# 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: 0531 Carwise Middle School | District Name: Pinellas County Schools                  |
|---|---|
| Principal: Garrison T. Linder           | Superintendent: John A. Stewart, Ed.D.                  |
| SAC Chair: Michael Bertisch             | 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)/<br>Certification(s)   | Number<br>of Years<br>at Current<br>School | Number of<br>Years as an<br>Administrator | Prior Performance Record (include prior School Grades, FCAT/<br>statewide assessment Achievement Levels, learning gains, lowest<br>25%), and AMO progress, along with the associated school year)  |
|-----------|--------------------|--|--|---|--|
| Principal | Garrison T. Linder | M.S. of Education in Admin.<br>and Supervision from Stetson<br>University. | 19   | 25  | Grade: A; Rdg > Level 3: 72; Math > Level 3: 71; Rdg Annual Learning Gains: 71; Math Annual Learning Gains: 71 Rdg (L25) Annual Learning Gains: 68; Math (L25) Annual Learning Gains: 59; Writing > Level 3.5: 90; Science > Level 3: 69 |

| Assistant<br>Principal | Nancy Verigan | M.S. in EDLS from Nova<br>University | 6 | 14 | Grade: A; Rdg > Level 3: 72; Math > Level 3: 71; Rdg Annual Learning Gains: 71; Math Annual Learning Gains: 71 Rdg (L25) Annual Learning Gains: 68; Math (L25) Annual Learning Gains: 59; Writing > Level 3.5: 90; Science > Level 3: 69 |
|------------------------|---------------|--------------------------------------|---|----|--|
| Assistant<br>Principal | Judith Allen  | M.S. in EDLS from USF                | 8 | 8  | Grade: A; Rdg > Level 3: 72; Math > Level 3: 71; Rdg Annual Learning Gains: 71; Math Annual Learning Gains: 71 Rdg (L25) Annual Learning Gains: 68; Math (L25) Annual Learning Gains: 59; Writing > Level 3.5: 90; Science > Level 3: 69 |

#### **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<br>Area  | Name                 | Degree(s)/<br>Certification(s)   | Number of<br>Years at<br>Current School | Number of Years<br>as an Instructional<br>Coach | Prior Performance Record (include prior School Grades, FCAT/<br>Statewide Assessment Achievement Levels, Learning Gains,<br>Lowest 25%), and AMO progress along with the associated<br>school year)   |
|------------------|----------------------|--|---|---|---|
| Language<br>Arts | Michelle Tibbs-Brown | Reading/Language Arts  | 0                                       | 3 years in Florida; 6 years total               | I was at a center; therefore, we did not have traditional AYP data. Our % of students meeting/exceeding for the past three years was 7%, 8% and 9%.   |
| Reading          | Mary Musser          | Bachelor of Arts;<br>Master of Education,<br>Instructional Systems;<br>Elementary Education K-<br>6; Reading Endorsement | 0                                       | 2   | Served prior two years as an embedded literacy coach at Calvin Hunsinger, a K-12 EBD center that does not receive a school grade. The majority of students scored below grade level on the 2012 FCAT 2.0 Reading test, consistent with all prior years, with a 7 point drop in learning gains. Priority School Improvement Plan goals for 2011-12 were to increase independent reading and provide literacy enrichment. Successes in these areas include:50% of elementary students participated in a take-home independent reading program, up from 0% previous year;100% of middle school reading classes instituted regular in-class independent reading, up from 50% previous year;Students in the only high school, regular diploma reading class increased average independent reading time by 600%;For the first time, both an elementary and a middle school Battle of the Books team competed at the county level;Three students submitted writing to the Cross Creek Chronicle, the Pinellas County annual elementary literary magazine. One was published. |

### **Highly Effective Teachers**

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

| I | Description of Strategy  | Person Responsible | Projected Completion Date |
|---|--|--------------------|---------------------------|
|   | Recruit: Transition to Teaching, Collects/Reviews data to determine high-need academic areas   | Principal          | Ongoing                   |
| 2 | Retain: Implementation of recognition programs. (i.e. "Teacher of the Week" parking, Kudo Awards, breakfast, lunch, FCAT cake, birthday cards, etc.) | Principal          | Ongoing                   |

#### 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.

<sup>\*</sup>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 |
|--|---|
| 1  | Provide support to take required certification tests.   |

