

# 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: 4171 Skyview Elementary School	District Name: Pinellas County Schools
Principal: Suzanne Hester	Superintendent: John A. Stewart, Ed.D.
SAC Chair: Patricia Viscomi	Date of School Board Approval: Pending: October 9, 2012

#### Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

#### Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Suzanne Hester	Master Teaching and Learning Professional Certificate Ed Leadership/ (All Levels) Elementary School Principal/(All Levels)	3 months	6 years	2011: B; AYP No, Read 73%, Gains 67%; Math 65%, Gains 55% 2012: C; AYP No, Read 52%, Gains 70%; Math 42%, Gains 61%
Assistant Principal	Rose Kane	Master Elem. Ed Professional Certificate Ed Leadership (All Levels)	6 years	4 years	2011: B; AYP No, Read 73%, Gains 67%; Math 65%, Gains 55% 2012: C; AYP No, Read 52%, Gains 70%; Math 42%, Gains 61%



## **Instructional Coaches**

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Danielle Webber	Bachelor Degree in Elementary General Education K-6	0	0	2011: B; AYP No, Read 73%, Gains 67%; Math 65%, Gains 55% 2012: C; AYP No, Read 52%, Gains 70%; Math 42%, Gains 61%
Reading	Marilee Hoffman	Bachelor Degree in Elementary Ed.	0	0	2011: B; AYP No, Read 73%, Gains 67%; Math 65%, Gains 55% 2012: C; AYP No, Read 52%, Gains 70%; Math 42%, Gains 61%

## **Highly Effective Teachers**

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

Description of Strategy	Person Responsible	Projected Completion Date
1. New teachers to Skyview Elementary monthly Mentor Meetings	Gina Owens	June, 2013
2. New teachers to Skyview Elementary grade level mentors	Grade Level Team Leaders	June, 2013
3. Eight monthly Site Based Professional Trainings to improve teaching and learning strategies for ALL instructional and support staff	Suzanne Hester	June, 2013

<p>4. Weekly Grade Level PLC's to improve teaching and learning through collaboration; monthly Grade Level Team Meetings to communicate school-wide initiatives for student success</p> <p>5. Moral builders for TEAM: Opening day breakfast for ALL TEAM, 3 breakfasts during school year for ALL staff; Holiday party and End of the Year celebration for ALL TEAM; Eagle Bragging (in Weekly Calendar) to focus on individual TEAM member's excellence in carrying out our Eagle mission; TEAM members highlighted in monthly Newsletter; TEAM board awarded monthly by a winning grade level Team to a receiving grade level Team for excellence in carrying out our Eagle mission</p>	<p>Facilitated by Grade Level Team Leaders and Administration</p>	<p>June, 2013</p>
--	---	-------------------

***Non-Highly Effective Instructors***

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	

***Staff Demographics***

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	%ESOL Endorsed Teachers
44	(1) 2.27	(6) 13.64	(18) 40.91	(19) 43.18	(11) 25.00		(2) 4.55	(1) 2.27	(13) 29.55

***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

Gina Owens	Lead Facilitator of Mentors; total of 8 new teachers to Skyview	Ms. Owens has masters in Ed Leadership and has completed target selection	Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons
Tammy Baer	Chad Malcolm	Mr. Malcolm isn't a new teacher to Skyview but is new to Kindergarten; Ms. Baer has 21 years of K experience and is the Team Leader	
Rosemary Blanco/ Kindergarten teacher	Linda Fridlund/ Kindergarten teacher	Ms. Blanco has taught K for 27 years at Skyview; excellent collaborative skills	
Tania Westcott/ First grade teacher	Julie Cartwright/ First grade teacher	Ms. Westcott has 16 years teaching experience in first grade; excellent collaborative skills	
Jacquelyn Theriault/ Second grade teacher	Amy Robles-Goodrich/ Second grade teacher	Ms. Theriault has 9 years teaching experience; she is the 2 <sup>nd</sup> grade Team leader	
Billie Joe Johnson/ Third grade STARS teacher	Colleen O'Neill/Third grade teacher	Ms. Johnson has 7 years teaching experience; Ms. O'Neil will be working with ESE and IVE students in 3 <sup>rd</sup> grade and will benefit from Ms. Johnson's positive teaching experiences with retained 3 <sup>rd</sup> grade STAR students	
Denise Kirschbaum/ Third grade teacher	Kathy Gylfe/Third grade teacher	Mrs. Kirschbaum has 21 years teaching experience; Mrs. Kirschbaum was the Learning Specialist and Reading Coach at Skyview	
Kathy Zell/Fifth grade teacher	Daisy Bradwell/Fifth grade teacher	Ms. Zell has 17 years teaching experience; she has been the team leader for 5 <sup>th</sup> many years.	
Noel DeCaro/Fifth grade teacher	Jason Youse/Fifth grade teacher	Ms. DeCaro has 18 years of teaching experience; excellent collaborative skills.	

## **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 A funds are utilized, in conjunction with district operating funds and other federal resources, to support teaching and learning, parental engagement, and professional development. Title I services are coordinated and integrated with other resources through the Division of Teaching and Learning, Student Assignment, and Research and Accountability.
Title I, Part C- Migrant NA in Pinellas
Title I, Part D The district receives Title I, Part D funds which provide transition services from alternative education programs to zoned schools. In addition, a portion of Title I, Part A funds is reserved for services to neglected and delinquent students. Funds are targeted to support continuous education services to students in neglected and delinquent facilities through tutoring, instructional materials and resources, and technology.
Title II The district receives funds to increase student achievement through professional development for teachers and administrators. Title II funds provide math and science coaches, as required by Differentiated Accountability, in some of the district's lowest performing schools. A portion of Title I, Part A funds is used to provide additional reading and math coaches in targeted schools based on FCAT results.
Title III Title III funds provide educational materials, bilingual translators, summer programs, and other support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools.
Title X- Homeless The district receives funds to provide resources for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).
Supplemental Academic Instruction (SAI) SAI funds are coordinated with Title I, Part A funds to provide extended learning opportunities for students before/during/after school and during the summer.
Violence Prevention Programs
Nutrition Programs Title I coordinates with district food services to provide breakfast and lunch to students in Title I summer extended learning camps.
Housing Programs

