teachers reply to my emails – 69% yes/always</p>							
	<i>Listed on side</i>	<i>Increase in 3% on each question.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

Professional						
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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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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
<p>STEM Goal #1: <i>All students take science each year. ALL students in advanced science grades 6-8th will participate in the science fair.</i></p>	<p>1.1. Problem-solving skills</p>	<p>1.1. Offer workshops during study hall to help students with the science fair process.</p>	<p>1.1. Two science teachers and Principal</p>	<p>1.1. Science fair products and how many move to district fair.</p>	<p>1.1. Science Fair results</p>
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each</p>						
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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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STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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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
<p>CTE Goal #1:</p> <p><i>We currently have 148 students taking Introduction to Informational technology.</i></p> <p><i>Our goal is to have 100% of them pass the exam in one area. 50% to pass the exam in 2 areas and 50 to pass all 3 exams.</i></p>	<p>1.1. Computer skills</p>	<p>1.1. Utilize curriculum and testing practice software.</p>	<p>1.1. Computer teacher and Principal</p>	<p>1.1. # of exams passed</p>	<p>1.1. Number of certifications earned.</p>
	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>
	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>

CTE Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</p> <p>Please note that each Strategy does not require a</p>						
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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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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
Testing software	Practice testing software	Career Education	\$2,540.00
Subtotal: \$2,540.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$2,540.00			

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	Evaluation Tool		
1. Additional Goal	1.1. Time to develop a relationship.	1.1. Block scheduling – 90min class periods 50min study hall with one of their teachers	1.1. Principal & Assistant Principal	1.1. Needs Assessment Survey	1.1. Needs Assessment Survey		

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<p><u>Additional Goal #1:</u></p> <p><i>Our goal is to increase the percentage of students who felt that an adult at Swiss Point cared about them by 3%.</i></p> <p>I know an adult at Swiss Point cares about me. Frequently – 16% Yes/Always – 47%</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
	<p>63%</p>	<p>66%</p>					
		<p>1.2. Lack of training in relationship development</p>	<p>1.2. All new teachers will attend Capturing Kids Hearts – everyone else has been trained</p>	<p>1.2. Principal & Assistant Principal</p>	<p>1.2. Needs Assessment Survey</p>	<p>1.2. Needs Assessment Survey</p>	
		<p>1.3. Teachers continuing to use CKH techniques consistently.</p>	<p>1.3. Wednesday Grade Level monthly review of CKH techniques.</p>	<p>1.3. Principal & Assistant Principal</p>	<p>1.3. Needs Assessment Survey</p>	<p>1.3. Needs Assessment Survey</p>	

Additional Goals Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</p>						
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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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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: \$12,603.50
CELLA Budget	Total:
Mathematics Budget	Total: \$2,558.60
Science Budget	Total: \$3,490.00
Writing Budget	Total:
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total: \$2,000.00
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
STEM Budget	Total:
CTE Budget	Total: \$2,540.00
Additional Goals	Total:

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Grand Total: \$23,1912.10

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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	Prevent

Are you reward school? Yes No

(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the *Upload* page

School Advisory Council (SAC)

SAC Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting *Yes* or *No* below.

Yes No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.
Write the needs assessment and provide input on the school improvement plan.

Describe the projected use of SAC funds.	Amount
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No SAC funds.	