### Staff Demographics

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

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

| Total Number of Instructional Staff | % of First-<br>Year<br>Teachers | % of Teachers<br>with 1-5 Years<br>of Experience | % of Teachers<br>with 6-14 Years<br>of Experience | % of Teachers<br>with 15+ Years<br>of Experience | % of Teachers<br>with Advanced<br>Degrees | % Highly<br>Effective<br>Teachers | % Reading<br>Endorsed<br>Teachers | % National Board Certified Teachers | % ESOL<br>Endorsed<br>Teachers |
|-------------------------------------|---------------------------------|--|---|--|---|-----------------------------------|-----------------------------------|-------------------------------------|--------------------------------|
| 70                                  | 0                               | 25.7 (18)  | 34.3 (24)   | 40 (28)  | 41.1.1 (29)                               | 99 (69)                           | 15.7 (11)                         | .029 (2)                            | 17.1% (12)                     |

#### 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   |
|---------------|--------------------------------|--|--|
| Brett Bryant  | Bronwyn Main, Kristin Padinske | Technology, location                       | 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 |
| Pam Fergusson | Fran O'Connor, Sara Simmons    | Location, grade level, teaching experience |  |
|               |                                |  |  |

### **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.

June 2012 Rule 6A-1.099811

Revised September 6, 2012

#### 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 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.

Principal- Garrison Linder; Assistant Principals- Nancy Verigan and Judy Allen; Guidance Counselors- Jennifer McGinnis (SBLT facilitator), Margaret Laird and Dawn Simmons; School Psychologist- Sharon Headley; School Social Worker- Susan Dye; General Education- Jason Obara and Jesse Schroeder; Department Heads- Brandi Alahouzos, JoAnn Niles, Adam Tedora, Jacob Merkel, Pam Fergusson, Christine Vehar and Lori Waters

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: 2<sup>nd</sup> and 4<sup>th</sup> Tuesdays of every month

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 SBLT will be responsible for managing and coordinating these efforts between all school teams as well as reviewing and 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.

The RtI Team meets bi-monthly from 8:45 a.m. to 10:00 a.m. to determine how to develop and maintain an effective problem solving system. The team also collaborates with other schools to share best practices at district meetings, etc. Baseline data used: FCAT, PMRN, disciplinary actions, Portal and EDS. Mid-year data used: FAIR, DAR, disciplinary infractions and common area assessments. End of year data used: FAIR, FCAT, disciplinary infractions, final grades, Focus, End of Course exams

Describe the plan to train staff on MTSS.

Professional development will be provided during a faculty meeting at the beginning of the school with additional training sessions held throughout the year (various Wednesday afternoons and various faculty meetings.)

Describe the plan to support MTSS.

The department heads, which are part of the School Based Leadership Team, will communicate and assist with training the staff through department meetings.

#### Literacy Leadership Team (LLT)

#### School-Based Literacy Leadership Team

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

Gary Linder/Principal, Judy Allen/Assistant Principal, Nancy Verigan/Assistant Principal, Mary Musser, Michelle Tibbs-Brown, Christine Vehar, JoAnn Niles, Colleen Ryburn, Rose DeNaro, Cindy Bowen, Tracie Russo, Jacob Merkel, Jesse Schroeder, Rick Gillmore, Toyann Quirk, Sara Simmons, Gloria Burke, Brandi Alahouzos, Fran O'Connor, Barb Alexander, Johanna Anderson, Bronwyn Main, AJ Zahra, Sue Elsey

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
  - o 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
  - o 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.

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

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

- The school Literacy Leadership Team is established to grow the use of literacy strategies in all disciplines. The Team is composed of a cross section of the faculty that act as liaisons to help grow department wide literacy strategies in all classrooms
- The school has a Student Literacy Team that assists in the development and implementation of classroom literacy strategies.
- Teacher evaluations include a provision for teaching reading strategies to students. The teacher summative evaluation, in most cases, uses reading data as a portion of teacher performance.