Head Start Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy.
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. Suzanne Hester, principal; Rose Kane, assistant principal; Nancy Teasdale, MTSS/RtI Coach; Erica McKnight, school psychologist; Robyn Royall, social worker; Karen Reiss, educational diagnostician; Susan LePors, guidance counselor; Karalia Baldwin, area 3 RtI Coach; Laura Ouimette, Speech Clinician
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? -Facilitator – generates agenda and leads team discussions -Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data -Technology Specialist – brokers technology necessary to manage and display data -Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access -Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda  Meeting time: Weekly; Tuesdays; 9:30-10:15am
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? The MTSS leadership team will be responsible for managing and coordinating these efforts between all school teams as well as revising the School Improvement Plan.
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. Baseline data: Progress Monitoring and Reporting Network (PMRN) of Florida Assessments for Instruction and Reading (FAIR), Assessment and Information Management System (AIMS web), Florida Comprehensive Assessment Test (FCAT), MMH Running Records for Reading/Comprehension Levels K-5, Ongoing Progress Monitoring using FAIR tool kits (intervention notebooks) and DIBELS Next. Teacher formative assessments in reading, math and science. Teacher formative assessments (using rubric) of journal responses to gather data on writing progress across curriculum. MTSS leadership will utilize student data to support each grade level with various interventions to help students with specific skills to reach proficiency in reading and math. Discipline data will come from EDS, Focus/Portal and referrals to office. Teachers needing assistance with student behavior problems will schedule meetings with assistant principal and guidance counselor to attend Kids Talk sessions. At these sessions, the behavior data of the student having problems will be reviewed as well as the behavior plan teacher is implementing. Additional strategies will be suggested for the teacher to use to improve the student behavior. Teacher will check back at Kids Talk session to see how the improved behavior plan is working for the student's success.

Describe the plan to train staff on MTSS. Pre-school TEAM meeting to refresh TEAM and acquaint new TEAM members to MTSS/RtI processes. Grade level data chats after each common assessment cycle with MTSS leadership team and hourly instructors; PLC weekly focus on student data in reading and math, collaboratively reviewing tier 2 and tier 3 students' work and their progress on interventions that are integrated into the core curriculum. At grade level PLCs teachers, hourly instructors and support staff will plan and group students for meaningful differentiated instruction, using MTSS leadership team specific grade level interventions, to narrow the learning gap for tier 2 and tier 3 students in reading and math.

Describe the plan to support MTSS. Area 3 has provided an RtI Coach, Karalia Baldwin. She is available to collaborate with the MTSS leadership Team when we have questions or concerns regarding our academic / behavior progress. Ms. Baldwin has brought her expertise to our school and is committed to being at our school as often as she can. Ms. Baldwin will focus her efforts supporting our 3<sup>rd</sup> grade STAR teacher and assistant move our 16 retained 3<sup>rd</sup> graders to proficiency or beyond and promoting them successfully to 4<sup>th</sup> grade.

***Literacy Leadership Team (LLT)***

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT). Suzanne Hester, principal; Rose Kane, assistant principal; Nancy Teasdale, RtI coach; Nila DeWeese, Media/Tech Specialist; Danielle Webber, primary reading coach; Marilee Hoffman, intermediate reading coach; Karen Reed, area 3 literacy coach

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

Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:

- Support for text complexity
- Support for instructional skills to improve reading comprehension
  - Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
  - Providing scaffolding that does not preempt or replace text reading by students
  - Developing and asking text dependent questions from a range of question types
  - Emphasizing students supporting their answers based upon evidence from the text
  - Providing extensive research and writing opportunities (claims and evidence)
- Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).

The district will provide training and tools for Literacy Leadership Teams.

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

Support for text complexity

- Support for instructional skills to improve reading comprehension
- Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects

### ***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.

Kindergarten Teachers will hold an orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills will be emphasized and good choices for academic and social characteristics will be presented. Materials will be available, as well as pamphlets covering a variety of helpful parenting subjects ranging from parenting skills, helping with homework, students with disabilities and what to expect at a parent teacher conference.

## **PART II: EXPECTED IMPROVEMENTS**

### **Reading Goals**

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

<b>Reading Goals</b>	<b>Problem-Solving</b>					

	<b>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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

<p><b>1a.FCAT 2.0:</b>  <b>Students scoring at Achievement Level 3 in reading.</b></p>	<p>1a.1. Insufficient standard based instruction</p>	<p>1a.1. Set and communicate a purpose for learning and learning goals in each lesson</p>	<p>1a.1. Assistant Principal: Primary  Principal: Intermediate</p>	<p>1a.1. Determine Lesson:  *Is aligned with a course standard or benchmark and to the district/school pacing guide  *Begins with a discussion of desired outcomes and learning goals  *Includes a learning goal/essential question  *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question  *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question  *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it  *Teacher reference to the scale or rubric throughout the lesson</p>	<p>1a.1. Walkthrough &amp; Lesson Plans</p>		
<p><b>Reading Goal #1a:</b>  Improve current level of performance</p>	<p><u>2012 Current Level of Performance:</u>*</p>	<p><u>2013Expected Level of Performance:</u>*</p>					

	(30%) (74)	Decrease level 1&2 from 48% To 38%					
		1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. Principal	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1a.2. Walkthrough	

		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. Assistant Principal: Primary  Principal: Intermediate	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade- level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results	
--	--	---	--	--	---	---	--

<b>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>	1b.2. Insufficient standard based instruction	1b.2. Implement High Yield Instructional Strategies	1b.2. Assistant Principal: Primary Principal: Intermediate	1b.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes aligned to access points when appropriate *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1b.2. Walkthrough		
<b>Reading Goal #1b:</b> Improve current level of performance	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
	50%	Decrease level 1,2,3					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.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		
<b>2a.FCAT</b> <b>2.0:Students scoring at or above Achievement Levels 4 and 5 in reading.</b>	2a.1. Lack of differentiation of instruction	2a.1. Provide formative assessments to inform differentiation in instruction	2a.1. Assistant Principal: Primary Principal: Intermediate	2a.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	2a.1. Walkthrough		
<u>Reading Goal #2a:</u> Improve current level of performance	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	22% (54)	Increase level 4 and 5 by 5%					

		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		2a.3	2a.3	2a.3	2a.3	2a.3	
<b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>	2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. Assistant Principal: Primary Principal: Intermediate	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b1. Walkthrough		
<u>Reading Goal #2b:</u> Improve current level of performance	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
	50%	Increase level 7 by 5%					

