FLORIDA DEPARTMENT OF EDUCATION



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name:	District Name:
Principal:	Superintendent:
SAC Chair:	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal					
Assistant Principal					

Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
			A		

Effective and Highly Effective Teachers

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

Description of Strates	gy	Person Responsible	Projected Completion Date
1.			
2.			
3.			
4.			

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only). *When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

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

Staff Demographics

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

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

Total number of Instructional Staff	% of first- year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities

Additional Requirements

Coordination and Integration-Title I Schools Only

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

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

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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Describe the plan to train staff on MTSS.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

What will be the major initiatives of the LLT this year?

Public School Choice

• Supplemental Educational Services (SES) Notification

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

*Elementary Title I Schools Only: Pre-School Transition Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.
Describe plans for assisting prescribor clinicien in transition from early clinicious programs to local elementary school programs as applicable.
*Grades 6-12 Only Sec. 1003.413 (2)(b) F.S For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?
*High Schools Only Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.
How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?
How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?
Postsecondary Transition
Note: Required for High School- Sec. 1008.37(4), F.S. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Read	ing Goals		Problem-Solving Process to Increase Student Achievement						
reference to "Guiding Q	student achievement data and Questions," identify and define ement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
1A. FCAT 2.0: Stude Achievement Level 3	in reading.	1A.1.	1A.1.	1A.1.	1A.1.	IA.1.			
Reading Goal #1A: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. 2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.								
			1A.2.	1A.2.	1A.2.	1A.2.			
			1A.3.	1A.3.	1A.3.	1A.3.			
scoring at Levels 4, 5 Reading Goal #1B:	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. 2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.		IB.1.	IB.1.	IB.1.	1B.1.			
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.			
		IB.3.	IB.3.	IB.3.	1B.3.	1B.3.			

Based on the analysis of student achier reference to "Guiding Questions," ide areas in need of improvement for the f	ntify and define	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	2013 Expected Level of Performance:* al Enter numerical at data for expected level of	A.1.	2A.1.	2A.1.	2A.1.	2A.1.
	2 <i>A</i>					2A.2. 2A.3.
data for curre level of	2013 Expected Level of	B.1.	2B,11	2B.1.	2B.1.	2B.1.
	2E					2B.2. 2B.3.
	25	5.5.	20.0.	2D.J.	2 D .J.	20.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	3A. FCAT 2.0: Percentage of students making learning gains in reading.		3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
	Level of Performance:* Enter numerical data for current level of performance in	Enter numerical					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate of students making le	earning gains	in reading.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
reading Godf #3B.	Level of Performance:* Enter numerical data for current level of performance in						
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

reference to "Guiding Q	student achievement data and questions," identify and define ement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	age of students in lowest	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
25% making learning	g gains in reading.					
Reading Goal #4:	2012 Current Level of 2013 Expected Level of					
Emer narranve jor me	Performance:* Performance:*					
goal in this box.	Enter numerical Enter numerical data for current data for expected					
	level of level of performance in					
	this box. this box.					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
		4A.3.	4A.3.	4A,3.	4A.3.	4A.3.



Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
Reading Goal #5A: Enter narrative for the goal	in this box.						
reference to "Guiding Qu	student achievement data and uestions," identify and define ent for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluati	on Tool
making satisfactory p Reading Goal #5B: Enter narrative for the goal in this box.	, American Indian) not	White: Black: Hispanic: Asian: American Indian:			5B.1.	5B.1.	
			5B.2.		5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

reference to "Guiding Q	student achievement data and uestions," identify and define tent for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. 2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
reference to "Guiding Q		5C.2. 5C.3. Anticipated Barrier	5C.2. 5C.3. Strategy	5C.2. Person or Position Responsible for Monitoring	5C.3. Process Used to Determine Effectiveness of Strategy	5C.3. Evaluation Tool
reduing Gour #3D.	abilities (B 11 B) not	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
			5D.2. 5D.3.	5D.2. 5D.3.		5D.2. 5D.3.

reference to "Guiding Q	student achievement data and uestions," identify and define ent for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Dis making satisfactory p	advantaged students not progress in reading.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. 2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
		5E.3.	5E.3.	5E,3.	5E.3.	5E.3.