### PART II: EXPECTED IMPROVEMENTS

### **Reading Goals**

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

| Reading<br>Goals   | Problem-<br>Solving<br>Process<br>to<br>Increase<br>Student<br>Achieve<br>ment |          |   |   |                 |  |
|--|--|----------|---|---|-----------------|--|
| 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<br>Barrier   | Strategy | Person or Position<br>Responsible for<br>Monitoring | Process Used to Determine<br>Effectiveness of<br>Strategy | Evaluation Tool |  |

|                       |                |                   | 1       |   |                            |  |
|-----------------------|----------------|-------------------|---------|---|----------------------------|--|
| 1a.FCAT 2.0:          | 1a.1.          | 1a.1.             | 1a.1.   | 1a.1.   | 1a.1.                      |  |
| Students scoring      | Insufficient   | Set and           |         | Determine Lesson:                             | Walkthrough & Lesson Plans |  |
| at Achievement        | standard based |                   | teacher | *Is aligned with a course                     |                            |  |
|                       | instruction    | a purpose for     |         | standard or benchmark and                     |                            |  |
| Level 3 in            |                | learning and      |         | to the district/school pacing                 |                            |  |
| reading.              |                | learning goals in |         | guide   |                            |  |
|                       |                | each lesson       |         | *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                    |                            |  |
|                       | 1              |                   |         | the learning goal and to                      |                            |  |
|                       | 1              |                   |         | 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                                    |                            |  |
| D - 1 - C - 1 #1      | 2012 Current   | 2013Expected      |         | uic iesson                                    |                            |  |
| Reading Goal #1a:     | Level of       | Level of          |         |   |                            |  |
| l                     | Dorformanae:*  | Performance:*     |         |   |                            |  |
| Improve current level | remormance.    | renormance.       |         |   |                            |  |
| of performance        |                |                   |         |   |                            |  |
|                       |                |                   |         |   |                            |  |
|                       |                |                   |         |   |                            |  |
|                       |                |                   |         |   |                            |  |
|                       |                |                   |         |   |                            |  |
|                       | 28%            |                   |         |   |                            |  |
|                       | 337            | Dogrange          |         |   |                            |  |
|                       |                | Decrease          |         |   |                            |  |
|                       |                | level 1&2         |         |   |                            |  |
|                       |                | from 29%          |         |   |                            |  |
|                       |                |                   |         |   |                            |  |
|                       |                | То                |         |   |                            |  |
|                       |                | 19%               |         |   |                            |  |
|                       |                | 1 / / 0           |         |   |                            |  |
|                       |                |                   |         |   |                            |  |

|   |   | 1a.2.          | 1a.2.                    | 1a.2.                    | 1a.2.                           | 1a.2.                     |  |
|---|---|----------------|--------------------------|--------------------------|---------------------------------|---------------------------|--|
|   |   | Insufficient   | Implement High Yield     | AP who evaluates teacher | Determine:                      | Walkthrough               |  |
|   |   | standard based | Instructional Strategies |                          | *Lesson focuses on essential    | 5                         |  |
|   |   | instruction    |                          |                          | 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.3.          | 1a.3.                    | 1a.3.                    | 1a.3.                           | 1a.3.                     |  |
|   |   | Insufficient   | Increase instructional   | AP who evaluates teacher |                                 | Walkthrough               |  |
|   |   |                | rigor                    |                          |                                 | Teacher Appraisal Results |  |
|   |   | 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 |                           |  |
| I | 1 | 1              | 1                        | 1                        | questions and tasks             |                           |  |