		2b.2.	2b2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

<p><b>3a. FCAT 2.0:</b>  <b>Percentage of students making Learning Gains in reading.</b></p>	<p>3a.1.  Lack of student engagement</p>	<p>3a.1.  Differentiate Instruction</p>	<p>3a.1.  Assistant Principal: Primary  Principal: Intermediate</p>	<p>3a.1.  Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level  *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)  *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.  *These small groups are flexible and change with the content, project and assessments  *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>3a.1.  School Summary of observation section of teacher appraisal results    IPI data when available    State instructional walkthrough when applicable</p>		
<p>Reading Goal #3a:  Improve current level of performance</p>	<p><u>2012 Current Level of Performance:</u>*</p>	<p><u>2013 Expected Level of Performance:</u>*</p>					
	<p>66%  (101)</p>	<p>100%</p>					

		3a.2.	3a.2.	3a.2.	3a.2.	3a.2.	
		3a.3.	3a.3.	3a.3.	3a.3.	3a.3.	
<b>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</b>	3b.1. Lack of student engagement	3b.1. Differentiate Instruction	3b.1.	3b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	3b.1. School Summary of observation section of teacher appraisal results  IPI data when available  State instructional walkthrough when applicable		

Reading Goal #3b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Improve current level of performance							
	50% (1)	100%					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

<p><b>4a.FCAT 2.0:Percentage of students in Lowest 25% making learning gains in reading.</b></p>	<p>4a.1. Lack of different iation of instruction</p>	<p>4a.1. Differentiate Instruction</p>	<p>4a.1. Assistant Principal: Primary  Principal: Intermediate</p>	<p>4a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>4a.1. Lesson Plans &amp; Walkthrough</p>		
<p>Reading Goal #4a:  Improve current level of performance</p>	<p><u>2012 Current Level of Performance:</u>*</p>	<p><u>2013Expected Level of Performance:</u>*</p>					
	<p>64% (25)</p>	<p>100%</p>					

		4a.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4a.2. Create intervention that support core instructional goals and objectives	4a.2. SBLT	4a.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/ objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	4a.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs	
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.	

<p><b>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.</b></p>	<p>4b.1. Lack of differentiation of instruction</p>	<p>4b.1. Differentiate Instruction</p>	<p>4b.1. Assistant Principal: Primary Principal: Intermediate</p>	<p>4b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>4b.1. Lesson Plans &amp; Walkthrough</p>		
<p>Reading Goal #4b: Improve current level of performance</p>	<p><u>2012 Current Level of Performance:</u>*</p>	<p><u>2013 Expected Level of Performance:</u>*</p>					
	<p>pending</p>	<p>100%</p>					

		4b.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4b.2. Create intervention that support core instructional goals and objectives	4ab.2. SBLT	4b.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/ objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	4b.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	Baseline data 2010-2011 <u>69</u>	74	79	85	90	95	100

<u>Reading Goal</u> <u>#5A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

<p><b>5B. Student subgroups by ethnicity</b> (White, Black, Hispanic, Asian, American Indian) <b>not making satisfactory progress in reading.</b></p>	<p>5b.1. White: Black: Hispanic: Asian: American Indian: Lack of differentiation of instruction</p>	<p>5b.1. Differentiate Instruction</p>	<p>5b.1. Assistant Principal: Primary Principal: Intermediate</p>	<p>5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>5b.1. Lesson Plans &amp; Walkthrough</p>		
<p><u>Reading Goal #5B:</u> Improve current level of performance</p>	<p><u>2012 Current Level of Performance:</u>*</p>	<p><u>2013 Expected Level of Performance:</u>*</p>					

	White: 74 58%  Black: 9 7%  Hispanic: 20 16%  Asian: 14 11%  American Indian: 0 0%	100% of all subgroups to make a learning gain  Increase proficiency of all subgroups by 10%					
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

<p><b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b></p>	<p>5c.1. Lack of differentiation of instruction</p>	<p>5c.1. Differentiate Instruction</p>	<p>5c.1. Assistant Principal: Primary Principal: Intermediate</p>	<p>5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>5c.1. Lesson Plans &amp; Walkthrough</p>		
<p><u>Reading Goal #5C:</u> Improve current level of performance</p>	<p><u>2012 Current Level of Performance:</u>*</p>	<p><u>2013 Expected Level of Performance:</u>*</p>					

	31% (10)	100% of ELL students to make a learning gain An increase in proficiency by 10%					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

<p><b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b></p>	<p>5d.1. Lack of differentiation of instruction</p>	<p>5d.1. Differentiate Instruction</p>	<p>5d.1. Assistant Principal: Primary Principal: Intermediate</p>	<p>5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>5d.1. Lesson Plans &amp; Walkthrough</p>		
<p><u>Reading Goal #5D:</u> Improve current level of performance</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

	26% (11)	100% of all SWD students to make a learning gain An increase in proficiency by 10%					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

<p><b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b></p>	<p>5e.1. Lack of differentiation of instruction</p>	<p>5e.1. Differentiate Instruction</p>	<p>5e.1. Assistant Principal: Primary Principal: Intermediate</p>	<p>5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>5e.1. Lesson Plans &amp; Walkthrough</p>		
<p><u>Reading Goal</u> <u>#5E:</u> Improve current level of performance</p>	<p><u>2012 Current Level of Performance:</u>*</p>	<p><u>2013 Expected Level of Performance:</u>*</p>					

	46% (83)	100% of economically disadvantaged students will learning gain An increase in proficiency by 10%					
		5E.2.	5E.2	5E.2.	5E.2.	5E.2.	
		5E.3	5E.3	5E.3	5E.3	5E.3	

