

# FLORIDA DEPARTMENT OF EDUCATION



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

Proposed for 2011-2012

2011 – 2012 SCHOOL IMPROVEMENT PLAN

**PART I: SCHOOL INFORMATION**

School Name: Lawton Chiles Middle Academy	District Name: Polk
Principal: Sharon Neuman	Superintendent: Dr. Sherrie Nickell
SAC Chair: Anu Saxena	Date of School Board Approval:

**Student Achievement Data:**

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.)

Adequate Yearly Progress (AYP) Trend Data (Use this data to complete Sections 5A-5D of the reading and mathematics goals and Section 3A-3D of the writing goals.)

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

**Highly Qualified Administrators**

List your school’s highly qualified administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)	
Principal	Sharon Neuman	B.A. in Elementary Education from Southeastern University M.Ed in Administration and Supervision from Rollins College	17	21	<p><b>School Grade</b></p> <p>2008-2009: A 2009-2010: A 2010-2011: A</p>	<p><b>AYP</b></p> <p>2008-2009: YES 100% of criteria met 2009-2010: NO 97% of criteria met 2010-2011: No 92% of criteria met</p>

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

Assistant Principal	Michael Sears	B.A. in Literature from Florida A&M M.S. in Educational Leadership from Nova University	3	3	<b>School Grade</b> 2008-2009: A 2009-2010: A 2010-2011: A	<b>AYP</b> 2008-2009: YES 100% of criteria met 2009-2010: NO 97% of criteria met 2010-2011: No 92% of criteria met
---------------------	---------------	--	---	---	---	---

**Highly Qualified Instructional Coaches**

List your school’s highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
	n/a				
	n/a				
	n/a				

**Highly Qualified Teachers**

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. New teachers to our school will be assigned a mentor that will work closely with the new teacher.	Sharon Neuman	Every year	
2. A new teacher orientation will be held every summer to prepare new instructors for our school’s expectations.	Sharon Neuman	Every year	

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

3. An active effort will be made to support and train our teachers on new teaching strategies and philosophies. Needs will be met in the classrooms and teachers will be encouraged to address concerns in an open environment.	Sharon Neuman	Every year	
4. PLC's will be held on a regular basis to provide support for each other.	Sharon Neuman	Every year	

***Non-Highly Qualified Instructors***

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

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
McDaniel, Kathy	English 6-12	Language Arts	Complete coursework towards ESOL Endorsement
Patterson, Reginald	Middle Grades Integrated Curriculum, Business Education 6-12	Computer Education	Complete coursework towards ESOL Endorsement Already completed: 1. Empowering for ESOL Teachers- 08/27/2008 2. Cross-Cultural-08/27/2008
Rosa, Lisa	Middle Grade Integrated Curriculum	Language Arts	Complete coursework towards ESOL Endorsement

***Staff Demographics***

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
39	0% (0)	31 % (12)	20% (8)	49% (19)	33% (13)	100% (39)	5% (2)	8% (3)	92% (36)

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

***Teacher Mentoring Program***

Please describe the school’s teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
n/a- We do not have any beginning teachers (all new teachers to our school receive a mentor, however we do not have any new teachers this school year)			

***Response to Instruction/Intervention (RtI)***

<b>School-Based RtI Team</b>
<p>Identify the school-based RtI Leadership Team. Chair – Michael Sears, Members - Administrator – Sharon Neuman, Guidance – Felicia Jackson, Science – Trevor Thomas, Math – Cherie’ Mask, Language Arts – Cheryl Hill, Social Studies – Leon Williams, ESE – Luanne Hoch, Elective – Reginald Patterson, Gifted – Sue LeRoy, Foreign Language – Monica Barnett</p>
<p>Describe how the school-based RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts?</p> <p>The PSRtI Leadership Team utilizes the school data to improve the FCAT scores of our Level 1, 2, 3,4, and 5 students. Prescriptive plans have been created in the Math, Science, and Language Arts departments to address each level of students through various teaching techniques and technology programs to ascertain the desired goals listed in each subject area. PSRtI problem solving acts as a guide to give frequent assessments of the students to determine the baseline level and check the progress of the students in the academic and behavioral areas.</p> <p>The PSRtI process is utilized to accomplish the desired goal by using a problem-solving process which includes the provision of systematic research-based instruction and interventions to struggling learners. The PSRtI Leadership Team takes the premise that the instruction/interventions are matched to student needs and that the monitoring of progress is continuous. PSRtI is able to assist in the implementation of the SIP preventing long-term academic failure and providing early interventions within the school.</p>
<p>Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP? Due to “living and breathing” our SIP, our RtL will be involved in processing how we are doing with our students that are struggling both academically and behaviorally with the strategies we are implementing in our SIP. Ineffective strategies will be revisited and new strategies will be introduced, as the need presents itself to better work with individual student needs.</p>

## 2011-2012 School Improvement Plan (SIP)-Form SIP-1

<b>RtI Implementation</b>
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.  Daily grades, FCAT, Odyssey Lab, Discovery assessments, student work samples, and discipline reports will be used as resources to pinpoint students in need of interventions.
Describe the plan to train staff on RtI. In the Fall of 2011, Assistant Principal Michael Sears will present to our faculty how our RtI will be functioning this school year. Questions and suggestions will also be taken and considered in order to improve the process.

### *Literacy Leadership Team (LLT)*

<b>School-Based Literacy Leadership Team</b>
Identify the school-based Literacy Leadership Team (LLT). Chair – Pamela Grimes, Members – Sharon Neuman, Audrea Quinton, Cheryl Hill, Pat Siegrist, Shannon Butler, Matt Cochran, Allison Sitta, Susan MacDonald, and Amera Wiseman
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). Regularly scheduled meetings have been sent out to the members of the committee via Outlook calendar items for the school year. Mrs. Grimes, one of the school's reading teachers, chairs the committee. The main focus of the group is to promote reading across the curricular areas and address requirements of the K-12 Reading Plan.  Mrs. Grimes, our chair, leads the meetings. Various roles (administrators, various subject area teachers) are represented at the meeting. Open discussion is held and areas of concern and new strategies are shared and discussed.
What will be the major initiatives of the LLT this year? The major initiatives of the LLT this year will be to encourage reading across the curriculum with fidelity. Ideas will be shared and dispersed as needed. An evaluation of where we are and where we need to go will be continually discussed at the meetings.

### *NCLB Public School Choice*

- **Notification of School in Need of Improvement (SINI) Status**

*Upload a copy of the Notification of SINI Status to Parents in the designated upload link on the "Upload" page.*

## 2011-2012 School Improvement Plan (SIP)-Form SIP-1

- **Public School Choice with Transportation (CWT) Notification**

*Upload a copy of the CWT Notification to Parents in the designated upload link on the "Upload" page.*

- **Supplemental Educational Services (SES) Notification**

*Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.*

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

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

We do not have access to a Reading or Math AIF, however, our teachers work closely together in providing reading instruction across the curriculum. Professional Development is an ongoing process at our school, ensuring continual growth amongst our staff members. We ensure the implementation of our Professional Development with walk throughs, lesson plan reviews every two weeks, Middle Year Programme units completed and implemented in lesson plans, Professional Learning Community sign up sheets and electronic minutes, and administrator/teacher conferences held.

All of our level 1 and 2 reading students are in an intensive 90 minute reading class. As part of our school-wide strategies to ensure effective vocabulary and comprehension instruction for our students our staff has been receiving ongoing training in a new I.B. Middle Years Programme initiative as well as working with the county on Learning Focused Strategies. Teachers post curriculum maps in their classrooms as instruction progresses, gradually adding vocabulary words and concepts as needed. Teachers pause often for summarizing and to check for understanding. The Learning Essential Question (Guiding Question – MYP term) is posted for all students to see, to discuss at the beginning of the class and to review at the end of the lesson. Marzano's high yield strategies are reviewed with our teachers and all instructors are encouraged to use these strategies as often as possible. Smaller STEM booklets are used by teachers to encourage the use of higher level thinking questions.

Our social studies teachers have been trained on *Reading Across the Curriculum* strategies and we will be training our science teachers next, working with district initiatives.