Reading Professional Development

Profes	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities								
PD Content/Topic and/or PLC Focus PD Facilitator and/or PLC Leader PD Facilitator and/or PLC subject, grade level, or school-wide) PD Facilitator and/or PLC subject, grade level, or school-wide) Person or Position Responsible for Monitoring Person or Position Responsible for Monitoring									

Reading Budget (Insert rows as needed)

Include only school funded a	ctivities/materials and exclude district funded	activities/materials.		
Evidence-based Program(s)/M	aterials(s)			
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Technology				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
			•	Subtotal:
Other				
Strategy	Description of Resources	Funding Source	Amount	
			<u> </u>	Subtotal:
				Total:

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

CEL	LA Goals	Problem-Solving Process to Increase Language Acquisition					
	sh and understand spoken English ner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring plistening/speaking. CELLA Goal #1:	proficient in 2012 Current Percent of Students Proficient in Listening/Speaking:		1.1.	1.1.	1.1.	1.1.	
Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box.						
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
	evel text in English in a manner non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring p CELLA Goal #2: Enter narrative for the goal in this box.	2012 Current Percent of Students Proficient in Reading: Enter numerical data for current level of performance in this box.		2,1.	2.1.	2.1.	2.1.	
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

	sh at grade level in a manner on-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Enter narrative for the	2012 Current Percent of Students Proficient in Writing: Enter numerical data for current level of performance in this box.	2.1.	2.1.	2.1.	2.1.	2.1.
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.



CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

Elementary School Mathematics Goals

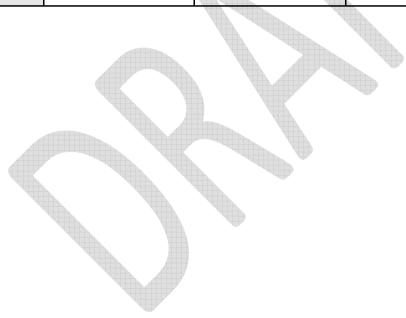
* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Elementary M	Mathematics Goals		Problem-Solving Process to Increase Student Achievement				
reference to "Guiding Que	f student achievement data and estions," identify and define areas ent for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1A. FCAT 2.0: Stude Achievement Level 3 Mathematics Goal #1A: Enter narrative for the goal in this box.		1A.1.	IA.I.	IA.T.	1A.1.	1A.1.	
		1A.2. 1A.3.	1A.2. 1A.3.	1A.2. 1A.3.	1A.2. 1A.3.	1A.2. 1A.3.	
	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. Enter students 2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.		1B.1.	1B.1.	IB.1.	1B.1.	
			IB.2.	IB.3.	IB.2. IB.3.	1B.2. 1B.3.	
		10.5.	1D.J.	110.3.	10.0.	113.3.	

reference to "Guiding Que	student achievement data and stions," identify and define areas ent for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Achievement Levels 4 Mathematics Goal	1 and 5 in mathematics. 2012 Current 2013 Expected	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
	Level of Performance:* Enter numerical data for current level of performance in this box. Level of Performance in this box. Level of Performance in this box.					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
	Assessment: Students evel 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
	2012 Current Level of Performance:* 2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.	Enter numerical Enter numerical data for current data for expected level of performance in this box.					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

reference to "Guiding Quest	student achievement data and tions," identify and define areas at for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
learning gains in math	tage of students making nematics.	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
#3A: Enter narrative for the goal in this box.	Level of Performance:* Enter numerical data for current evel of level of performance in this box. Level of Performance in this box.					
						3A.2.
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
of students making leamathematics. Mathematics Goal #3B: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current evel of performance in this box. 2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					3B.1.
		3B.2.	3B.2.	3B.2.	3В.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

reference to "Guiding Que	student achievement data and stions," identify and define areas ent for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
25% making learning	age of students in lowest gains in mathematics.	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. 2013 Expected Level of Performance:* Level of performance in this box.	d				
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
		4A.3.	4A.3.	4A,3.	4A.3.	4A.3.