| 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. | Insufficient<br>standard based<br>instruction | Instructional<br>Strategies               | AP who evaluates teacher | Ib.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 |       |       |  |
|--|---|---|--------------------------|--|-------|-------|--|
| Reading Goal #1b: Improve current level of performance                               | Level of<br>Performance:*                     | 2013Expected<br>Level of<br>Performance:* |                          |  |       |       |  |
|  | 53%<br>8                                      | Decrease<br>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                         | Anticipated     | Strategy           | Person or Position | Process Used to Determine                    | Evaluation Tool |  |
|--------------------------------------|-----------------|--------------------|--------------------|--|-----------------|--|
| analysis of student                  | Barrier         |                    | Responsible for    | Effectiveness of                             |                 |  |
| achievement data,                    |                 |                    | Monitoring         | Strategy                                     |                 |  |
| and reference                        |                 |                    |                    |  |                 |  |
| to "Guiding                          |                 |                    |                    |  |                 |  |
| Questions",                          |                 |                    |                    |  |                 |  |
| identify and define                  |                 |                    |                    |  |                 |  |
| areas in need of                     |                 |                    |                    |  |                 |  |
| improvement for the following group: |                 |                    |                    |  |                 |  |
| 2a.FCAT                              | 2a.1.           | 2a.1.              | 2a.1.              | 2a.1.  | 2a.1.           |  |
| 2.0:Students                         |                 | Provide            |                    |  | Walkthrough     |  |
|                                      | differentiation | formative          | teacher            | *Teachers regularly assess                   |                 |  |
| scoring at                           | of instruction  |                    |                    | students' readiness for                      |                 |  |
| or above                             |                 | to inform          |                    | learning and achievement                     |                 |  |
| AchievementL                         | I               | differentiation in |                    | of knowledge and skills                      |                 |  |
| evels 4 and 5 in                     |                 | instruction        |                    | during instruction                           |                 |  |
| reading.                             |                 |                    |                    | *Teachers facilitate                         |                 |  |
| - •••••                              |                 |                    |                    | effective classroom<br>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                    |                 |  |
| Deading Coal #2                      | 2012 Current    | 2013Expected       |                    | students                                     |                 |  |
| Reading Goal #2a:                    | Level of        | Level of           |                    |  |                 |  |
| Improve current level                |                 | Performance:*      |                    |  |                 |  |
| of performance                       |                 |                    |                    |  |                 |  |
| or perrormance                       |                 |                    |                    |  |                 |  |
| 1                                    |                 |                    |                    |  |                 |  |
| 1                                    |                 |                    |                    |  |                 |  |
|                                      |                 |                    |                    |  |                 |  |
|                                      | 43%             | Increase level     |                    |  |                 |  |
|                                      |                 | 4 and 5 by         |                    |  |                 |  |
|                                      |                 | 5%                 |                    |  |                 |  |
|                                      |                 | J 70               |                    |  |                 |  |

|                       |                 | 2a.2.              | 2a.2.   | 2a.2.   | 2a.2.       | 2a.2.          |  |
|-----------------------|-----------------|--------------------|---------|---|-------------|----------------|--|
|                       |                 | ے                  | ∠a.∠.   | Δα.Δ.   | <u></u>     | <u>-</u> 2α.2. |  |
|                       |                 |                    |         |   |             |                |  |
|                       |                 |                    |         |   |             |                |  |
|                       |                 |                    |         |   |             |                |  |
|                       |                 | 2a.3               | 2a.3    | 2a.3  | 2a.3        | 2a.3           |  |
|                       |                 |                    |         |   |             |                |  |
|                       |                 |                    |         |   |             |                |  |
|                       |                 |                    |         |   |             |                |  |
|                       | ļ               |                    |         |   |             |                |  |
| - 50 1 101144         |                 |                    | 2b.1.   | 2b.1.   | 2b1.        |                |  |
| Alternate             | Lack of         | Provide            |         | Determine:  | Walkthrough |                |  |
| Assessment:           | differentiation |                    | teacher | *Teachers regularly assess                          |             |                |  |
| Students scoring      | of instruction  | to inform          |         | students' readiness for<br>learning and achievement |             |                |  |
|                       |                 | differentiation in |         | of knowledge and skills                             |             |                |  |
| at or above Level     |                 | instruction        |         | during instruction                                  |             |                |  |
| 7 in reading.         |                 | mstruction         |         | *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               |             |                |  |
| Deading C - 1 #21     | 2012 Current    | 2013Expected       |         | access points                                       |             |                |  |
| Reading Goal #2b:     | Level of        | Level of           |         |   |             |                |  |
| T                     | Performance:*   | Performance:*      |         |   |             |                |  |
| Improve current level | r criormance.   | r criormance.      |         |   |             |                |  |
| of performance        |                 |                    |         |   |             |                |  |
|                       |                 |                    |         |   |             |                |  |
|                       |                 |                    |         |   |             |                |  |
|                       |                 |                    |         |   |             |                |  |
|                       | 220/            | T 1 1              |         |   |             |                |  |
|                       | 1               | Increase level     |         |   |             |                |  |
|                       | 5               | 7 by 5%            |         |   |             |                |  |
|                       | ļ               |                    | l       | l   | Į           |                |  |