### Reading Professional Development

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Deepening Comprehension through written response in Academic Journals	K-6	Primary: Connie Dierking Intermediate: Kim Lopez	All Instructional and support staff K-5	Skyview School for Professional Training: June 8, 2012 Wednesday, 2:00-3:00pm	<ol style="list-style-type: none"> <li>Walk-throughs by administration who evaluates teacher</li> <li>Grade level PLCs collaboratively review student reading comprehension responses in academic journals using rubric</li> </ol>	Assistant Principal: Grades K-2 Principal: Grades 3-5
Guided Reading strategies; Jan Richardson's <i>Next Steps in Guided Reading Instruction</i>	Grades 2-3	Grade 2: Nicole Samolej Grade 3: Billie Johnson	Grade 2 teachers and hourly intervention teachers Grade 3 teachers and hourly intervention teachers	Weekly at Grade Level PLCs 7:35-8:05am	<ol style="list-style-type: none"> <li>Walk-throughs by administration who evaluates teacher</li> <li>Reviewing weekly lesson plans for Guided Reading instruction</li> </ol>	Assistant Principal: Grade 2 Principal: Grade 3
Second Grade Guided Reading strategies; classroom demonstration lessons; debrief sessions after lessons	Grade 2	Sandra Weaver/ Danielle Webber	Grade 2 instructional teachers, hourly intervention teachers	Quarterly Beginning September 25, 2012 9:15-10:20am Second Grade Classroom	<ol style="list-style-type: none"> <li>Walkthroughs</li> <li>Reviewing weekly lesson plans for Guided Reading instruction</li> </ol>	Principal Assistant Principal

Common Core Standards Implementation Training	Grades K-1 <sup>st</sup> Grade 2 transition phase	Learning Specialist: Rose Kane	Grades K-1 for CCSS implementation Grade 2 for transition from NGSSS to CCSS	Monthly Curriculum Meetings  7:35-8:05am	<ol style="list-style-type: none"> <li>1. Walk-throughs by principal and assistant principal</li> <li>2. Reviewing weekly lesson plans for CCSS implementation and beginning transition for Grade 2</li> </ol>	Assistant Principal
Running Record Training	K-5 instructional teachers	District Reading Coach: Ann Griffin	Instructional teachers, hourly intervention teachers and support staff who need Running Record Training	Skyview School for Professional Training Tuesday, October, 2012 3:00-6:00pm	<ol style="list-style-type: none"> <li>1. Review Student Data Folders indicating current Running Record Level</li> <li>2. Walkthrough observations of students reading just right books successfully on independent reading Running Record level</li> </ol>	Assistant Principal: Grades K-2 Principal: Grades 3-5
Data Chats using Data Dialogue to review cycle one/cycle two assessment data	Primary/ Intermediate instructional teachers	Primary: Tracie Bergman Intermediate: Cherie Marsh	<ul style="list-style-type: none"> <li>● K-2 instructional teachers, hourly intervention teachers, and support staff</li> <li>● 3-5 instructional teachers, hourly intervention teachers, and support staff</li> </ul>	Skyview School for Professional Training <ol style="list-style-type: none"> <li>1. Cycle One: October 10, 2012; 2:00-3:00pm</li> <li>2. Cycle Two: February 13, 2012; 2:00-3:00pm</li> </ol>	<ol style="list-style-type: none"> <li>1. Review tier 2 and tier 3 student data at MTSS leadership meetings to select interventions that align to common core</li> <li>2. Review lesson plans for tier 2 and tier 3 small group compositions (students moving to core instruction, students moving from tier 3 to tier 2, students needing intense tier 3 interventions)</li> <li>3. Review lesson plans for differentiated reading instruction based on student data chat trainings</li> </ol>	Assistant Principal: Primary Principal: Intermediate
Collaboratively reviewing student reading comprehension through writing in academic journals using rubrics	K-5	Dr. Vicki Vescio: UF professor	Instructional teachers, hourly intervention teachers, reading coaches, RtI coaches and support staff	Skyview School for Professional Training <ol style="list-style-type: none"> <li>1. Wednesday, September 12, 2012 2:00-3:00pm</li> <li>2. Wednesday, December 5, 2012 2:00-3:00pm</li> </ol>	<ol style="list-style-type: none"> <li>1. Walkthroughs</li> <li>2. Reviewing PLC minutes of grade level collaboration scoring student reading comprehension through writing in academic journals during grade level PLCs</li> </ol>	Principal
Literacy through Social Studies/Geography	K-5	Linda Whitley District Social Studies Facilitator	Instructional teachers and support staff	Skyview School for Professional Training <ol style="list-style-type: none"> <li>1. Wednesday, August 29, 2012 2:00-3:00pm</li> </ol>	<ol style="list-style-type: none"> <li>1. Walkthroughs</li> <li>2. Reviewing lesson plans for literacy and social studies; emphasis on nonfiction literature and use of maps in classroom</li> </ol>	Assistant Principal: Primary Principal: Intermediate
Grade Level PLCs books study	PreK-5	Grade Level Team Leaders	Instructional teachers and support staff	Weekly	<ol style="list-style-type: none"> <li>1. Grade Level PLC minutes</li> <li>2. Walkthroughs</li> </ol>	Assistant Principal: Primary Principal: Intermediate

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

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
1. Deepening Comprehension skills through written response across all disciplines in academic journals	Academic Journals for K-5	Last year's budget	
2. Student Data Folders to set individual student reading goals through running record assessments and FAIR data	1. Red data folders for K-5 2. 3 hole paper for running record student data sheets and FAIR data sheets	Last year's budget	
3. Grade Level PLCs book study	Marzano's, <i>The Art and Science of Teaching</i>	Last year's budget	
Instructional Materials	Vary	Title One Budget	\$5,604.26 of Title One Budget
MTSS Intervention Facilitator	RtI Coach	Title One Budget	\$22,780.41 of Title One Budget
<b>Subtotal:\$28,384.67</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Integration of ELA and Technology	Technology Specialist	Title One Budget	\$19,472.31 of Title One Budget
<b>Subtotal: \$19,472.31</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Grade level Teams learn how to collaboratively score student reading comprehension through writing in academic journals	Dr. Vicki Vescio from district: Two Trainings at Skyview School for Professional Development		
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
Human Resources	Hourly Intervention Teachers (3)	Title One	\$58,033.34 of Title One Budget
<b>Subtotal: \$105,890.32</b>			

<b>Total:</b> <b>\$105,890.32 of Title One Budget</b>			
--	--	--	--

*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]).