Objectives (AMOs), idea	achievable Annual Measurable ntify reading and mathematics t for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%. Mathematics Goal #5A Enter narrative for the goal	_						
reference to "Guiding Que	student achievement data and stions," identify and define areas t for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluati	on Tool
Black, Hispanic, Asian making satisfactory pathematics Goal #5B: Enter narrative for the goal in this box.	ps by ethnicity (White, n, American Indian) not progress in mathematics. 2012 Current Level of Level of Performance:* Enter numerical data for current level of performance in this box. White: White: Black: Black: Hispanic: Asian: American Indian: Indian:	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

reference to "Guiding Que	student achievement data and stions," identify and define areas at for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language making satisfactory particles Mathematics Goal		5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
		5C.2. 5C.3.		5C.2. 5C.3.		5C.2. 5C.3.
reference to "Guiding Que	student achievement data and stions," identify and define areas at for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Mathematics Goal	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. 2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.	5D.1.		5D.1.		5D.1.
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

reference to "Guiding Que	student achievement data and stions," identify and define areas t for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
making satisfactory p Mathematics Goal #5E: Enter narrative for the	advantaged students not progress in mathematics. 2012 Current Level of Performance:* Enter numerical data for current data for expected data for expected	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
	level of level of performance in this box. this box.	5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
		5E.3.	5E.3.	5E,3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals



Middle School Mathematics Goals

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

Middle School	Mathematics Goals	Problem-Solving Process to Increase Student Achievement					
reference to "Guiding Que	f student achievement data and estions," identify and define areas ent for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1A. FCAT 2.0: Stude	mis scoring at	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.	
Achievement Level 3	in mathematics.						
Mathematics Goal #1A:	2012 Current Level of Level of Performance:* 2013 Expected Level of Performance:*						
Enter narrative for the goal in this box.	Enter numerical Enter numerical data for current data for expected level of performance in this box.						
		1A.2.	1A.2.	IA.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
	e Assessment: Students 5, and 6 in mathematics.	1B.1.	1B.1.	18.1,	IB.1.	IB.1.	
Mathematics Goal #1B:	2012 Current Level of Performance:* 2013 Expected Level of Performance:*						
Enter narrative for the goal in this box.	Enter numerical Enter numerical data for current data for expected level of performance in this box.						
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		IB.3.	IB.3.	IB.3.	IB.3.	IB.3.	

reference to "Guiding Que	student achievement data and stions," identify and define areas ent for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Achievement Levels 4 Mathematics Goal #2 A	nts scoring at or above and 5 in mathematics. 2012 Current Level of Performance:* 2013 Expected Level of Performance:*	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
Enter narrative for the goal in this box.	Enter numerical Enter numerical data for current data for expected level of performance in this box.	2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
	evel 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
	2012 Current Level of Performance:* 2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.	Enter numerical data for current data for expected level of level of performance in this box.					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

reference to "Guiding Ques	student achievement data and stions," identify and define areas ent for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Mathematics Goal #3A:	hematics. 2012 Current Level of Performance:* Enter numerical Partial Students making 2013 Expected Level of Performance:* Enter numerical	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
goui in inis oox.	data for current data for expected level of performance in this box.	3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
an First Market			3A.3. 3B.1.	3A.3. 3B.1.	3A.3. 3B.1.	3A.3. 3B.1.
of students making le mathematics. Mathematics Goal	Assessment: Percentage arning gains in 2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. 2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

reference to "Guiding Que	student achievement data and stions," identify and define areas ent for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
25% making learning	age of students in lowest g gains in mathematics.	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numericat data for current level of performance in this box. 2013 Expected Level of Performance:* Level of Level of Performance in this box.	d				
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