2011-2012 School Improvement Plan (SIP)-Form SIP-1

**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	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring
<b>1. Students achieving proficiency (FCAT Level 3) in reading</b>			1.1	1.1	1.1	1.1	1.1
Reading Goal #1:			Teachers teaching the same subjects often differ regarding assessment.	Teachers will create their pre- & post summative assessments (created for TARGET) as a subject area group to ensure that the same level of rigor is expected of all students.	Sample assessments submitted to administration	2012 FCAT scores and/or student grades	Administration
Ninety-five percent of our students will earn a three or above on the Spring 2012 FCAT reading test.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	89%	95%					
	91% - 6						
	94% - 7						
	82% - 8						
			1.2. Teachers don't have information about their students' strengths and weaknesses in reading.	1.2. Teachers will obtain and analyze test data related to students' performance in reading.	1.2. Analysis of student data	1.2. 2012 FCAT	1.2. Administration
			1.3. Students are uninterested in the supplemental materials being used, so they don't perform as well as possible.	1.3. Teachers will incorporate <i>Scholastic Action</i> magazine (50), and <i>Faces</i> magazine (25) into their class activities.	1.3. Lesson plans will be reviewed.	1.3. Student exercises being completed weekly in class	1.3. Assistant principal and the reading department
			1.4, 1.5, 1.6, 1.7 & 1.8. Students in our changing world need a global focus.	1.4. Teachers will establish a school-wide research progression plan that outlines research instruction and expectations for students scoring a 3 on the FCAT.	1.4. Student and teacher feedback	1.4. Lesson plans will be reviewed.	1.4. IB MYP coordinator designee, TRST, teachers of gifted for science and for math, humanities teachers & librarian
				1.5. The librarian will schedule all	1.5. Lesson plans will be	1.5. Student grades on research project	1.5. language A teachers &

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

			Language A classes at the beginning of the school year and teach research skills.	reviewed.		librarian
			1.6 Eighth graders will complete either the science fair or the history fair project.	1.6 Student grades	1.6 Student project grades	1.6 Administration , IB MYP coordinator designee , language A, science, math & humanities teachers
			1.7 Teachers will incorporate key elements of the International Baccalaureate Middle Years Programme, such as MYP units	1.7 Lesson plans will be reviewed.	1.7 Lesson plans will be reviewed.	1.7 Principal & IB MYP coordinator designee
			1.8 Teachers will meet in professional learning communities to discuss strategies for infusing a global focus.	1.8 Meeting notes	1.8 Review of meeting notes	1.8 Administration
		1.9 Students have limited experience working with extended reading passages.	1.9 Students will read at least one Extended Reading Passage bi-weekly from September through April	1.9 Lesson plans will be reviewed.	1.9 Classroom Walk Through, Lesson Plans	1.9 Assistant Principal
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	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring
<b>2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading</b>			2.1. Teachers need information about the specific strengths and weaknesses of their high-performing students in reading.	2.1. Teachers will obtain and analyze test data related to students' performance in reading.	2.1. Analysis of student data	2.1. Administration
<b>Reading Goal #2:</b>						
Ninety percent of our student population, those who previously earned an achievement level of three, four, or five will earn an achievement level of four or five on the Spring 2012 FCAT reading test.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>				
	54%	90%				
			2.2, 2.3, 2.4, 2.5 & 2.6 These high-performing students require a more rigorous and cohesive curriculum.	2.2 Teachers will establish a school-wide research progression plan that outlines research instruction and expectations for students scoring 4s and 5s on the FCAT reading.	2.2 Student and teacher feedback	2.2 Lesson plans will be reviewed.
			2.3 The librarian will review & build upon students' research skills.	2.3 Lesson plans will be reviewed.	2.3 Student grades on research project	2.3 language A teachers & librarian

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

			2.4 Teachers will develop an MYP culminating project for 8 <sup>th</sup> graders involving completing either the science fair or the history fair project.	2.4 Student grades	2.4 Student project grades	2.4 Administration , IB MYP coordinator designee , language A, science, math & humanities teachers
			2.5 Students and teachers will infuse the I.B. M.Y.P. assessment throughout the curriculum.	2.5 Lesson plans will be reviewed.	2.5 Classroom Walk Through, TARGET documentation forms & observations	2.5 Principal & IB MYP coordinator designee
			2.6 Teachers will meet in professional learning communities to discuss strategies for adding increased rigor to the curriculum.	2.6 Meeting notes	2.6 Review of meeting notes	2.6 Administration
		2.7 Even though the students are proficient readers they need practice comprehending lengthy reading passages.	2.7 Students will read one extended reading passage every month from September to April.	2.7 Lesson plans will be reviewed.	2.7 Classroom Walk Through, Lesson Plans	2.7 Assistant Principal
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	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring
<b>3. Percentage of students making Learning Gains in reading</b>		3.1. Teachers need to align the assessments they use so there is consistency between teachers of the same subject area, level of rigor and grade.	3.1. Teachers will work collaboratively as a subject area group to develop pre- & post summative assessments (created for TARGET).	3.1 Sample assessments submitted to administration	3.1 2012 FCAT scores or student grades	3.1 Administration
<u>Reading Goal #3:</u>						
One hundred percent of our student population will demonstrate learning gains on the Spring 2012 FCAT reading test.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>				
	67%	100%				
	76% - 6 79% - 7 47% - 8					
		3.2. Students need review in applying higher level thinking skills.	3.2. Teachers will continue to implement LFS Extended Thinking & Higher Level Thinking strategies.	3.2. Classroom Observation	3.2. Classroom Walk Through, lesson plan review &/or observation	3.2. Administration
		3.3 & 3.4 Students need a global focus and a curriculum aligned vertically and horizontally.	3.3 Teachers will create a culminating project for 8 <sup>th</sup> graders.	3.3 Student grades	3.3 Student project grades	3.3 Administration , IB MYP coordinator designee , language A, science, math

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

						& humanities teachers
			3.4 Students and teachers will begin to infuse the I.B. M.Y.P. assessment throughout the curriculum.	3.4 Lesson plans will be reviewed.	3.4 Classroom Walk Through, TARGET documentation forms & observations	3.4 Principal & IB MYP coordinator designee
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	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring	
<b>4. Percentage of students in Lowest 25% making learning gains in reading</b> <u>Reading Goal #4:</u>	4.1 Students may have low reading comprehension & difficulty paraphrasing.	4.1 Teachers will consistently require students to summarize learning throughout the lesson via LFS strategies such as collaborative pairs or writing	4.1 Classroom Observation	4.1 Classroom Walk Through, lesson plan review & observation	4.1 Administration	
One hundred percent of these students in the Lowest 25% will demonstrate learning gains on the Spring 2012 FCAT reading test.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>				
	76%	100%				
			4.2 Teachers need detailed information about their students' reading abilities.	4.2 Teachers will obtain and analyze test data related to students' performance in reading.	4.2. Analysis of student data 2012 FCAT	4.2. Administration
	4.3 Students require supplementary materials with a global focus and a high interest level.	4.3 Teachers will incorporate <i>Scholastic Action</i> magazine (50) and <i>Faces</i> magazine (25) into their class activities.	4.3 Lesson plans will be reviewed.	4.3 Student exercises being completed weekly in class	4.3 Assistant principal and the reading department	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):	Anticipated Barrier	Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring	
<b>5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading</b> <u>Reading Goal #5A:</u>	<b>Reading Goal #5A: Ethnicity</b> (White, Black, Hispanic, Asian, American Indian)	5A.1. Students need assistance and more practice comprehending extended reading passages	5A.1. Students will read at least two Extended Reading Passages each month from September through April.	5A.1. Lesson plans will be reviewed.	5A.1. Classroom Walk Through, Lesson Plans	5A.1 Assistant Principal.
Eighty-six percent of the students from the Black subgroup will demonstrate learning gains on the Spring 2012 FCAT reading test.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>				
	Black: 76%	Black: 86%				

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

		5A.2 Students require additional practice and help with reading comprehension & they struggle with paraphrasing.	5A.2 Teachers will consistently require students to summarize learning throughout the lesson via LFS strategies such as collaborative pairs or writing.	5A.2 Classroom Observation	5A.2 Classroom Walk Through, lesson plan review & observation	5A.2 Administration
		5A.3 Parent attendance for our reading students at conferences and school-wide portfolio meetings is low.	5A.3 In the Spring and the Fall, reading teachers will hold parent conferences during the school day for each reading student to provide parents with feedback regarding the student's performance and needs.	5A.3 Discovery Testing throughout the year	5A.3 Calendar appointment – list of parents' scheduled appointment times	5A.3 Principal