<b>CELLA Goals</b>	<b>Problem-Solving Process to Increase Language Acquisition</b>					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>1. Students scoring proficient in Listening/ Speaking.</b>	1.1. Lack of differentiation of instruction	1.1. Provide formative assessments to inform differentiation in instruction	1.1. Primary: Assistant Principal  Intermediate: Principal	1.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	1.1. Walkthrough	

<p><u>CELLA Goal #1:</u></p> <p>Improve current level of performance</p> <p>Number CELLA tested: 63</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					
	<p>46% 29</p>					
		<p>2.1. Lack of differentiation of instruction</p>	<p>2.1. Differentiate Instruction</p>	<p>2.1. Assistant Principal: Primary  Principal: Intermediate</p>	<p>2.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>2.1. Lesson Plans &amp; Walkthrough</p>
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>
<p>Students read in English at grade level text in a manner similar to non-ELL students.</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>	

<b>2. Students scoring proficient in Reading.</b>	2.2. Insufficient standard based instruction	2.2. Implement High Yield Instructional Strategies	2.2. Assistant Principal: Primary Principal: Intermediate	2.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	2.2. Walkthrough	
<b>CELLA Goal #2:</b> Improve current level of performance	<u>2012 Current Percent of Students Proficient in Reading :</u>					
	27% 17					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

<b>3. Students scoring proficient in Writing.</b>	3.1. Insufficient standard based instruction	3.1. Set and communicate a purpose for learning and learning goals in each lesson	3.1. Assistant Principal: Primary Principal: Intermediate	3.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	3.1. Walkthrough & Lesson Plans	
<b>CELLA Goal #3:</b>  Improve current level of performance	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	30% 19					
		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 funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</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:</b>			

*End of CELLA Goals*

## Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1a.FCAT 2.0:</b> <b>Students scoring at Achievement Level 3 in mathematics.</b>	1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. Assistant Principal: Primary Principal: Intermediate	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans		

<u>Mathematics Goal #1a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
Improve current level of performance							
	59 24%	Decrease in level 1 and 2 from 60% To 50%					
		1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. Assistant Principal: Primary  Principal: Intermediate	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1a.2. Walkthrough	

		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. Assistant Principal: Primary  Principal: Intermediate	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade- level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results	
<b>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>	1b.2. Insufficient standard based instruction	1b.2. Implement High Yield Instructional Strategies	1b.2. Assistant Principal: Primary  Principal: Intermediate	1b.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes aligned to access points when appropriate *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1b.2. Walkthrough		

<b>Mathematics Goal #1b:</b> Improve current level of performance	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
	50%	Decrease in level 1,2 and 3					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.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		
<b>2a.FCAT 2.0:Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>	2a.1. Lack of differentiation of instruction	2a.1. Provide formative assessments to inform differentiation in instruction	2a.1. Assistant Principal: Primary Principal: Intermediate	2a.1. Determine: *Teachers regularly assess students’ readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students’ learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	2a.1. Walkthrough		

<u>Mathematics Goal #2a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
Improve current level of performance							
	16% 39	Increase in level 4 and 5 by 5%					
		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		2a.3	2a.3	2a.3	2a.3	2a.3	
<b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>	2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. Assistant Principal: Primary Principal: Intermediate	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of studentsaligned to FAA access points	2b1. Walkthrough		

<u>Mathematics Goal #2b:</u> Improve current level of performance	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	50%	Increase in level 7 by 5%					
		2b2.	2b2.	2b2.	2b2.	2b2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

<p><b>3a. FCAT 2.0:</b>  <b>Percentage of students making Learning Gains in mathematics.</b></p>	<p>3a.1.  Lack of student engagement</p>	<p>3a.1.  Differentiate Instruction</p>	<p>3a.1.  Assistant Principal: Primary  Principal: Intermediate</p>	<p>3a.1.  Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level  *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)  *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners  *Teachers provide small group instruction to target specific learning needs.  *These small groups are flexible and change with the content, project and assessments  *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>3a.1.  School Summary of observation section of teacher appraisal results  IPI data when available  State instructional walkthrough when applicable</p>		
<p><u>Mathematics Goal #3a:</u>  Improve current level of performance</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>57%  (88)</p>	<p>100% of students will make a learning gain</p>					
		<p>3a.2.</p>	<p>3a.2.</p>	<p>3a.2.</p>	<p>3a.2.</p>	<p>3a.2.</p>	
		<p>3a.3.</p>	<p>3a.3.</p>	<p>3a.3.</p>	<p>3a.3.</p>	<p>3a.3.</p>	

<b>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</b>	3b.1. Lack of student engagement	3b.1. Differentiate Instruction	3b.1. AP who evaluates teacher	3b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	3b.1. School Summary of observation section of teacher appraisal results  IPI data when available  State instructional walkthrough when applicable		
<u>Mathematics Goal #3b:</u>  Improve current level of performance	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	100% (2)	100% of students will make learning gains					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>4a.FCAT</b> <b>2.0:Percentage of students in Lowest 25% making learning gains in mathematics.</b>	4a.1. Lack of differentiation of instruction	4a.1. Differentiate Instruction	4a.1. Assistant Principal: Primary Principal: Intermediate	4a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	4a.1. Lesson Plans & Walkthrough		
<u>Mathematics Goal #4a:</u> Improve current level of performance	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	46% (19)	100% of students will make a learning gain					

		4a.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4a.2. Create intervention that support core instructional goals and objectives	4a.2. SBLT	4a.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	4a.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs	
		4a.3.	4a.3.	4a.3.	4a.3.	4a.3.	

<p><b>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.</b></p>	<p>4b.1. Lack of differentiation of instruction</p>	<p>4b.1. Differentiate Instruction</p>	<p>4b.1. AP who evaluates teacher</p>	<p>4b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level            *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)            *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners            *Teachers provide small group instruction to target specific learning needs.            *These small groups are flexible and change with the content, project and assessments            *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>4b.1. Lesson Plans &amp; Walkthrough</p>		
<p><u>Mathematics Goal #4b:</u> Improve current level of performance</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>pending</i></p>	<p>100% of students will make a learning gain</p>					

		4b.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4b.2. Create intervention that support core instructional goals and objectives	4ab.2. SBLT	4b.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/ objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	4b.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs	
		4b.3.	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	60	63	67	70	73	77	80

<u>Mathematics Goal</u> <u>#5A:</u> Improve current level of performance							
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>	5b.1. White: Black: Hispanic: Asian: American Indian: Lack of differentiation of instruction	5b.1. Differentiate Instruction	5b.1. Assistant Principal: Primary Principal: Intermediate	5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5b.1. Lesson Plans & Walkthrough		