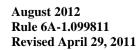


Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
SA. In six years, school will reduce their achievement gap by 50%. Mathematics Goal #5A: Enter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

reference to "Guiding Que	student achievement data and stions," identify and define areas at for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Languag		5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
		5C.2. 5C.3.	5C.2. 5C.3.	5C.2. 5C.3.	5C.2. 5C.3.	5C.2. 5C.3.
reference to "Guiding Que	student achievement data and stions," identify and define areas at for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Mathematics Goal	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. 2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

reference to "Guiding Ques	student achievement data and stions," identify and define areas t for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
making satisfactory p	advantaged students not progress in mathematics. 2012 Current 2013 Expected	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
#5E: Enter narrative for the goal in this box.	Level of Performance:* Enter numerical data for current level of performance in this box. Level of Performance:* Level of Performance in this box.					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
		5E.3.	5E.3.	5E,3.	5E.3.	5E.3.

End of Middle School Mathematics Goals



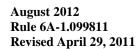
Florida Alternate Assessment High School Mathematics Goals

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

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

Based on the analysis of student achievement of reference to "Guiding Questions," identify and do in need of improvement for the following gu	efine areas	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Perce students making learning gains in	entage of ^{3.1.}		3.1.	3.1.	3.1.	3.1.
mathematics. Mathematics Goal #3: 2012 Current Level of Level	ormance:* r numerical for expected of rmance in					
	3.2.					3.2.

End of Florida Alternate Assessment High School Mathematics Goals



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

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

Algebra 1 EOC Goals		Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Algebra 1. Algebra 1 Goal #1: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. 2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.	1.1.	1.1.	1.1.	1.1.	1.1.		
		1.3.	1.3.	1.2.	1.3.	1.3.		
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at Levels 4 and 5 in Alg Algebra Goal #2: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Performance:* Enter numerical data for current level of performance in this box. 2013 Expected Level of Performance:* 2013 Expected Level of Performance: 2014 Expected Level of performance in this box.			2.2.	2.2.	2.2.		
		2.3.	2.3.	2.3.	2.3.	2.3.		

Objectives (AMOs), idea	achievable Annual Measurable ntify reading and mathematics t for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
Algebra 1 Goal #3A: Enter narrative for the goal							
reference to "Guiding Q	student achievement data and puestions," identify and define ent for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation	on Tool
Black, Hispanic, Asian making satisfactory parallel Algebra 1 Goal #3B: Enter narrative for the goal in this box.	os by ethnicity (White, n, American Indian) not corogress in Algebra 1. 2012 Current Level of Performance:* Enter numerical Enter numerical data for current level of performance in this box. White: White: White: Black: Black: Hispanic: Asian: Asian: American Indian: American Indian:		3B.1.		3B.1.	3B.1.	
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

reference to "Guiding Q	student achievement data and uestions," identify and define nent for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
making satisfactory p Algebra 1 Goal #3C:	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. 2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
reference to "Guiding Q		3C.2. 3C.3. Anticipated Barrier	3C.2. 3C.3. Strategy	3C.3. Person or Position Responsible for Monitoring	3C.3. Process Used to Determine Effectiveness of Strategy	3C.2. 3C.3. Evaluation Tool
3D. Students with Dis making satisfactory p	sabilities (SWD) not	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
		3D.2. 3D.3.	3D.2. 3D.3.	3D.2. 3D.3.		3D.2. 3D.3.

reference to "Guiding Q	student achievement data and uestions," identify and define uent for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
making satisfactory parameters and additional making satisfactory parameters and all satisfactors and additional making satisfactory parameters and satisfactory par	advantaged students not brogress in Algebra 1. 2012 Current Level of Performance:* Enter numerical data for current level of level of Performance:* Enter numerical data for current level of		3E.1.	3E.1.	3E.1.	3E.1.
		3E.2. 3E.3.	3E.2. 3E.3.	3E.2. 3E.3.	3E.2. 3E.3.	3E.2. 3E.3.