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

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Book Study: <i>Classroom Instruction That Works</i> by Marzano	All teachers	TRST and Assistant Principal	School-wide (faculty mtgs) led by TRST	First semester	PD inservice forms	Administration
Vertical curriculum alignment & sharing of best practices & technology training related to reading	Language arts, reading and humanities teachers	Subject area chairs	PLCs or subject departments	Ongoing	PLC discussion & meeting notes	Administration
Innovative uses of technology related to improving student learning by attending F.E.T.C.	Select representatives of various subject areas	Network manager	Select representatives of various subject areas	Spring 2011	PLC discussion & meeting notes	Administration
International Baccalaureate MYP	All teachers	Administration & IB MYP coordinator designee	School-wide, PLCs or subject departments	Early Release, monthly PLC meetings, faculty meetings, various times throughout the year	Training attendance records and training documents, lesson plans, classroom walk throughs, training attendance forms, PLC discussion & meeting notes	Administration
Webb's Depth of Knowledge	All teachers	Tonya Anderson	School-wide and PLCs	1/2/11	Polk County Evaluation Instruments	Administration

## 2011-2012 School Improvement Plan (SIP)-Form SIP-1

### Reading 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	Available Amount
Teachers will incorporate <i>Scholastic Action</i> magazine (50) and <i>Faces</i> magazine (25) into their class activities.	<i>Scholastic Action</i> magazines	OPER	\$460
	<i>25 Faces</i> magazines	Lottery	\$701
			<b>Subtotal: \$1,161</b>

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will incorporate high-interest reading materials & technology tools so that students will improve their reading skills.	FETC registrations (5 one day, 3 full)	TECHNOLOGY	\$1345
	Install Lightspeed classroom audio system in Media Center	TECHNOLOGY	\$1200
	Miscellaneous technology needs (Lightspeed microphone replacements, DVD player/receiver replacements)	TECHNOLOGY Lottery	\$591 \$105
			<b>Subtotal: \$3241</b>

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will incorporate key elements of the International Baccalaureate Middle Years Programme.	MYP training	Federal magnet grant	\$30,000
	Faculty Training Session - Teacher work week in Aug 2011: Conceptual Teaching with Chris Overhoff	Federal magnet grant	\$750
	Vertical and horizontal planning sessions	Federal magnet grant	\$8710
			<b>Subtotal: \$39,460</b>

Other			
Strategy	Description of Resources	Funding Source	Available Amount
In the Spring and the Fall, reading teachers will hold parent conferences during the school day for each reading student to provide parents with feedback regarding the student's performance and needs.	Substitutes for reading conferences (2 teachers for 2 days each in the Spring and in the Fall): 12 substitutes	Lottery	\$400
			<b>Grand Total: \$42,535</b>

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

*End of Reading Goals*

**Mathematics Goals**

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

<b>MATHEMATICS GOALS</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring
<b>1. Students achieving proficiency (Level 3) in mathematics</b>			1.1 Students scoring 3 on the FCAT need help reading and understanding in the content areas.	1.1. Teachers will incorporate reading strategies in math in order to help students improve their reading skills.	1.1. Classroom Observation	1.1. Classroom Walk-Through Forms FCAT scores Discovery scores	1.1. Administration
<b>Mathematics Goal #1:</b>							
Thirteen percent of our student population, those who previously earned an achievement level of one or two, will earn an achievement level of three on the FCAT Math test.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	31% (202)	13% (86)					
			1.2 & 1.3 Teachers lack time to analyze student data of their low-performing students-identifying strengths and weaknesses in math and articulate with peers.	1.2 Teachers will obtain and analyze test data related to students’ performance in reading/math Professional Learning Communities and articulate both vertically and horizontally.	1.2 Analysis of student data	1.2 FCAT, IDEAS, Readistep	1.2 Administration Math department
				1.3. Common planning period for math department allowing teachers to share ideas and best practices.	1.3. Analysis of student data	1.3. FCAT scores	1.3. Administration Math department
			1.4 Students have difficulty transferring from concrete to abstract thinking, so they do not perform as well as expected.	1.4 Teachers will incorporate kinesthetic activities, interactive websites, virtual manipulatives and cooperative learning activities enabling students to discuss their ideas and thinking with others using multiple mathematical representations.	1.4 Lesson plan review	1.4 Lesson plan review FCAT scores	1.4 Administration Math department

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

		1.5 & 1.6 Students in our changing world lack a global focus and a more rigorous and cohesive curriculum, aligned both vertically and horizontally.	1.5 Teachers will incorporate key elements of the International Baccalaureate Middle Years Programme, such as MYP units and inquiry learning.	1.5 Principal IB MYP coordinator designee TRST	1.5 Lesson plan review	1.5 Classroom Walk Through, TARGET documentation forms & observations
			1.6 Teachers will integrate technology to enhance the student-centered approach in the relevance of math content.	1.6 Classroom Observation	1.6 Classroom Walk Through Form	1.6 Administration
		1.7 Grade level teachers often differ regarding assessment.	1.7 Grade level math teachers will create pre- & post summative assessments (created for TARGET) together to ensure that the same level of rigor is expected of all students.	1.7 Sample assessments submitted to administration	1.7 FCAT scores and/or student grades	1.7 Administration
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	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring
<b>2. Students achieving above proficiency (Levels 4 and 5) in mathematics</b>		2.1. High performing students need opportunities to practice transferring from concrete to abstract thinking.	2.1. Teachers will incorporate kinesthetic activities, interactive websites, virtual manipulatives and cooperative learning activities enabling students to discuss their ideas and thinking with others as they move from the concrete to more abstract models.	2.1 Lesson plan review	2.1 Lesson plan review FCAT scores	2.1 Administration Math department
<b>Mathematics Goal #2:</b>						
Eighty-seven percent of our student population, those who previously earned an achievement level of three, four, or five will earn an achievement level of four or five on the Spring, 2012 FCAT math test.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>				
	55% (354)	86% (556)				
			2.2 Grade level teachers often differ regarding assessment.	2.2 Grade level math teachers will create pre- & post summative assessments (created for TARGET) together to ensure that the same level of rigor is expected of all students	2.2 Sample assessments submitted to administration	2.2 FCAT scores and/or student grades
		2.3 Teachers lack time to analyze student data of their high performing students - identifying strengths and weaknesses in math and	2.3 Teachers will obtain and analyze test data related to students' performance in reading/math Professional Learning Communities and articulate both	2.3 Analysis of student data	2.3 FCAT scores	2.3 Administration Math department

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

		articulate with peers.	vertically and horizontally.			
		2.4, 2.5 & 2.6 High performing students need a more rigorous and cohesive curriculum that integrates technology and world issues.	2.4 Teachers will incorporate key elements of the International Baccalaureate Middle Years Programme, such as MYP units and inquiry learning.	2.4 Principal IB MYP coordinator designee TRST	2.4 Lesson plan review.	2.4 Classroom Walk Through, TARGET documentation forms & observations
			2.5 Teachers will integrate technology to enhance the student-centered approach in the relevance of math content.	2.5 Classroom Observation	2.5 Classroom Walk Through Form	2.5 Administration
			2.6 Teachers will integrate technology (probe-ware and TI software and programs) to enhance the student centered, inquiry learning approach in order to integrate math and science.	2.6 Classroom Observation	2.6 Classroom Walk Through Form	2.6 Administration Teac hers of the Gifted
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	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring
<b>3. Percentage of students making learning gains in mathematics (excluding 9<sup>th</sup> grade; learning gains will not be available for this grade)</b>		3.1. Students have difficulty transferring from concrete to abstract thinking, so they do not perform as well as expected.	3.1. Teachers will incorporate kinesthetic activities, interactive websites, virtual manipulatives and cooperative learning activities enabling students to discuss their ideas and thinking with others as they move from the concrete to more abstract models.	3.1 Lesson plan review	3.1 Lesson plan review FCAT math scores	3.1 Administration Math department
<b>Mathematics Goal #3:</b>						
Ninety percent of our student population will demonstrate learning gains on the FCAT math test.	<u>2011 Current Level of Performance:*</u>	<u>2012Expected Level of Performance:*</u>				
	<b>78% (501)</b>	<b>90%</b>				
		3.2 & 3.3 Teachers lack time to analyze student data students-identifying strengths and weaknesses in math and articulate with peers.	3.2 Teachers will obtain and analyze test data related to students’ performance in reading/math Professional Learning Communities and articulate both	3.2 Analysis of student data	3.2 FCAT math scores	3.2 Administration Math department