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

|                       | la 1          | h 1           | b 1     | b 1                          | 2 1                             |  |  |
|-----------------------|---------------|---------------|---------|------------------------------|---------------------------------|--|--|
| 3a. FCAT 2.0:         | 3a.1.         | 3a.1.         | 3a.1.   | 3a.1.                        | 3a.1.                           |  |  |
| Percentage of         | Lack of       | Differentiate |         | Content materials            | School Summary of               |  |  |
|                       | student       | Instruction   | teacher | are differentiated by        | observation section of teacher  |  |  |
| students making       | engagement    |               |         | student interests, cultural  | appraisal results               |  |  |
| Learning Gains        | " "           |               |         | background, prior            | 11                              |  |  |
| in reading.           |               |               |         | knowledge of content, and    | IPI data when available         |  |  |
| in reading.           |               |               |         | skill level                  | ii i data when avanable         |  |  |
|                       |               |               |         | Skill level                  | Gr. 4 . 4 . 1 . 11.4 . 1        |  |  |
|                       |               |               |         | *Content materials are       | State instructional walkthrough |  |  |
|                       |               |               |         | appropriately scaffolded to  | when applicable                 |  |  |
|                       |               |               |         | meet the needs of diverse    |                                 |  |  |
|                       |               |               |         | learners (learning readiness |                                 |  |  |
|                       |               |               |         | and specific learning        |                                 |  |  |
|                       |               |               |         | needs)                       |                                 |  |  |
|                       |               |               |         | *Models, examples and        |                                 |  |  |
|                       |               |               |         | questions are appropriately  |                                 |  |  |
|                       |               |               |         | scaffolded to meet the       |                                 |  |  |
|                       | l             |               |         |                              |                                 |  |  |
|                       | l             |               |         | 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.                  |                                 |  |  |
| Reading Goal #3a:     | 2012 Current  | 2013Expected  |         |                              |                                 |  |  |
| reading Goal #3a:     | Level of      | Level of      |         | l                            |                                 |  |  |
| L                     | Darform *     | Performance:* |         | l                            |                                 |  |  |
| Improve current level | refformance:* | remormance:*  |         |                              |                                 |  |  |
| of performance        |               |               |         |                              |                                 |  |  |
|                       |               |               |         | l                            |                                 |  |  |
|                       |               |               |         | l                            |                                 |  |  |
|                       |               |               |         |                              |                                 |  |  |
|                       | 6707          | 1000/         |         | <del> </del>                 |                                 |  |  |
|                       | 67%           | 100%          |         |                              |                                 |  |  |
|                       | 751           |               |         | l                            |                                 |  |  |
|                       |               |               |         |                              |                                 |  |  |
|                       |               | 3a.2.         | 3a.2.   | 3a.2.                        | 3a.2.                           | 3a.2.  |  |
|                       |               |               |         |                              |                                 |  |  |
|                       |               |               |         | l                            |                                 |  |  |
|                       |               |               |         | l                            |                                 |  |  |
|                       |               |               |         | l                            |                                 |  |  |
|                       |               | !             | l .     | l .                          | ļ                               | <u>.                                    </u> |  |