<u>Mathematics Goal</u> <u>#5B:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013Expected</u> <u>Level of</u> <u>Performance:*</u>					
Improve current level of performance							
	White: 54% 53  Black: 8% 8  Hispanic: 14% 14  Asian: 17% 0  American Indian: 0% 0	100% of student subgroups will make learning gains An increase in proficiency by 10%					
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>	5c.1. Lack of differentiation of instruction	5c.1. Differentiate Instruction	5c.1. AP who evaluates teacher	5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5c.1. Lesson Plans & Walkthrough		
<u>Mathematics Goal #5C:</u>  Improve current level of performance	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	38% (12)	100% of ELL students will make learning gains An increase in proficiency by 10%					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5D. Students with Disabilities (SWD)not making satisfactory progress in mathematics.</b>	5d.1. Lack of differentiation of instruction	5d.1. Differentiate Instruction	5d.1. Assistant Principal: Primary Principal: Intermediate	5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5d.1. Lesson Plans & Walkthrough		
<u>Mathematics Goal #5D:</u> Improve current level of performance	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

	23% (10)	100% of SWD students will make learning gains An increase in proficiency by 10%					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>	5e.1. Lack of differentiation of instruction	5e.1. Differentiate Instruction	5e.1. Assistant Principal: Primary  Principal: Intermediate	5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5e.1. Lesson Plans & Walkthrough		

<u>Mathematics Goal</u> <u>#5E:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013Expected</u> <u>Level of</u> <u>Performance:*</u>					
Improve current level of performance							
	34% (61)	100% of Economically Disadvantaged students will make learning gains An increase in proficiency by 10%					
		5E.2	5E.2	5E.2	5E.2	5E.2	
		5E.3	5E.3	5E.3	5E.3		

*End of Elementary School Mathematics Goals*

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

Illuminate Sessions	K-5	Area 3 math coach	Instructional teachers	Curriculum meetings; Tuesdays; 7:35-8:05	1. Walkthroughs 2. Review of lesson plans	Assistant Principal: Primary Principal: Intermediate
Math Discussions	K-5	Assistant Principal	Instructional teachers	Curriculum meetings: Tuesdays, 7:35-8:05am	1. Walkthroughs 2. Review of lesson plans	Assistant Principal: Primary Principal: Intermediate
Math Lesson Planning and Delivery	K-5	Math District Coach	Instructional teachers, hourly intervention teachers, support staff	September 14, 2012 8:00-12:00pm January 9, 2012 2:00-3:00pm	1. Walkthroughs 2. Review of lesson plans	Assistant Principal: Primary Principal: Intermediate

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

<i>Include only school-based funded activities/materials and exclude district funded activities/materials.</i>			
<i>Evidence-based Program(s)/ Materials(s)</i>			
<i>Strategy</i>	<i>Description of Resources</i>	<i>Funding Source</i>	<i>Amount</i>
Instructional Materials	Vary based on needs	Title One Budget	\$5,604.25 of Title One Budget
Human Resources: MTSS Intervention Facilitator	RtI Coach	Title One Budget	\$22,780.41 of Title One Budget
<b>Subtotal:</b>			
<i>Technology</i>			
<i>Strategy</i>	<i>Description of Resources</i>	<i>Funding Source</i>	<i>Amount</i>
Math and Technology Integration	Technology Specialist	Title One Budget	\$19,472.31 of Title One Budget
<b>Subtotal:\$47,856.97</b>			

<i>Professional Development</i>			
<i>Strategy</i>	<i>Description of Resources</i>	<i>Funding Source</i>	<i>Amount</i>
<b><i>Subtotal:</i></b>			

## Elementary and Middle School Science Goals

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

<b>Elementary and Middle 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1a.FCAT 2.0:Students scoring at Achievement Level 3 in science.</b>	1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans		

<u>Science Goal #1a:</u> Improve current level of performance	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	35% 28	Decrease the number of level 1 and 2					
		1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1a.2. Walkthrough	

		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. Assistant Principal: Primary  Principal: Intermediate	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results	
--	--	---	--	---	--	---	--

<b>Ib. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.</b>	1b.1. Insufficient standard based instruction	1b.1. Set and communicate a purpose for learning and learning goals in each lesson	1b.1. Assistant Principal: Primary Principal: Intermediate	1b.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1b.1. Walkthrough & Lesson Plans		
<b>Science Goal #1b:</b> Improve current level of performance	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	33%	Decrease the number of level 1,2, and 3					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.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		
<b>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b>	2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students’ readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students’ learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b.1. Walkthrough		
<u>Science Goal #2a:</u> Improve current level of performance	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	14% 11	Increase the level 4 and 5 students 5%					
		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		2a.3	2a.3	2a.3	2a.3	2a.3	

<p><b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b></p>	<p>2b.1. Lack of differentiation of instruction</p>	<p>2b.1. Provide formative assessments to inform differentiation in instruction</p>	<p>2b.1. AP who evaluates teacher</p>	<p>2b.1. Determine:            *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction            *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning            *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle            *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points</p>	<p>2b1. Walkthrough</p>		
<p><u>Science Goal #2b:</u> Improve current level of performance</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>67%</p>	<p>Increase the level 7 by 5%</p>					
		<p>2b.2.</p>	<p>2b.2.</p>	<p>2b.2.</p>	<p>2b.2.</p>	<p>2b.2.</p>	
		<p>2b.3</p>	<p>2b.3</p>	<p>2b.3</p>	<p>2b.3</p>	<p>2b.3</p>	

*End of Elementary and Middle School Science Goals*

## Science Professional Development

<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 (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>The Art and Science of Teaching</i> by Marzano	K-5	Grade Level Team Leaders to facilitate	Instructional teachers, hourly intervention teachers and support staff	Weekly PLCs: Wednesdays: 7:35-8:05am	1. Walkthroughs 2. Reviewing Lesson Plans for implementation of Marzano's teaching and learning strategies	Assistant Principal: Primary Principal: Intermediate
Peer Support Lessons for grades 3-5 with fully included ESE students and IVE students	3-5	Cindy Medici/ FI Inclusion Network	General Ed teachers in grades 3-5 with ESE and IVE students fully included during science and other FCAT tested subjects	Pre-school session Monthly debriefing sessions on Wednesdays: 2:00-2:30pm	1. Walkthroughs 2. Student Engagement data through IPI	Assistant Principal: Primary Principal: Intermediate

## 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
Human Resource: MTSS Intervention Facilitator	RtI Coach	Title One Budget	\$22,780.41 of Title One Budget
<b>Subtotal: \$22,780.41</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount

Science and Technology Integration	Technology Specialist	Title One Budget	\$19,472.31 of Title One Budget
<b>Subtotal:\$19,472.31</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>\$42,252.72</b>			
<b>Total:</b> <b>\$42,252.72</b>			