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

			vertically and horizontally.			
			3.3. Common planning period for math department allowing teachers to share ideas and best practices.	3.3. Analysis of student data	3.3. FCAT math scores	3.3. Administration Math department
		3.4 & 3.5 Students in our changing world lack a global focus and a more rigorous and cohesive curriculum, aligned both vertically and horizontally.	3.4 Teachers will incorporate key elements of the International Baccalaureate Middle Years Programme, such as MYP units and inquiry learning.	3.4 Principal IB MYP coordinator designee TRST	3.4 Lesson plan review.	3.4 Classroom Walk Through, TARGET documentation forms & observations
			3.5 Teachers will integrate technology to enhance the student-centered approach in the relevance of math content.	3.5 Classroom Observation	3.5 Classroom Walk Through Form	3.5 Administration
	3.6 Grade level teachers often differ regarding assessment.	3.6 Grade level math teachers will create pre- & post summative assessments (created for TARGET) together to ensure that the same level of rigor is expected of all students	3.6 Sample assessments submitted to administration	3.6 FCAT scores and/or student grades	3.6 Administration	
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	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring
<b>4. Percentage of students in Lowest 25% making learning gains in mathematics</b>		4.1 Low performing students need help understanding and comprehending reading in math.	4.1. Teachers will incorporate reading strategies in math in order to help students improve their reading skills.	4.1. Classroom Observation	4.1. Classroom Walk-Through Forms	4.1. Administration
<b>Mathematics Goal #4:</b>						
Ninety percent of the students in the Lowest 25% will demonstrate learning gains on the Spring, 2012 FCAT math test.	2011 Current Level of Performance:*					
	73%	90%.				
	4.2 & 4.3 Teachers lack time to analyze student data identifying strengths and weaknesses in reading/math and articulate with peers.	4.2 Teachers will obtain and analyze test data related to students’ performance in reading/math Professional Learning Communities and articulate both vertically and horizontally.	4.2 Analysis of student data	4.2 FCAT math scores	4.2 Administration Math department	
		4.3. Common planning period for	4.3 Analysis of student data	4.3 FCAT math scores	4.3 Administration	

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

			math department allowing teachers to share ideas and best practices.			Math department
		4.4 Students have difficulty transferring from concrete to abstract thinking, so they do not perform as well as expected.	4.4 Teachers will incorporate kinesthetic activities, interactive websites, virtual manipulatives and cooperative learning activities enabling students to discuss their ideas and thinking with others as they move from the concrete to more abstract models.	4.4 Lesson plan review	4.4 Lesson plan review FCAT scores	4.4 Administration Math department
		4.5 & 4.6 Students in our changing world lack a global focus and a more rigorous and cohesive curriculum, aligned both vertically and horizontally.	4.5 Teachers will incorporate key elements of the International Baccalaureate Middle Years Programme, such as MYP units and inquiry learning.	4.5 Principal IB MYP coordinator designee TRST	4.5 Lesson plan review.	4.5 Classroom Walk Through, TARGET documentation forms & observations
			4.6 Teachers will incorporate real world application problems relevant to various cultures and careers in order to increase student interest and learning.	4.6 Lesson plan review	4.6 FCAT math scores	4.6 Administration Math teachers
		4.7 Grade level teachers often differ regarding assessment.	4.7 Grade level math teachers will create pre- & post summative assessments (created for TARGET) together to ensure that the same level of rigor is expected of all students	4.7 Sample assessments submitted to administration	4.7 FCAT scores and/or student grades	4.7 Administration
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):		Anticipated Barrier	Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring
<b>5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics</b> <b>Mathematics Goal #5A:</b>	<b>Mathematics Goal #5A: Ethnicity</b> (White, Black, Hispanic, Asian, American Indian)		5A.1 Students have difficulty transferring from concrete to abstract thinking, so they do not perform as well as expected.	5A.1 Teachers will incorporate kinesthetic activities, interactive websites, virtual manipulatives and cooperative learning activities enabling students to discuss their ideas and thinking with others as they move from the concrete to more abstract models.	5A.1 Lesson plan review	5A.1 Lesson plan review FCAT scores
	90% of the Black population will earn an achievement level of 3 or	2011 Current Level of Performance:*	2012 Expected Level of Performance:*			

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

above on the Spring, 2012 Math FCAT.	66%	90%					
			5A.2 & 5A.3 Teachers need information about the specific strengths and weaknesses of their low performing students.	5A.2 Teachers will obtain and analyze test data related to students' performance in reading/math Professional Learning Communities and articulate both vertically and horizontally.	5A.2 Analysis of student data	5A.2 FCAT math scores	5A.2 Administration Math department
				5A.3 Common planning period for math department allowing teachers to share ideas and best practices.	5A.3 Analysis of student data	5A.3 FCAT math scores	5A.3 Administration Math department
			5A.4 & 5 A.5 Low performing students need help understanding and comprehending reading in math.	5A.4 Teachers will incorporate reading strategies in math in order to help students improve their reading skills.	5A.4 Classroom Observation	5A.4 Classroom Walk-Through Forms	5A.4 Administration
				5A.5 Teachers will incorporate real world application problems relevant to various cultures and careers in order to increase student interest and learning.	5A.5 Lesson Plan Review	5A.5 FCAT math scores	5A.5 Administration Math Teachers
			5A.6 & 5A.7 Low performing students need remedial support structures in math.	5A.6 Teachers will instruct struggling students after school hours, giving remedial instruction for students in math.	5A.6 Analysis of student data	5A.6 FCAT math scores	5A.6 Administration Math teachers
				5A.7 Students will receive 90 minutes of math instruction per day.	5A.7 Analysis of student data	5A.7 FCAT math scores	5A.7 Administration Math teachers
		5A.8 Parent involvement for our low performing students is often low	5A.8 In the Spring and the Fall, the 6 <sup>th</sup> grade intensive math teacher will hold parent conferences during the school day for each intensive math student to provide parents with feedback regarding the student's performance and needs.	5A.8 Discovery Testing throughout the year	5A.8 Calendar appointment – list of parents' scheduled appointment times	5A.8 Principal	
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	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring
<b>5D. Student subgroups not making Adequate</b>	<b>Mathematics Goal #5D: Economically</b>	5D.1 Students have difficulty transferring from concrete to	5D.1 Teachers will incorporate kinesthetic activities, interactive	5D.1 Lesson plan review	5D.1 Lesson plan review FCAT scores	5D.1 Administration Math department	

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

<p><b>Yearly Progress (AYP) in mathematics</b></p> <p><u>Mathematics Goal #5D:</u></p> <p>90% of the Economically Disadvantaged Population will earn a 3 or above on the Spring, 2012 Math FCAT.</p>	<p><b>Disadvantaged</b></p>		<p>abstract thinking, so they do not perform as well as expected.</p>	<p>websites, virtual manipulatives and cooperative learning activities enabling students to discuss their ideas and thinking with others as they move from the concrete to more abstract models.</p>			
	<p>2011 Current Level of Performance:*</p> <p><b>74%</b></p>	<p>2012 Expected Level of Performance:*</p> <p><b>90%</b></p>					
			<p>5D.2 &amp; 5D.3 Teachers need information about the specific strengths and weaknesses of their low performing students.</p>	<p>5D.2 Teachers will obtain and analyze test data related to students' performance in reading/math Professional Learning Communities and articulate both vertically and horizontally.</p>	<p>5D.2 Analysis of student data</p>	<p>5D.2 FCAT math scores</p>	<p>5D.2 Administration Math department</p>
			<p>5D.3 Common planning period for math department allowing teachers to share ideas and best practices.</p>	<p>5D.3 Analysis of student data</p>	<p>5D.3 Analysis of student data</p>	<p>5D.3 FCAT math scores</p>	<p>5D.3 Administration Math department</p>
			<p>5D.4 &amp; 5D.5 Low performing students need help understanding and comprehending reading in math.</p>	<p>5A.4 Teachers will incorporate reading strategies in math in order to help students improve their reading skills.</p>	<p>5A.4 Classroom Observation</p>	<p>5A.4 Classroom Walk-Through Forms</p>	<p>5A.4 Administration</p>
				<p>5A.5 Teachers will incorporate real world application problems relevant to various cultures and careers in order to increase student interest and learning.</p>	<p>5A.5 Lesson Plan Review</p>	<p>5A.5 FCAT math scores</p>	<p>5A.5 Administration Math Teachers</p>
			<p>5D.6 &amp; 5D.7 Low performing students need remedial support structures in math.</p>	<p>5D.6 Teachers will instruct struggling students after school hours, giving remedial instruction for students in math.</p>	<p>5D.6 Analysis of student data</p>	<p>5D.6 FCAT math scores</p>	<p>5D.6 Administration Math teachers</p>
				<p>5D.7 Students will receive 90 minutes of math instruction per day.</p>	<p>5D.7 Analysis of student data</p>	<p>5D.7 FCAT math scores</p>	<p>5D.7 Administration Math teachers</p>
			<p>5D.8 Parent involvement for our low performing students is often low.</p>	<p>5D.8 In the Spring and the Fall, the 6<sup>th</sup> grade intensive math teacher will hold parent conferences during the school day for each math student to provide parents with feedback regarding the student's performance and needs.</p>	<p>5D.8 Discovery Testing throughout the year</p>	<p>5D.8 Calendar appointment – list of parents' scheduled appointment times</p>	<p>5D.8 Principal</p>