| 3b. Florida Alternate Assessment Percentage of students making Learning Gains in reading.  3b. I.  Alternate Assessment Percentage of students making Learning Gains in reading.  3b. I.  AP who evaluates scacher  3b. I.  AP who evaluates scacher  3b. I.  AP who evaluates scacher  4 Content materials are suppropriately-sarfidded to meet the needs of diverse learners (Learning readiness and specific Learning greeds)  4 Models, examples and greeds and specific Learning group instruction to target specific Learning decay and decay of group instruction to target specific Learning decay and decay of group instruction to target specific Learning decay dependent of the content, project and sassessments  *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.  Reading Goal #3b  Dail Z. Current Level of Performance*  2 Performance*  2 Performance*  2 Performance*  2 Performance*  2 Performance*   |                       | i             | la a          | la a             | la a                         | la a                     | la a  |  |
|--|-----------------------|---------------|---------------|------------------|------------------------------|--------------------------|-------|--|
| Alternate Assessment:  Percentage of students making Learning Gains in reading.  Alternate  Assessment:  Reading Goal #3b  Reading Goal #3b  Improve current level  Improve current level  Improve current level  Instruction  Differentiate student interests, cultural background, prior knowledge and purchase and skill level  Content materials are appropriately scarfolded to meet the needs of diverse learning needs;  *Models, examples and questions are appropriately scarfolded to meet the needs of diverse learning readiness and 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.  Reading Goal #3b  Improve current level  Improve cu | 1                     |               | 3a.3.         | 3a.3.            | 3a.3.                        | 3a3.                     | 3a.3. |  |
| Atternate Assessment Percentage of students making Learning Gains in reading.  Ap who evaluates Student materials Students making Learning Gains in reading.  Ap who evaluates Student materials Students making Learning Gains in reading.  Ap who evaluates Students making Learning Gains Students making Learning Gains Students materials Students materials are appropriately scaffolded to meet the needs of diverse learning needs)  **Models, examples and questions are appropriately scaffolded to meet the needs of diverse learning needs)  **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.  Reading Goal #3b Improve current level  Improve current lev | 1                     |               |               |                  |                              |                          |       |  |
| Atternate Assessment Percentage of students making Learning Gains in reading.  Ap who evaluates Student materials Students making Learning Gains in reading.  Ap who evaluates Student materials Students making Learning Gains in reading.  Ap who evaluates Students making Learning Gains Students making Learning Gains Students materials Students materials are appropriately scaffolded to meet the needs of diverse learning needs)  **Models, examples and questions are appropriately scaffolded to meet the needs of diverse learning needs)  **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.  Reading Goal #3b Improve current level  Improve current lev | 1                     |               |               |                  |                              |                          |       |  |
| Atternate Assessment:  Bristruction  Assessment:  Assessment:  Assessment:  Assessment:  Assessment:  Assessment:  Bristruction  Instruction  Instru | 1                     |               |               |                  |                              |                          |       |  |
| Atternate Assessment Percentage of students making Learning Gains in reading.  Ap who evaluates Student materials Students making Learning Gains in reading.  Ap who evaluates Student materials Students making Learning Gains in reading.  Ap who evaluates Students making Learning Gains Students making Learning Gains Students materials Students materials are appropriately scaffolded to meet the needs of diverse learning needs)  **Models, examples and questions are appropriately scaffolded to meet the needs of diverse learning needs)  **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.  Reading Goal #3b Improve current level  Improve current lev | 3b. Florida           | 3b.1.         | 3b.1.         | 3b.1.            | 3b.1.                        | 3b.1.                    |       |  |
| Assessment: Percentage of students making Learning Gains in reading.  Instruction and specific learning in readings in reading.  Instruction and specific learning in readiness and specific l |                       |               | Differentiate | AP who evaluates | Content materials            | School Summary of        |       |  |
| Percentage of students making Learning Gains in reading.    Student making Learning Gains in reading.   Student materials are appropriately scaffolded to meet the needs of diverse learning (learning readiness and specific learning needs)   Models, examples and questions are appropriately scaffolded to meet the needs of diverse learning needs)   Models, examples and questions are appropriately scaffolded to meet the needs of diverse learning needs   Models, examples and questions are appropriately scaffolded to meet the needs of diverse learning needs   Teachers provide small group instruction to target specific learning needs   Teachers provide 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.   |                       |               |               |                  |                              |                          |       |  |
| students making Learning Gains in reading.    Pidata when available  | A aaaaaaaaaaa aaata   | 1             | instruction   | leading.         |                              |                          |       |  |
| knowledge of content, and skill level of Content materials are appropriately scalfolded 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 is reflected to meet the needs of diverse learners "Teachers provide small group is reflected to meet the needs of diverse learners "Teachers provide small group is reflected to meet the needs of diverse learners "Teachers provide small group is reflected to meet the needs of diverse learners "Teachers provide small group is reflected to meet the needs of diverse learners "Teachers provide assessments "Flesse 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.  Reading Goal #3b; 2012 Current Level of Level o | Percentage of         | Cingagement   |               |                  | background prior             | appraisar resurts        |       |  |
| Skill level  "Content materials are appropriately scaffolded to meet the necks of diverse learners (learning readiness and specific learning necks)  "Models, examples and questions are appropriately scaffolded to meet the neck of diverse learners are appropriately scaffolded to meet the necks of diverse learners are appropriately scaffolded to meet the necks of diverse learners are appropriately scaffolded to meet the necks of diverse learners are provided 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.  Reading Goal #3b; 2012 Current Level of |                       |               |               |                  | knowledge of content and     | IDI data when available  |       |  |
| "Content materials are appropriately scaffolded to meet the needs of diverse learning readiness and specific learning needs) "Models, examples and questions 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.  Reading Goal #3b; 2012 Current Level of Improve current level Performance." Performance."  |                       |               |               |                  | skill lovel                  | II I data when available |       |  |
| 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.  Reading Goal #3b:  Reading Goal #3b: Level of Level of Level of Level of Level of Performance.*  Performance:*  *Performance:*  **Performance:*  **Perf | Learning Gains        |               |               |                  |                              | S4-4-:                   |       |  |
| 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.  Reading Goal #3b: 2012 Current 2013Expected Level of Level of Level of Performance:*  Reformance:*  Reformance:*  Performance:**  | in reading.           |               |               |                  |                              |                          |       |  |
| 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.  Reading Goal #3b: 2012 Current 2013 Expected Level of Performance:*   | g-                    |               |               |                  |                              | when applicable          |       |  |