*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 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		
<b>1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>	1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. Assistant Principal: Primary Principal: Intermediate	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans		

<u>Writing Goal #1a:</u> Improve current level of performance	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	72% 58  Level 4 and above 17% 14	Decrease number of level 1,2 and 3 students					
		1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. Assistant Principal: Primary  Principal: Intermediate	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1a.2. Walkthrough	

		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. Assistant Principal: Primary  Principal: Intermediate	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results	
--	--	--	--	---	--	---	--

<b>Ib. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>	1b.1. Insufficient standard based instruction	1b.1. Set and communicate a purpose for learning and learning goals in each lesson	1b.1. Assistant Principal: Primary Principal: Intermediate	1b.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1b.1. Walkthrough & Lesson Plans		
<b>Writing Goal #1b:</b> Improve current level of performance	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	0% Level 7 and above 0%	Decrease number of level 1,2 and 3 students					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	

*End of Writing Goals*

<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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Collaboratively scoring student writing using rubrics	K-5	Mary Osborne, District Writing Facilitator	Instructional teachers, hourly intervention teachers and support staff	Skyview School for Professional Training: Wednesday, November 14, 2012; 2:00-3:00pm	1. Walkthroughs 2. PLC minutes when collaboratively scoring student writing using rubrics	Principal

**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
<b>Subtotal:</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:</b>			

## Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Attendance</b>	1.1. Lack of student engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule		
<b>Attendance Goal #1:</b> Improve current level of performance	<u>2012 Current Attendance Rate:</u> *	<u>2013 Expected Attendance Rate:</u> *					
	95%	Greater than prior year					

	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	153	10% decrease from prior year					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	107	10% decrease from prior year					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

<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.	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
School Wide Behavior Plan review and recommendations for improvement based on student data	K-5	Assistant Principal	School-wide	Every two months at Curriculum Meetings; Tuesdays; 7:35-8:05am	<ol style="list-style-type: none"> <li>Review of student attendance data at Child Study Team</li> <li>Review of Behavior Data at MTSS leadership meetings</li> </ol>	<p>Assistant Principal: MTSS leadership weekly meetings</p> <p>Principal: Bi-monthly CST meetings</p>

Attendance policies/ Interventions	K-5	Social Worker	Instructional staff	October 2012 Curriculum meeting	Monitoring School Attendance Data	Administrators and Social Worker

**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
<b>Subtotal:</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:</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</b>						
---------------------------	------------------------	--	--	--	--	--	--

	<b>Process to Decrease Suspension</b>						
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		
<b>1. Suspension</b>	1.1. Lack of Student Engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule		
<b>Suspension Goal #1:</b> Improve current level of performance	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	6	10% decrease from prior year					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	5	10% decrease from prior year					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	11	10% decrease from prior year					

	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	6	10% decrease from prior year					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		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.	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
School Wide Behavior Plan review and recommendations for improvement based on student data	K-5	Assistant Principal	School wide	Every two months at Curriculum Meetings; Tuesdays; 7:35-8:05am	<ol style="list-style-type: none"> <li>Review of student behavior data at MTSS leadership meetings.</li> <li>Walkthroughs</li> </ol>	Assistant Principal: Primary Principal: Intermediate

### 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
<b>Subtotal:</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:</b>			

*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)).

<b>Dropout Prevention Goal(s)</b>	<b>Problem-solving Process to Dropout Prevention</b>						
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		

<b>1. Dropout Prevention</b> <u>Dropout Prevention Goal #1:</u> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	1.1. Students lack skills to plan for future aspirations and create educational goals	1.1. Implement High Yield Instructional Strategies	1.1. Principal	1.1.	1.1. Walkthrough and teacher appraisal		
Improve current level of performance	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	<i>pending</i>	10% decrease from prior year					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
	<i>pending</i>	Improve rate from prior 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

<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

**Dropout Prevention Budget**(Insert rows as needed)

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

*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)).

<b>Parent Involvement Goal(s)</b>	<b>Problem-solving Process to Parent Involvement</b>						
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		
<b>1. Parent Involvement</b> <u>Parent Involvement Goal #1:</u> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	1.1. Lack of frequent home-school communication in a variety of formats, and allows for families to support and supervise their child’s educational progress	1.1. Provide frequent home-school communication in a variety of formats, and allows for families to support and supervise their child’s educational progress	1.1. SBLT	1.1.	1.1.		
Improve current level of performance  Portal logins by parents	<u>2012 Current level of Parent Involvement.*</u>	<u>2013 Expected level of Parent Involvement.*</u>					
		Increase by 20%					
		1.2.	1.2.	1.2.	1.2.	1.2.	

		1.3.	1.3.	1.3.	1.3.	1.3.	
--	--	------	------	------	------	------	--

### Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Literacy through the Arts parent night trainings	K-5	Principal and Specialists	Parents, students and staff	Thursdays; 6:30-8:00pm 1. October 18,'12 2. November 15,'12 3. December 20,'12 4. February 21,'12 5. May 23, 2013	Parent Surveys	Principal
Parents of English Language Learners Q&A; Reviewing Monthly Newsletter	K-5	ESOL teachers	Parents of ESOL students	Monthly meetings: Fridays; 3:00-3:30pm	Parent Surveys	ESOL teachers

**Parent Involvement Budget**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Interactive Communication w/ Parents	School-wide Agendas	Title One Budget	\$4,268.88

	<b>Subtotal:</b> <b>\$4,268.88</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:</b> <b>\$4,268.88</b>			

*End of Parent Involvement Goal(s)*

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

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

<b>STEM Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
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

<b>STEM Goal #1:</b>  <i>Enter narrative for the goal in this box.</i>	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**

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			

Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</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:</b>			

*End of STEM Goal(s)*

**Career and Technical Education (CTE) Goal(s)**

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

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

<b>CTE Goal #1:</b>  <i>Enter narrative for the goal in this box.</i>	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.