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Vertical curriculum alignment & sharing of best practices & technology training related to math	Mathematics teachers	Subject area chairs	PLCs or subject departments	Ongoing	PLC discussion & meeting notes	Administration
Technology Training (Google Apps, ManagBAC)	Mathematics teachers	Network Manager	Math department	Fall 2011	Lesson Plans, classroom walk-throughs	Administration

**Mathematics Budget (Insert rows as needed)**

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

Evidence-based Program(s)/Materials(s)

Strategy	Description of Resources	Funding Source	Amount
1.1, 4.1, 5A.1, 5B.1 Teachers will incorporate reading strategies in math in order to help students improve their reading skills.	Scholastic Math Magazines	PTSA	\$272.25
5A.5, 5D.5 Teachers will instruct struggling students after school hours, giving remedial instruction for students in math.		Extended Learning	\$1,000.00

**Subtotal: \$1272.25**

**Technology**

Strategy	Description of Resources	Funding Source	Amount
2.7 High performing students need a more rigorous and cohesive curriculum that integrates technology and world issues.	Two teacher subscriptions for the web-based <i>Explorelearning</i> curriculum	Magazine	\$1427
	Subscription for the web-based <i>Defined STEM Futures Channel</i> curriculum		
	Training for implementation of JASON Curriculum and/or PASCO probe ware.		

**Subtotal: \$1500**

Professional Development

## 2011-2012 School Improvement Plan (SIP)-Form SIP-1

Strategy	Description of Resources	Funding Source	Amount
1.2, 2.3, 3.2, 4.2 & 5A.2, 5D.2 Teachers lack time to analyze student data of their low-performing students- identifying strengths and weaknesses in math and articulate with peers.	All Day Vertical Planning – 5 Substitutes	Federal Grant	\$500
<b>Subtotal: \$500</b>			
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Amount
5A.8 & 5D.8 Parent involvement for our low performing students is often low	Substitutes for math conferences (1 teacher for 2 days in the Spring and in the Fall): 2 substitutes	Lottery	\$200
<b>Subtotal: \$200</b>			
<b>Total: \$ 3,472.25</b>			

*End of Mathematics Goals*

## Science Goals

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

<b>SCIENCE GOALS</b>		<b>Problem-Solving Process to Increase Student Achievement</b>									
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring					
<b>1. Students achieving proficiency (FCAT Level 3) in science</b> Science Goal #1:  <i>Eighty-five percent of our students will earn a three or above on the Spring 2012 FCAT science test.</i>		1.1. Students scoring 3 on the FCAT need help reading and understanding material in the content area.	1.1. Teachers will provide opportunities for students to learn how to read and understand science-based literature and informational text using CIS “Reading in the Content Area” activities.	1.1. Classroom Observations	1.1. Classroom Walk-Through Forms	1.1. Administration					
		<table border="1"> <tr> <th style="text-align: center;">2011 Current Level of Performance:*</th> <th style="text-align: center;">2012 Expected Level of Performance:*</th> </tr> <tr> <td style="text-align: center;">74%</td> <td style="text-align: center;">85%</td> </tr> </table>	2011 Current Level of Performance:*	2012 Expected Level of Performance:*	74%	85%	1.2. Students lack effective note-taking and summarizing skills.	1.2. Teachers will incorporate HOT/FCAT reading stems and summarizing activities at the end of EATS/EATES/EMTS lessons.	1.2. Lesson plans will be reviewed	1.2. Lesson plan check	1.2. Administration
		2011 Current Level of Performance:*	2012 Expected Level of Performance:*								
74%	85%										
	1.3.	1.3.	1.3.	1.3.	1.3.						

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

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

		Students need help communicating their understanding of science concepts.	Writing will be infused into science classes regularly by having students draft and write laboratory reports and/or reflection journals within inquiry-based activities.	Student and teacher feedback	Student exercises being completed weekly in class	Administration	
	1.4., 1.5., 1.6., 1.7. Students in our changing world need to see real-life relevance of science through inquiry learning.	1.4.	Teachers will incorporate science-based magazines and journal articles into their class activities.	1.4. Lesson plans will be reviewed	1.4. Lesson plan check	1.4. Administration	
		1.5.	Teachers will establish a research progression plan that outlines research instruction and expectations for students scoring a three on the FCAT.	1.5. Student and teacher feedback	1.5. Lesson plans will be reviewed	1.5. Administration, IB MYP coordinator designee	
		1.6.	Students will engage in an inquiry-based research project that enables them to discuss their ideas and thinking with the guidance and facilitation of the teacher.	1.6. Student grades	1.6. Student project grades	1.6. Administration, IB MYP coordinator designee, science teachers	
		1.7.	Teachers will integrate technology to enhance the student-centered approach and the relevance of science content.	1.7. Classroom observation	1.7. Classroom walk through forms	1.7. Administration	
		1.8., 1.9. Students in our changing world need a global focus.	1.8.	Teachers will incorporate key elements of the International Baccalaureate Middle Years Programme, such as MYP units and inquiry learning.	1.8. Lesson plans will be reviewed	1.8. Lesson plan check	1.8. Administration, IB MYP coordinator designee
			1.9.	Teachers will meet in professional learning communities to discuss strategies for infusing a global focus.	1.9. Meeting notes	1.9. PLC Documentation Form	1.9. Principal
		1.10. Grade level teachers often differ regarding assessment.	1.10.	Grade level science teachers will create pre and post summative assessments together to ensure that the same level of rigor is expected of all students.	1.10. Sample assessments submitted to administration	1.10. FCAT scores and/or student grades, TARGET documentation.	1.10. Administration
		1.11.	1.11.	1.11.	1.11.	1.11.	

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

		Teachers need information about the specific strengths and weaknesses of their low-performing students.	Teachers will obtain and analyze test data related to student performance in science and reading.	Analysis of student data	FCAT, IDEAS, Readistep	Administration	
		1.12. Students lack the skills and opportunity to actively resolve issues within local and global communities.	1.12. Teachers will promote technology education, student decision-making and active community involvement through participation in an annual Environmental Symposium, the TSA conference and robotics competitions.	1.12. Classroom observation	1.12. Collaboration with business partner, Wheelabrator Ridge Energy, Inc. (funding) Classroom walk through forms	1.12. Global Technology and Robotics teachers, Administration	
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	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring	
<b>2. Students achieving above proficiency (FCAT Levels 4 and 5) in science</b>		2.1. Teachers need information about the specific strengths and weaknesses of their high-performing students.	2.1. Teachers will obtain and analyze test data related to student performance in science and reading.	2.1. Analysis of student data	2.1. FCAT, IDEAS, Readistep	2.1. Administration	
<b>Science Goal #2:</b>							
45% percent of our students will earn a four or five on the Spring 2012 FCAT science test.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	29%	45%					
			2.2., 2.3., 2.4., 2.5., 2.6. High-performing students need a more rigorous and cohesive curriculum that integrates technology and world issues.	2.2. Teachers will establish a research progression plan that outlines research instruction and expectations for students scoring a four or five on the FCAT.	2.2. Student and teacher feedback	2.2. Lesson plans will be reviewed	2.2. Administration, IB MYP coordinator designee, Teacher of gifted
				2.3. Teachers will work with the humanities department to develop an MYP culminating project for 8 <sup>th</sup> grade students involving a science or history fair project.	2.3. Student grades	2.3. Student project grades	2.3. Administration, IB MYP coordinator designee, Language A, Science, Math, Humanities teachers
			2.4. Students and teachers will infuse the IB MYP assessment throughout the curriculum.	2.4. Classroom observation	2.4. Classroom walk through forms TARGET documentation forms	2.4. Administration	
			2.5.	2.5.	2.5.	2.5.	