| 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 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.  Reading Goal #3b.  Level of Performance:*  |                       |               |               |                  |                              |                          |       |  |
| *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.  Reading Goal #3b:  Reading Goal #3b:  Level of Level of Level of Level of Level of Performance:*  Performance:*  *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group sare 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.   |                       |               |               |                  | learners (learning readiness |                          |       |  |
| *Models, examples and questions are appropriately scalfolded 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.  Reading Goal #3b: 2012 Current Level of Level of Performance:*  *Performance:*  *Performance:*  *Performance:*  **  **  **  **  **  **  **  **  **  |                       |               |               |                  | and specific learning        |                          |       |  |
| 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.  Reading Goal #3b:  Reading Goal #3b:  2012 Current Level of Performance:*  Performance:*  Quastiona are appropriately scaffolded to meet the needs of difficulty scaffolded to meet the nee |                       |               |               |                  | needs)                       |                          |       |  |
| 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.  Reading Goal #3b 2012 Current   2013 Expected   Level of   Level of   Performance:*   Performance:*   Performance:*   Performance:*   |                       |               |               |                  | *Models, examples and        |                          |       |  |
| 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.  Reading Goal #3b: Level of Performance:*    Performance:*   Performance:*  |                       |               |               |                  | questions are appropriately  |                          |       |  |
| *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.  Reading Goal #3b: 2012 Current Level of Performance:*    Performance: *   Per |                       |               |               |                  |                              |                          |       |  |
| 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.  Reading Goal #3b: Level of Performance:*    Performance:*   Performanc |                       |               |               |                  |                              |                          |       |  |
| 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.  Reading Goal #3b: Level of Performance:*    Performance:*   Performanc |                       |               |               |                  | *Teachers provide small      |                          |       |  |
| 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.  Reading Goal #3b: 2012 Current Level of Level of Level of Performance.*  Performance.*  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.  |                       |               |               |                  | group instruction to target  |                          |       |  |
| *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.  Reading Goal #3b: 2012 Current Level of Improve current level    Level of   Performance.*   Performance.*   |                       |               |               |                  | specific learning needs.     |                          |       |  |
| 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.  Reading Goal #3b: 2012 Current Level of Performance:*  Improve current level  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.  |                       |               |               |                  | *These small groups are      |                          |       |  |
| 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.  Reading Goal #3b: 2012 Current Level of Performance:*    Description of the content, project and assessments  |                       |               |               |                  | flexible and change with     |                          |       |  |
| assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.  Reading Goal #3b: 2012 Current Level of Performance:*    Level of   |                       |               |               |                  | the content project and      |                          |       |  |
| *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.  Reading Goal #3b: 2012 Current Level of Performance:*    Level of Performance:*   |                       |               |               |                  |                              |                          |       |  |
| opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.  Reading Goal #3b: 2012 Current Level of Performance:* Performance:*  |                       |               |               |                  |                              |                          |       |  |
| demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.  Reading Goal #3b: 2012 Current Level of Performance:* Performance:*   |                       |               |               |                  | opportunities to             |                          |       |  |
| knowledge and understanding in different ways, which includes varying degrees of difficulty.  Reading Goal #3b: 2012 Current Level of Performance:* Performance:*  |                       |               |               |                  | demonstrate or express       |                          |       |  |
| Reading Goal #3b: 2012 Current Level of Performance:*  |                       |               |               |                  |                              |                          |       |  |
| ways, which includes varying degrees of difficulty.  Reading Goal #3b: 2012 Current Level of Level of Performance:*  Performance:*  Ways, which includes varying degrees of difficulty.  |                       | 1             | 1             |                  | understanding in different   |                          |       |  |
| Varying degrees of difficulty.   |                       |               |               |                  |                              |                          |       |  |
| Reading Goal #3b: 2012 Current Level of Level of Performance:* Performance:*   |                       |               |               |                  |                              |                          |       |  |
| Reading Goal #3b: 2012 Current Level of Level of Performance:* Performance:*   |                       | 1             | 1             |                  | varying degrees of           |                          |       |  |
| Improve current level Performance:* Performance:*  | D 11 G 1 1121         | 2012 G        | 20125         |                  | anneuity.                    |                          |       |  |
| Improve current level Performance:* Performance:*  | Reading Goal #3b:     | 2012 Current  | 2013Expected  |                  |                              |                          |       |  |
| improve current rever  |                       | Level of      | Level of      |                  |                              |                          |       |  |
|  | Improve current level | Performance:* | Performance:* |                  |                              |                          |       |  |
|  |                       |               |               |                  |                              |                          |       |  |
|  | *                     |               |               |                  |                              |                          |       |  |
|  |                       |               |               |                  |                              |                          |       |  |
|  |                       |               |               |                  |                              |                          |       |  |
|  |                       |               |               |                  |                              |                          |       |  |
|  |                       |               | 1000/         |                  | <del> </del>                 |                          |       |  |
| 53% 100%   |                       | 53%           | 100%          |                  |                              |                          |       |  |
|  |                       | 8             |               |                  |                              |                          |       |  |
|  |                       |               |               |                  |                              |                          |       |  |