End of Algebra 1 EOC Goals



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

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

Geometr	y EOC Goals		Problem-Solving Pro	ocess to Increase Stud	lent Achievement	
reference to "Guiding Q	f student achievement data and Questions," identify and define ement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	2012 Current Level of Performance:* Enter numerical data for current data for expected level of performance in performance in	1.1.	1.1.	1.1.	1.1.	1.1.
Pasad on the analysis of	this box. this box.	1.2. 1.3. Auticipated Parrier	1.2.	1.2. 1.3. Person or Position	1.2. 1.3. Process Used to Determine	1.2. 1.3. Evaluation Tool
reference to "Guiding Q	Questions," identify and define ement for the following group:	Anticipated Barrier	Strategy	Responsible for Monitoring	Effectiveness of Strategy	Evaluation 1 001
2. Students scoring a Levels 4 and 5 in Geometry Goal #2: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. 2013 Expected Level of Performance:* 2013 Expected Level of Performance: 2013 Expected Level of performance in this box.		2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

Objectives (AMOs), ider	chievable Annual Measurable ntify reading and mathematics for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%. Geometry Goal #3A: Enter narrative for the goal	Baseline data 2011-2012 in this box.					
reference to "Guiding Qu	student achievement data and uestions," identify and define ent for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
making satisfactory p Geometry Goal #3B: Enter narrative for the goal in this box.	, American Indian) not	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

reference to "Guiding Qu	etudent achievement data and estions," identify and define ent for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Enter narrative for the goal in this box.	rogress in Geometry. 2012 Current	3C.1.		3C.1.	3C.1.	3C.1.
reference to "Guiding Qu		3C.2. 3C.3. Anticipated Barrier	3C.2. Strategy	3C.2. Person or Position Responsible for Monitoring	3C.2. 3C.3. Process Used to Determine Effectiveness of Strategy	3C.2. 3C.3. Evaluation Tool
Enter narrative for the goal in this box.	ADITIOES (D 11 D) HOU	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
				3D.2. 3D.3.		3D.2. 3D.3.

reference to "Guiding Q	student achievement data and uestions," identify and define eent for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	advantaged students not progress in Geometry.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. 2013 Expected Level of Performance:* 2013 Expected Level of Performance:* 2014 Expected level of performance in this box.					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
		3E.3.	3E.3.	3E,3.	3E.3.	3E.3.

End of Geometry EOC Goals

Mathematics Professional Development

Profes	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities								
	Please note that each strategy does not require a professional development or PLC activity.								
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader		Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)		Person or Position Responsible for Monitoring			

Mathematics Budget (Insert rows as needed)

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

_	nd Middle Science Goals		Problem-Solving Pro	ocess to Increase Stud	ent Achievement	
reference to "Guiding (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:		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Stude Achievement Level 3		1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Science Goal #1A: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. 2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
		IA.3.	IA.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate scoring at Levels 4, 5	e Assessment: Students 5, and 6 in science.	IB.1.	IB.1.	1B.1.	1B.1.	1B.1.
Science Goal #1B: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. 2013 Expected Level of Performance:* 2013 Expected Level of Performance in this box.	American A				
	PERO MANA	1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		IB.3.	1B.3.	1B.3.	1B.3.	1B.3.

reference to "Guiding Qu	student achievement data and uestions," identify and define ment for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Studen Achievement Levels 4	nts scoring at or above	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. 2013Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate scoring at or above Lo	TIBBOODDINGTON DEGREEN	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of evel of performance in this box. 2013Expected Level of Performance:* Enter numerical data for expected level of evel of this box.					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

Florida Alternate Assessment High School Science Goals

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

High Schoo	l Science Goals		Problem-Solving Pro	ocess to Increase Stud	lent Achievement	
reference to "Guiding Q	student achievement data and Questions," identify and define ement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Ascoring at Levels 4, 5 Science Goal #1: Enter narrative for the goal in this box.	Assessment: Students , and 6 in science. 2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. 2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.	1.1.	1.1.	1.1.	1.1.	1.1.
reference to "Guiding Q	student achievement data, and Questions", identify and define ement for the following group:	1.3. Anticipated Barrier	1.3. Strategy	Person or Position Responsible for Monitoring	1.3. Process Used to Determine Effectiveness of Strategy	1.3. Evaluation Tool
2. Florida Alternate A scoring at or above L Science Goal #2: Enter narrative for the goal in this box.	abbebbilient Statelles	2.1.	2.1.	2.1.	2.1.	2.1.
		2.2.	2.2.		2.2.	2.2.
E I CEL :I			2.3.	2.3.	2.3.	2.3.