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

			Teachers will meet in professional learning communities to discuss strategies for adding increased rigor to the curriculum.	Meeting notes	PLC documentation form	Principal
			2.6. Teachers will integrate technology to enhance the student-centered approach and infuse challenging and engaging teaching and learning.	2.6. Classroom observation	2.6. Classroom walk through forms	2.6. Administration, Teachers of the Gifted
		2.7. Students lack the skills and opportunity to actively resolve issues within local and global communities.	2.7. Teachers will promote technology education, student decision-making and active community involvement through participation in an annual Environmental Symposium, the TSA conference and robotics competitions.	2.7. Classroom observation	2.7. Collaboration with business partner, <i>Wheelabrator Ridge Energy, Inc.</i> (funding) Classroom walk through forms	2.7. Global Technology and Robotics teachers, Administration
		2.8. Teachers and students lack technology tools needed to be successful in the rapidly changing demands of the 21 <sup>st</sup> century.	2.8. Teachers will enhance instruction in technology and video production classrooms by providing more powerful technology tools.	2.8. Classroom observation Analysis of student work	2.8. Classroom walk through forms Student grades	2.8. Administration
		2.9. Grade level teachers often differ regarding assessment.	2.9. Grade level science teachers will create pre and post summative assessments together to ensure that the same level of rigor is expected of all students.	2.9. Sample assessments submitted to administration	2.9. FCAT scores and/or student grades	2.9. Administration

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

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PD Module: Comprehension Instructional Sequence “Reading in the Content Area”	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> grade Science Teachers	Rebecca Braaten,	Science PLC	Fall 2011	Lesson plans, classroom walk throughs	Administration

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

Vertical curriculum alignment, sharing best practices, developing common assessment	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> grade Science Teachers	Subject area chair	Science PLC	Ongoing	PLC documentation form	Administration
Technology training (Google Apps, ManagBAC)	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> grade Science Teachers	Network manager	Science department	Fall 2011	Lesson plans, classroom walk throughs	Administration

**Science Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Teachers will incorporate science-based magazines and journal articles into their class activities.	75 <i>National Geographic EXTREME Explorer</i> magazines (3 class sets – \$300.00); <i>Science News</i> magazines (10 issues bimonthly - \$208.00); Magazine for Struggling Readers (TBA)	PTSA Wish List or OPER	\$800.00
Teachers will incorporate key elements of the International Baccalaureate Middle Years Programme, such as MYP units and inquiry learning.	Lab materials for hands-on labs (consumables and non-consumables)	OPERATING	\$1000.00
Teachers will promote technology education, student decision-making and active community involvement through participation in an annual Environmental Symposium, the TSA conference and robotics competitions.	TSA conference fees Lab equipment and materials	AWARD MONEY – VIERTEL INTERNAL ACCT	TBA
			<b>Subtotal:\$1,800</b>

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

Technology			
Strategy	Description of Resources	Funding Source	Amount
Teachers will integrate technology to enhance the student-centered approach and infuse challenging and engaging teaching and learning.	Subscription for the web-based <i>Defined Stem Futures Channel</i> curriculum (\$249.00)	MAGAZINE	\$2,749
	Training for implementation of JASON curriculum and/or PASCO probeware (\$1000.00)		
	Additional sensors to use with existing probeware (\$1500.00)		
			<b>Subtotal:\$2,749</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teachers will incorporate key elements of the International Baccalaureate Middle Years Programme, such as MYP units and inquiry learning.	All day vertical and horizontal planning – substitutes for 5 science teachers, 3 global technology teachers (\$800.00)	Federal Grant Money	\$800.00
			<b>Subtotal:\$800</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:\$5,349</b>

*End of Science Goals*

**Writing Goals**

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

WRITING GOALS	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring

## 2011-2012 School Improvement Plan (SIP)-Form SIP-1

1. Students achieving Adequate Yearly Progress (FCAT Level 4.0 and higher) in writing			1.1.	1.1.	1.1	1.1.	1.1.
Writing Goal #1:			1.1.	1.1.	1.1	1.1.	1.1.
One hundred percent of eighth grade students will achieve Adequate Yearly Progress in writing on the Spring 2012 FCAT (3 or above).	99%	100%	1.1. Students and teachers lack the time to have meaningful one-on-one consultation regarding individual student writing strengths and weaknesses.	1.1. Eighth grade language arts teachers will analyze student writing samples in depth before the FCAT Writes so that students' individual needs can be identified & addressed via individual student conferences before the assessment.	1.1 Review of student writing portfolios	1.1. 2012 FCAT Writes scores	1.1. Eighth grade language arts teachers
			1.2. Students lack effective note-taking and summarizing skills.	1.2. Teachers will incorporate Cornell Notes into classes from various subject areas.	1.2. Teachers will collect, review, share & analyze student work samples.	1.2. Student grades/teacher observation	1.2 Teachers, principal, Shannon Butler
	1.3. Parents lack the knowledge necessary to assist their children in the use of Cornell Note-taking.	1.3. Parents will be trained in Cornell Notes at the fall 2011 Parent Ed Night.	1.3. Teachers will collect, review, share & analyze student work samples.	1.3. Student grades/teacher observation	1.3. Principal & Shannon Butler		
	1.4. Teachers need to stay current in the area of teaching writing.	1.4. Teachers will implement the Polk Writing Instructional Plan as created and shared by the district.	1.4. Lesson plans will be reviewed.	1.4. 2012 FCAT Writes scores	1.4 Administration		
	1.5. Teachers across the curriculum need to infuse writing into the curriculum	1.5. Teachers will implement research activities across the curriculum using the four-paragraph format	1.5. Teachers will submit student samples to administration.	1.5. 2012 FCAT Writes scores	1.5 Administration		

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

Please note that each Strategy does not require a professional development or PLC activity.

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

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

and/or PLC Focus	Level/Subject	and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		Monitoring
Cornell Notes	All teachers	Shannon Butler	School-wide	August 2011	Teachers discuss & share student samples in October 2011 faculty meeting or in PLC meetings	Administration

**Writing Budget (Insert rows as needed)**

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Eighth grade language arts teachers will analyze student writing samples in depth before the FCAT Writes so that students' individual needs can be identified & addressed via individual student conferences before the assessment.	Four Substitute Days for Teachers (2 days for 2 teachers)	LOTTERY	\$400.00
			<b>Subtotal: \$400</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total: \$400</b>

*End of Writing Goals*

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**  
**Attendance Goal(s)**

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

<b>ATTENDANCE GOAL(S)</b>			<b>Problem-solving Process to Increase Attendance</b>				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring
<b>1. Attendance</b> <b>Attendance Goal #1:</b>			1.1 Parents bring students late to school. 1.2 At times we hear that students are at home when not sick.	1.1 Increase communication with parents and students on the importance of attending school regularly and arriving to school on time. 1.2 Implement a new tardy policy with 1 <sup>st</sup> period teachers. 1.3 Parents will sign the L.C.M.A. Tardy/Absentee contract. 1.4 Letters will be mailed to parents on the student’s 5 <sup>th</sup> and 10 <sup>th</sup> unexcused absence generated out of Genesis.	1.1 Analysis of attendance weekly.	1.1 Attendance reports.	1.1 Assistant principal and attendance manager.
Reduce the number of absent and tardy students by 20%.	2011 Current Attendance Rate:*	2012 Expected Attendance Rate:*					
	97.94%	99%					
	2011 Current Number of Students with Excessive Absences (10 or more)	2012 Expected Number of Students with Excessive Absences (10 or more)					
	62	40					
2011 Current Number of Students with Excessive Tardies (10 or more)	2012 Expected Number of Students with Excessive Tardies (10 or more)						
108	50						