**CTE Professional Development**

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.		
Evidence-based Program(s)/Materials(s)		

Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</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:</b>			

*End of CTE Goal(s)*

**Additional Goal I Wellness (s)**

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

<b>Additional Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
---------------------------	--	--	--	--	--	--	--



	<p>A Data (Options): Not yet meeting Bronze Level on Healthy Schools Inventory</p> <p>Meeting Bronze Level on Healthy Schools Inventory</p> <p>Meeting Silver Level on Healthy Schools Inventory</p> <p>Meeting Gold Level on Healthy Schools Inventory</p> <p>B Data: Being Fit Matters/ Fitnessgram Data by school will be inserted here.</p>	<p>Options Set A: Not yet meeting Bronze Level on Healthy Schools Inventory</p> <p>Meeting Bronze Level on Healthy Schools Inventory</p> <p>Meeting Silver Level on Healthy Schools Inventory</p> <p>Meeting Gold Level on Healthy Schools Inventory</p> <p>B Data: Being Fit Matters/ Fitnessgram School will improve students' scores on one Being Fit Matters/ Fitnessgram Assessment scores for selected by school.</p>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Additional Wellness Goals Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional</b>							
---	--	--	--	--	--	--	--

<b>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
Wellness Objectives and quarterly goal setting	K-5	Crystal Brown, Wellness Coordinator	School-wide	Quarterly notices through e-mail and flyer notifications	Review of staff wellness data; celebrations of individual staff successes	Crystal Brown, Wellness Coordinator

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
<p style="text-align: right;"><b>Subtotal:</b></p>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<p style="text-align: right;"><b>Subtotal:</b></p>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<p style="text-align: right;"><b>Subtotal:</b></p>			

Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

**Additional Goal II Bradley MOU (s)**

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

<b>Additional Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		

<b>1. Additional Goal: Black Academic Achievement</b>	1.1. Lack of differentiation of instruction	1.1. Differentiate Instruction	1.1. AP who evaluates teacher	1.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	1.1. Lesson Plans & Walkthrough		
<b>Additional Goal #1:</b>  There will be an increase in black student achievement	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					

	Reading level 3 and above: 7% (9) Math Level 3 and above: 8% (8)	All black students to make learning gains in reading and math					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Additional MOU Goals Professional Development**

<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
Book Study: <i>The Art and Science of Teaching and Learning</i> by Marzano	K-5	Grade Level Team Leaders to facilitate	Instructional teachers, hourly intervention teachers and support staff	Weekly PLCs: Wednesdays: 7:35-8:05am	<ol style="list-style-type: none"> <li>Walkthroughs</li> <li>Reviewing Lesson Plans for implementation of Marzano’s teaching and learning strategies</li> </ol>	Assistant Principal: Primary Principal: Intermediate
Peer Support Lessons for grades 3-5 with fully included ESE students and IVE students	3-5	Cindy Medici/ FI Inclusion Network	General Ed teachers in grades 3-5 with ESE and IVE students fully included during science and other FCAT tested subjects	Pre-school session Monthly debriefing sessions on Wednesdays: 2:00-2:30pm	<ol style="list-style-type: none"> <li>Walkthroughs</li> <li>Student Engagement data through IPI</li> </ol>	Assistant Principal: Primary Principal: Intermediate

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

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

**Additional Goal III Bradley MOU (s)**

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

<b>Additional Goal(s)</b>	<b>Problem-Solving Process to Increase Student</b>						
---------------------------	--	--	--	--	--	--	--

	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		
<b>1. Additional Goal: Student Engagement for Black Students</b>	1.1. Lack of Student Engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule		
<u>Additional Goal #1:</u> There will be an increase in black student engagement	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	15% (3)	Decrease the percent of Black students receiving referrals, and Receiving in school and out of school suspensions					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Additional MOU II Goals Professional Development**

<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

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

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

**Additional Goal IV Bradley MOU (s)**

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

<b>Additional Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		

<b>1. Additional Goal: Black graduation rate</b>	1.1. Lack of Student Engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Increase in black graduation rate		
<b>Additional Goal #1:</b> There will be an increase in black student graduation rate	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Additional MOU Goals Professional Development**

<b>Professional Development (PD) aligned with</b>						
---	--	--	--	--	--	--

<b>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

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

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



<b>1. Additional Goal: Black advanced Coursework</b>	1.1. Lack of differentiation of instruction	1.1. Differentiate Instruction	1.1. AP who evaluates teacher	1.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	1.1. Lesson Plans & Walkthrough  Professional Development includes equity and cultural responsiveness		
<b>Additional Goal #1:</b>  There will be an increase percent of black students enrolled in rigorous advanced coursework  There will be an increase in performance of black students in rigorous advanced coursework	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*					
		Increase from prior year					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Additional MOU Goals Professional Development**

<b>Professional Development (PD) aligned with</b>						
---	--	--	--	--	--	--

<b>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

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

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

*End of Additional Goal(s)*

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

Please provide the total budget from each section.	
<b>Reading Budget</b>	<b>Total: \$105,890.32</b>
<b>Mathematics Budget</b>	<b>Total: \$47,856.97</b>
<b>Science Budget</b>	<b>Total: \$42,252.72</b>
<b>Writing Budget</b>	<b>Total:</b>
<b>Attendance Budget</b>	<b>Total:</b>
<b>Suspension Budget</b>	<b>Total:</b>
<b>Dropout Prevention Budget</b>	<b>Total:</b>
<b>Parent Involvement Budget</b>	<b>Total:\$4,268.88</b>
<b>Additional Goals</b>	<b>Total:</b>
	<b>Grand Total: \$200,268.88</b>

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

Please provide the total budget from each section.

<b>Reading Budget</b>	<b>Total:\$105,890.32</b>
<b>CELLA Budget</b>	<b>Total:</b>
<b>Mathematics Budget</b>	<b>Total: \$47,856.97</b>
<b>Science Budget</b>	<b>Total: \$42,252.72</b>
<b>Writing Budget</b>	<b>Total:</b>
<b>Civics Budget</b>	<b>Total:</b>
<b>U.S. History Budget</b>	<b>Total:</b>
<b>Attendance Budget</b>	<b>Total:</b>
<b>Suspension Budget</b>	<b>Total:</b>
<b>Dropout Prevention Budget</b>	<b>Total:</b>
<b>Parent Involvement Budget</b>	<b>Total: \$4,268.88</b>
<b>STEM Budget</b>	<b>Total:</b>
<b>CTE Budget</b>	<b>Total:</b>
<b>Additional Goals</b>	<b>Total:</b>
	<b>Grand Total: \$200,268.88</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"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent

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

### School Advisory Council (SAC)

#### *SAC Membership Compliance*

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

Yes       No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.

Describe the projected use of SAC funds.	Amount