End of Florida Alternate Assessment High School Science Goals

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

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

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

End of Biology 1 EOC Goals

Science Professional Development

Profes	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	PD Content /Topic								

Science Budget (Insert rows as needed)

Beieffee Buuget (mse	ert rows as needed)			
Include only school-based	I funded activities/materials and exclude district fund	ded activities/materials.		
Evidence-based Program(s))/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Technology				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Other				
Strategy	Description of Resources	Funding Source	Amount	
		•	•	Subtotal:
				Total:

End of Science Goals

Writing Goals

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

Writing Goals				Problem-Solving Pro	ocess to Increase Stud	ent Achievement	
reference to "Guiding Ques	f student achievement da stions," identify and defi ent for the following grou	ne areas in	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students Level 3.0 and higher		ement	1A.1.	1A.1.	IA.1.	1A.1.	1A.1.
Writing Goal #1A: Enter narrative for the goal in this box.	Level of Performance:* Enter numerical ata for current level of Level of Level of	rmance:* numerical for expected of rmance in					
				IA.3.	1A.2. 1A.3.	1A.2. 1A.3.	1A.2. 1A.3.
1B. Florida Alternat scoring at 4 or highe		dents	1B.1.	IB.1.	1B.1.	1B.1.	IB.1.
Writing Goal #1B: Enter narrative for the goal in this box.	Level of Performance:* Performance:* Enter numerical Enter data for current level of Performance Per	rmance:* numerical for expected of rmance in					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			IB.3.	IB.3.	1B.3.	IB.3.	IB.3.

Writing Professional Development

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

Writing Budget (Insert rows as needed)

Include only school-base	ed funded activities/materials and exclude district funde	d activities/materials.		
Evidence-based Program(s)/Materials(s)	Telephone Andrea Control Contr		
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Technology		deles sections de la constitución de la constitució		
Strategy	Description of Resources	Funding Source	Amount	
			•	Subtotal:
Professional Developmen	t			
Strategy	Description of Resources	Funding Source	Amount	
			•	Subtotal:
Other				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
				Total:

End of Writing Goals

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

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

Civics 1	EOC Goals		Problem-Solving Pro	ocess to Increase Stud	lent Achievement	
reference to "Guiding Q	f student achievement data and Questions," identify and define ement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. 2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.	1.1.	1.1.	1.1.	1.1.	1.1.
		1.2.	1.3.	1.2.	1.3.	1.2.
reference to "Guiding Q	f student achievement data and Questions," identify and define ement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring a Levels 4 and 5 in Civ Civics Goal #2: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. 2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.	2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

Civics Professional Development

Profes	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity								
			Please note that each Strategy does no	t require a professional developme	ent or PLC activity.				
PD Content /Topic and/or PLC Focus Grade Level/Subject Grade Level/Subject PD Facilitator and/or PLC school-wide) PD Facilitator (e.g., PLC, subject, grade level, or school-wide) PD Facilitator (e.g., PLC, subject, grade level, or school-wide) Person or Position Responsible for Monitoring Person or Position Responsible for Monitoring									
				AND STATE OF THE S					

Civics Budget (Insert rows as needed)

Civics Duaget (msc	ent rows as needed)			
Include only school-base	ed funded activities/materials and exclude district funded	activities /materials.		
Evidence-based Program	(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Technology				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Professional Developmen	nt			
Strategy	Description of Resources	Funding Source	Amount	
		•		
				Subtotal:
Other	Section Sectio			
Strategy	Description of Resources	Funding Source	Amount	
		•	•	Subtotal:
				Total:

End of Civics Goals

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

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

U.S. History E	EOC Goals		Problem-Solving Pro	ocess to Increase Stud	ent Achievement	
Based on the analysis of stude reference to "Guiding Questio areas in need of improvement	ons," identify and define	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
goal in this box. Enter data f level o	Current 2013 Expected Level of Performance:* r numerical Enter numerical data for expected level of rmance in	1.1.	1.1.	1.1.	1.1.	1.1.
		1.2.	1.2.	1.3.	1.2.	1.3.
Based on the analysis of stude reference to "Guiding Questio areas in need of improvement	ons," identify and define	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
goal in this box. Enter data f level o	Current l of Level of Performance:* Performance:* r numerical Enter numerical for current data for expected level of rmance in performance in this box.				2.1.	2.1.
					2.3.	2.3.

U.S. History Professional Development

Profes	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 PD Facilitator and/or PLC Focus PD Facilitator and/or PLC Focus PD Facilitator and/or PLC subject PD Facilitator and/or school-wide PD Facilitator and/or plc subject PD Facilitator and/or school-wide PD Facilitator and/or plc subject PD Facilitator and/or school-wide PD Facilitator and/or plc subject PD Facilitator and/or plc subject									

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

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

End of U.S. History Goals

Attendance Goal(s)

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

Attendance Go	al(s)		Problem-solvin	g Process to Increase	Attendance	
Based on the analysis of attendance d "Guiding Questions," identify and del improvement:	ata and reference to ine areas in need of	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Attendance Attendance Goal #1: Enter narrative for the goal in this box. Enter nume data for cur attendance in this box. 2012 Curre Number of Students wie Excessive Absences (10 or mor number of absences in box 2012 Curre Number of Students wie Excessive Absences in box 2012 Curre Number of absences in box 2012 Curre Number of Students wie Excessive Tardies (10 more) Enter nume data for cur number of students wie Excessive Tardies (10 more) Enter nume data for cur number of	Attendance Rate:* rical Enter numerical data for expected attendance rate in this box. nt 2013 Expected Number of Students with Excessive Absences e) (10 or more) rical Enter numerical data for expected number of absences in this box. nt 2013 Expected Number of Students with Excessive Tardies (10 or more)		1.2.	1.2.	1.2.	1.1.
		1.3.	1.3.	1.3.	1.3.	1.3.

Attendance Professional Development

Profes	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										

Attendance Budget (Insert rows as needed)

Include only school-base	ed funded activities/materials and exclude district funde	d activities /materials.		
Evidence-based Program((s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Technology				
Strategy	Description of Resources	Funding Source	Amount	
			•	Subtotal:
Professional Developmen	nt .			
Strategy	Description of Resources	Funding Source	Amount	
		·	•	Subtotal:
Other				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
				Total:

End of Attendance Goals

Suspension Goal(s)

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

Sus	spension Goal(s)	Problem-solving Process to Decrease Suspension					
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
Suspension Goal #1: Enter narrative for the goal in this box.	of In –School Suspensions	of in-school suspensions 2013 Expected Number of Students Suspended In-School Enter numerical data for expected number of students suspended in-school 2013 Expected Number of Out-of-School Suspensions Enter numerical data					1.1.	
			1.2.	1.2.	1.2.	1.2.	1.2.	
1			1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.									
PD Content /Topic and/or PLC Focus Oracle Level/Subject Oracle L									
C . D .	4.0								

Suspension Budget (1	Insert rows as needed)			
Include only school-based to	funded activities/materials and exclude district fur	nded activities /materials.		
Evidence-based Program(s)/	Materials(s)			
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Technology		The second secon		
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Professional Development		Today, Section Co.		
Strategy	Description of Resources	Funding Source	Amount	
			-	Subtotal:
Other				
Strategy	Description of Resources	Funding Source	Amount	
			I	Subtotal:
				Total:

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

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

Dropout Prevention Professional Development

Profes	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity										
			Please note that each Strategy does not	require a professional developmer	it or PLC activity.						
PD Content /Topic and/or PLC Focus	1 Grade I Person or Position Responsible for										
		Victor and American	Vaccinotation I								

Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section. Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

<u> </u>	ement Goal(s)	Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
#1: Enter narrative for the goal in this box. *Please refer to the	2012 Current Level of Parent Involvement:* Enter numerical data for current level of parent involvement in this box. 2013 Expected Level of Parent Involvement:* Enter numerical data for expected level of parent involvement in this box.	1.1.	1.1.		1.1.	1.1.
percentage of parents who participated in school activities, duplicated or unduplicated.		1.3.	1.2.	1.3.	1.3.	1.2.