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
New Tardy Policy	6-8/All Subjects	Michael Sears	All teachers	August, 2011	Daily attendance will be monitored and data will be analyzed.	Michael Sears, Yvonne Abram

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**


**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
N/A			
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total: \$0</b>

*End of Attendance Goals*

**Suspension Goal(s)**

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

<b>SUSPENSION GOAL(S)</b>	<b>Problem-solving Process to Decrease Suspension</b>
---------------------------	---

## 2011-2012 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring																
<b>1. Suspension</b> <b>Suspension Goal #1:</b> Reduce the number of in-school and out-of-school suspensions by 20%.	1.1 Lack of a mentor and poor decision making skills of the students. 1.2 Attendance (tardy). 1.3 Lack of supervision.	1.1 Plan and implement a mentoring program. 1.2 Place tardy documentation in first period teacher's attendance folder for immediate attention. 1.3 Increase instructional staff duties and areas assigned.	Analysis of discipline data monthly.	Monthly Discipline Report from Genesis	1.1. Principal and Assistant Principal. 1.2. Assistant Principal and instructional staff. 1.3. Principal, Assistant Principal, and instructional staff.																
<table border="1"> <tr> <td>2011 Total Number of In-School Suspensions</td> <td>2012 Expected Number of In-School Suspensions</td> </tr> <tr> <td>167</td> <td>134</td> </tr> <tr> <td>2011 Total Number of Students Suspended In-School</td> <td>2012 Expected Number of Students Suspended In-School</td> </tr> <tr> <td>100</td> <td>80</td> </tr> <tr> <td>2011 Number of Out-of-School Suspensions</td> <td>2012 Expected Number of Out-of-School Suspensions</td> </tr> <tr> <td>65</td> <td>52</td> </tr> <tr> <td>2011 Total Number of Students Suspended Out-of-School</td> <td>2012 Expected Number of Students Suspended Out-of-School</td> </tr> <tr> <td>43</td> <td>35</td> </tr> </table>	2011 Total Number of In-School Suspensions	2012 Expected Number of In-School Suspensions	167	134	2011 Total Number of Students Suspended In-School	2012 Expected Number of Students Suspended In-School	100	80	2011 Number of Out-of-School Suspensions	2012 Expected Number of Out-of-School Suspensions	65	52	2011 Total Number of Students Suspended Out-of-School	2012 Expected Number of Students Suspended Out-of-School	43	35					
2011 Total Number of In-School Suspensions	2012 Expected Number of In-School Suspensions																				
167	134																				
2011 Total Number of Students Suspended In-School	2012 Expected Number of Students Suspended In-School																				
100	80																				
2011 Number of Out-of-School Suspensions	2012 Expected Number of Out-of-School Suspensions																				
65	52																				
2011 Total Number of Students Suspended Out-of-School	2012 Expected Number of Students Suspended Out-of-School																				
43	35																				

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

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

### 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
N/A			

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

				<b>Subtotal:</b>
Technology				
Strategy	Description of Resources	Funding Source	Amount	
N/A				
				<b>Subtotal:</b>
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
N/A				
				<b>Subtotal:</b>
Other				
Strategy	Description of Resources	Funding Source	Amount	
				<b>Subtotal:</b>
				<b>Total: \$0</b>

*End of Suspension Goals*

**Parent Involvement Goal(s)**

\* 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				
	Anticipated Barrier	Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring
<p>Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:</p> <p><b>1. Parent Involvement</b>  <u>Parent Involvement Goal #1:</u>   <i>Seventy-five percent of parents of students who were level 1 and 2 (all Reading and 6<sup>th</sup> grade Math) on the Spring 2012 FCAT will be actively involved in their child's education.</i></p>	<p>1.1. Parents of our level 1 and 2 reading students are not always able to be involved as much as our higher achieving students' parents.</p>	<p>1.1. Provide substitute teachers for two reading teachers so that they can meet individually with parents of level 1 and 2 students two times during the school year. At the parent conferences, FCAT and Discovery scores will be</p>	<p>1.1. Discovery benchmark scores will be analyzed, using 1<sup>st</sup> baseline scores compared to the second benchmark scores.</p>	<p>1.1. Discovery Benchmark Tests Parent Sign-in Sheets</p>	<p>1.1. Reading Teachers Assistant Principal</p>

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

			reviewed with the student in attendance as well. Strategies for success will be discussed and implemented.			
		1.2. Parents of level 1 & 2 6 <sup>th</sup> grade math students are not always able to be involved as much as our higher achieving students' parents.	1.2. Provide substitute teacher for one 6 <sup>th</sup> grade intensive math teacher for parent conferences twice throughout the school year.	1.2. Discovery benchmark scores will be analyzed, using the 1 <sup>st</sup> baseline scores compared to the second benchmark scores.	1.2. Discovery Benchmark Tests Parent Sign-in Sheets	1.2. 6 <sup>th</sup> Grade Math Teacher Assistant Principal
		1.3.	1.3.	1.3.	1.3.	1.3.

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

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A						

**Parent Involvement Budget**

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Provide substitute teachers for two reading teachers so that they can meet individually with parents of level 1 and 2 students two times during the school year. At the parent conferences, FCAT and Discovery scores will be reviewed with the student in attendance as well. Strategies for success will be discussed and implemented.	Substitute teacher for two reading teachers two times during the school year = 4 days	Lottery	\$400
Provide substitute teacher for one 6 <sup>th</sup> grade intensive math teacher for parent conferences twice throughout the school year.	Substitute teacher for one math teacher two times during the school year = 2 days	Lottery	\$200

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

<b>Subtotal: \$600</b>			
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total: \$600</b>			

*End of Parent Involvement Goal(s)*

**FINAL BUDGET** (Insert rows as needed)

Please provide the total budget from each section.
<b>Reading Budget</b>
<b>Total: \$42,535</b>
<b>Mathematics Budget</b>
<b>Total: \$3,472.25</b>
<b>Science Budget</b>
<b>Total: \$5,349</b>
<b>Writing Budget</b>
<b>Total: \$400</b>
<b>Attendance Budget</b>
<b>Total: N/A</b>
<b>Suspension Budget</b>
<b>Total: N/A</b>

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

<b>Dropout Prevention Budget</b>
<b>Total: N/A</b>
<b>Parent Involvement Budget</b>
<b>Total: \$600</b>
<b>Additional Goals</b>
<b>Total:</b>
<b>Grand Total: \$50,075</b>

**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.)

<b>School Differentiated Accountability Status</b>					
<input type="checkbox"/> Intervene	<input type="checkbox"/> Correct II	<input type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input checked="" type="checkbox"/> Prevent I	<input type="checkbox"/> N/A

Representative: Sharon Neuman  
 District: Polk  
 School: Lawton Chiles Middle Academy  
 Date: 8/9/2011

**2011-2012 Differentiated Accountability Requirements  
 Prevent I School Checklist**

<b>School Improvement Planning</b>						
<b>DA Requirements</b>	<b>Deliverables</b>	<b>Evidence of Compliance</b>	<b>Status</b>	<b>Strategies to Attain Compliance</b>	<b>Person Responsible</b>	<b>Expected Date of Completion</b>
In conjunction with the district-based leadership team, the School Advisory Council (SAC) shall assist the school leadership team in the development of the School Improvement Plan (SIP). The district-based leadership team is responsible for ensuring that the SIP is implemented.	The school will submit an approved SIP plan by September 30, 2011.	Completed product of the SIP approved by the District review committee.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	SIP plan will be monitored at SAC meetings and the Council will have the opportunity to inquire on the implementation	Sharon Neuman	September 30, 2011

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

				and effectiveness of strategies.		
<p>* Non-Title I and Title I A, B, or C schools may receive a waiver from FDOE if the district/school can demonstrate that their existing template provides strategies for subgroups that did not meet AYP in the area of data analysis, Rtl, and increasing student achievement. Note that <u>all</u> schools must comply with Florida Statutes regarding SIP components including: postsecondary readiness, dropout prevention and academic intervention, and professional development as stated in Sections 1008.37(4), 1003.53(2)(b), 1003.413, and 1001.42(18), F.S.</p>						
The SAC shall review school performance data (baseline, midyear, end-of-year) and determine the causes of low performance. The SAC shall advise the school on its SIP.	The school will provide minutes and sign-in sheets to document the school performance data (baseline, midyear, end-of-year) was reviewed with SAC to guide SIP goal setting.	Hard copy data will be provided to the SAC committee and will be placed on the agenda and noted in the minutes.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Data will be monitored and goals will be adjusted as needed to increase academic achievement.	Michael Sears	May 13, 2012
The SIP shall be approved by the district through peer review.	The school will submit an approved SIP plan by September 30, 2011.	SIP plan will be circulated through review board panels provided by the county.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Suggestions and feedback will be provided to the principal. Changes will be made in order to meet the criterion standards.	Sharon Neuman	August 9, 2011
The school shall complete a mid-year narrative report to analyze progress from the baseline to mid-year assessment that is reported to the Department to identify strategies for student interventions.	The school will upload to their mid-year narrative to the School Improvement Site by February 3, 2012. The RED will review for compliance.	Detailed report of the information and adjustments to the strategies that have been implemented thus far to the school work.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	We will utilize the Response to Intervention Tier Model to adjust the current levels and students and place them in the appropriate level for the proper interventions to be in place.	Michael Sears	February 3, 2011
<p>* Non-Title I and Title I A, B, and C schools are required to complete the report only for students not making AYP.</p>						
The school shall establish a Literacy Leadership Team consistent with the K-12 Comprehensive Research-Based Reading Plan.	The school will submit by September 1, 2011 a detailed list of all Literacy Leadership Team members including	The SIP will include all Literacy Leadership	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-	The administration will be ensure that the entire instructional staff is	Sharon Neuman	September 1, 2011

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

	name, position title, e-mail and phone contact and meeting dates. The school will provide quarterly minutes to reflect activities of the Literacy Leadership Team.	rosters will be posted on the school website and the minutes will be recorded and distributed to the faculty after each meeting.	Compliance	trained in the Comprehension Instructional Sequence Module. Conduct classroom walk throughs, monitor lesson plans, and discuss any vehicles that may be used to increase reading across the curriculum.		
--	---	--	------------	---	--	--

**Educator Quality**

DA Requirements	Deliverables	Evidence of Compliance	Status	Strategies to Attain Compliance	Person Responsible	Expected Date of Completion
Teachers assigned to subgroups not making AYP must be highly qualified and certified in-field.	The school will provide the RED with evidence by September 30, 2011.	Staff members are categorized based on their qualifications and it is produced in the SIP.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Ascertain the credentials of all of the staff members and ensure that each is highly qualified in their current field.	Michael Sears	September 30, 2011
All paraprofessionals must be highly qualified.	The school will provide the RED with evidence by September 30, 2011.	Staff members certifications are published and reported in the SIP.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Ascertain the credentials of all of the staff members and ensure that each is highly qualified in their current field.	Michael Sears	September 30, 2011

\* By the 2011-2012 school year, non-Title I and Title I schools are required to have highly-qualified paraprofessionals, as defined by No Child Left Behind (NCLB), who instruct subgroups who did not make AYP.

**Professional Development**

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

DA Requirements	Deliverables	Evidence of Compliance	Status	Strategies to Attain Compliance	Person Responsible	Expected Date of Completion
The school must ensure that Individual Professional Development Plans (IPDPs) for teachers of targeted subgroups include professional development targeting the needs of subgroups that did not meet AYP.	The school will complete by October 14, 2011.	Meetings with instructors for pre planning will transpire and signatures accompanied by dates will be provided.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	IPDP plans will be filled out by instructors and Data Day will be held to identify the subgroups problem areas and incorporate professional development strategies to address the needs of the students and staff members.	Sharon Neuman	October 14, 2011

<b>Curriculum Aligned and Paced</b>						
DA Requirements	Deliverables	Evidence of Compliance	Status	Strategies to Attain Compliance	Person Responsible	Expected Date of Completion
The school shall ensure that students are properly placed in rigorous coursework.	The school will provide the RED with a comprehensive plan to ensure that students are properly placed in rigorous coursework by August 15, 2011.	Students are placed in courses based up on the FCAT levels.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Utilizing the student progression plan provided by the county along with the test score data	Sharon Neuman	August 15, 2011.

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

				students are placed in the appropriate level of coursework.		
The school must implement the district K-12 Reading Plan.	The school will provide evidence that they are in compliance with the K-12 Reading Plan by August 15, 2011. The school will provide evidence upon request which may include master schedule, CAR-PD/NG CAR-PD trained staff, decision tree used for placement in reading interventions, list of students with assigned intervention teacher and reading teacher credentials.	Master schedule will reflect intensive reading courses along with advanced reading courses to ensure the proper interventions are in place for the entire student body.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Intensive students will receive 90 minutes of instruction daily and other students will have advanced reading. Reading instruction will also be a focus throughout the year school wide.	Michael Sears	August 15, 2011

**Florida's Continuous Improvement Model**

DA Requirements	Deliverables	Evidence of Compliance	Status	Strategies to Attain Compliance	Person Responsible	Expected Date of Completion
The school must implement Florida's Response to Intervention model set forth in the Statewide RtI Implementation Plan.	<ul style="list-style-type: none"> <li>The school will provide the RED with the names of the RtI team and a schedule of their meetings by August 15, 2011.</li> </ul>	Meeting notes, scheduled meetings on outlook calendar, and roster for the RtI committee with position and focus provided.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Monthly meetings with RtI committee and instructors weekly looking at students' progress and using interventions to establish the proper Tier for each student.	Michael Sears	August 15, 2011
The school must implement Florida's Continuous Improvement Model (FCIM). The school will develop and	<ul style="list-style-type: none"> <li>The school will provide the RED with a copy of their comprehensive FCIM model for reading,</li> </ul>	Teachers will show implementation of FCIM by	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Monthly meetings with RtI committee and instructors weekly looking at	Michael Sears	August 15, 2011

## 2011-2012 School Improvement Plan (SIP)-Form SIP-1

implement a comprehensive FCIM model which includes an FCIM calendar, FCIM focus lessons (mini-lessons on tested benchmarks), curriculum pacing guide, and progress monitoring data collection/analysis schedule (FCIM implemented with subgroups not making AYP).	mathematics and science by August 15, 2011.	providing unit review upon assessment and list interventions taken to increase comprehension and knowledge.	Compliance	students' progress and using interventions to establish the proper Tier for each student.		
--	---	---	------------	---	--	--

### Monitoring Processes and Plans

DA Requirements	Deliverables	Evidence of Compliance	Status	Strategies to Attain Compliance	Person Responsible	Expected Date of Completion
The school must provide quarterly updates on the implementation of the School Improvement Plan to the School Advisory Council and make updates to the School Improvement Plan.	The school will provide the RED with a calendar and minutes of quarterly meeting.	Monitoring SIP goals and strategies throughout the year at the SAC meetings	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Minutes will reflect discussions and signatures will validate attendance parties participation	Sharon Neuman	May 28, 2012
The school leadership team must monitor implementation of the School Improvement Plan.	The school will provide minutes and agendas from school leadership team upon request.	Minutes and agendas will be posted on school website.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Minutes will be produced and kept in folder and online.	Michael Sears	
The school must participate in a comprehensive instructional monitoring process.	The school will provide the RED with a copy of their comprehensive Instructional model for reading, mathematics and science by August 15, 2011.	Walk throughs will document learning focus strategies (LFS).		Continuous professional development and learning communities will support the use of LFS.		August 15, 2011.

### School Advisory Council

#### *School Advisory Council (SAC) Membership Compliance*

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

**April 2011**

**Rule 6A-1.099811**

**Revised April 29, 2011**

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

Yes

No

If No, describe measures being taken to comply with SAC requirement.
N/A

Describe the activities of the School Advisory Council for the upcoming year.
The School Advisory Council (S.A.C.) will assist with monitoring and revising the School Improvement Plan. In the Fall, the subject area leaders present to the S.A.C. on the present status of the School Improvement Plan goals and strategies and what is working or not working. Suggestions are made during the meetings on ways to improve. In the Spring of each year, the subject area chairs will once again present and work with the S.A.C. on revising the school improvement plan. S.A.C. members participate in sample lessons that students might experience as well as experiment with the latest in technology tools. Budgets (OPER, Lottery, Recognition funds, etc.) are also shared , discussed, and approved by the S.A.C. throughout the year.

Describe projected use of SAC funds.	Amount
Lottery Funds – Substitutes for reading teachers – Level 1 & 2 Parent Conferences	\$2,506.14
Recognition Funds	TBA
Technology Funds	\$3,136.92