Parent Involvement Professional Development

Profes	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.									
			Please note that each Strategy does not	require a professional developmer	it or PLC activity.					
PD Content /Topic and/or PLC Focus	1 Ligade L Person or Position Responsible for									
		- Contraction of the Contraction	a someonomica							
			Totalogonica control c							
			Annual Control of Cont							

Parent Involvement Budget

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

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

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

STEM Professional Development

	Animaly leading American							
I	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity							
				Please note that each Strategy does not	require a professional developmen	nt or PLC activity.		
PD Content /Topic and/or PLC Focus Oracle Level/Subject PD Facilitator and/or PLC Focus PD Participants (e.g., PLC, subject, grade level, or PLC Leader school-wide) PD Participants (e.g., PLC, subject, grade level, or School-wide) Person or Position Responsible Release) and Schedules (e.g., frequency of meetings) Person or Position Responsible Monitoring						Person or Position Responsible for Monitoring		
		·						

STEM Budget (Insert rows as needed)

Include only school-base	ed funded activities/materials and exclude district	funded activities /materials.		
Evidence-based Program(s				
Strategy	Description of Resources	Funding Source	Amount	
	<u>, </u>		1	Subtotal:
Technology				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Professional Development	t			
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Other				
Strategy	Description of Resources	Funding Source	Amount	
			<u>.</u>	Subtotal:
				Total:

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity								
			Please note that each Strategy does not	require a professional developmer	nt or PLC activity.	·		
PD Content /Topic and/or PLC Focus Grade Level/Subject Grade Level/Subject PD Facilitator and/or PLC school-wide) PD Facilitator and/or PLC school-wide) PD Participants (e.g., PLC, subject, grade level, or school-wide) Ferson or Position Responsible for frequency of meetings) Person or Position Responsible for frequency of meetings)								

CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

Additional Goal(s)

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

Additiona	Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	Level :* Enter numerical data for current	2013 Expected Level:* Enter numerical data for expected goal in this box.	1.1.	I.I.	li).	1.1.	1.1.	
			1.2.			1.2.	1.2.	
			1.3.	13.	1.5.	1.3.	1.3.	

Additional Goals Professional Development

Profes	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity								
PD Content /Topic and/or PLC Focus	1 Cirade Person or Position Responsible for								
		Vilosopi							

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

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

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:
CELLA Budget	
	Total:
Mathematics Budget	Total:
Science Budget	Total.
Science Dudget	Total:
Writing Budget	Total.
Wilding Budget	Total:
Civics Budget	2000
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
STEM Budget	
	Total:
CTE Budget	
	Total:
Additional Goals	m.v.l.
	Total:
	Grand Total:
	Grand Total

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

	School Di	ifferentiated Accountabil	lity Status				
	Priority	Focus	Prevent				
	_						
Are you reward school? Yes	□No						
(A reward school is any school that	it has improved their	r letter grade from the prev	vious year or any A graded sch	1001.)			
 Upload a copy of the Diffe 	erentiated Accountal	bility Checklist in the desi	gnated upload link on the Upl	pad page			
SAC Membership Compliance The majority of the SAC members education support employees, stud	School Advisory Council (SAC) SAC Membership Compliance The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting Yes or No below.						
Yes No							
If No, describe the measures being	taken to comply wi	th SAC requirements.					
Describe the activities of the SAC	for the upcoming so	chool year.					
Describe the projected use of SAC	funds.			Amount			