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

| 4a.FCAT               | 4a.1.           | 4a.1.         | 4a.1.            | 4a.1.                        | 4a.1.                      |  |
|-----------------------|-----------------|---------------|------------------|------------------------------|----------------------------|--|
|                       | Lack of         | Differentiate | AP who evaluates | Content materials            | Lesson Plans & Walkthrough |  |
| 2.0:Percentage        | differentiation |               | teacher          | are differentiated by        | Lesson Flans & Walkunough  |  |
| of students in        | of instruction  | ilisti uction | leacher          | student interests, cultural  |                            |  |
| Lowest 25%            | of misu action  |               |                  | background, prior            |                            |  |
|                       |                 |               |                  | knowledge of content, and    |                            |  |
| making learning       |                 |               |                  | skill level                  |                            |  |
| gains in reading.     |                 |               |                  | *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.                  |                            |  |
| Reading Goal #4a:     | 2012 Current    | 2013Expected  |                  |                              |                            |  |
|                       | Level of        | Level of      |                  |                              |                            |  |
| Improve current level | Performance:*   | Performance:* |                  |                              |                            |  |
| of performance        |                 |               |                  |                              |                            |  |
| 1                     |                 |               |                  |                              |                            |  |
|                       |                 |               |                  |                              |                            |  |
|                       |                 |               |                  |                              |                            |  |
|                       |                 |               |                  |                              |                            |  |
|                       | 63%             | 100%          |                  |                              |                            |  |
|                       | 181             | 100/0         |                  |                              |                            |  |
|                       | 101             |               |                  |                              |                            |  |
|                       |                 |               | l                | l                            |                            |  |

|          |  | 4a.2.            | 4a.2.                   | 4a.2. | 4a.2.                            | 4a.2.                                   |  |
|----------|--|------------------|-------------------------|-------|----------------------------------|---|--|
| -        |  | Insufficient     | Create intervention     | SBLT  | *SBLT utilizes data to plan for  | Evidence of core teachers and           |  |
|          |  | intervention     | that support core       |       | a sufficient number and variety  | intervention teachers communicating and |  |
|          |  | supports exist   | instructional goals and |       |                                  | planning;                               |  |
|          |  | to address the   | objectives              |       | *Intervention and core teachers  | Lesson Plans & Walkthroughs             |  |
|          |  | varying needs of |                         |       | communicate and plan together    |   |  |
|          |  | students across  |                         |       | regularly                        |   |  |
|          |  | academic and     |                         |       | *Intervention curriculum is      |   |  |
|          |  | engagement areas |                         |       | 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     |   |  |
| 1        |  |                  |                         |       | core courses                     |   |  |
| $\vdash$ |  | 4 2              | 4.2                     | 1     | 1 2                              | 4.2                                     |  |
|          |  | 4a.3             | 4a.3.                   | 4a.3. | 4a.3.                            | 4a.3.                                   |  |
| 1        |  |                  |                         |       |                                  |   |  |
| -        |  |                  |                         |       |                                  |   |  |
|          |  |                  |                         |       |                                  |   |  |
| ┖        |  |                  |                         | l .   |                                  |   |  |

| 41 53 11              | T41 1           | 41 1          | 41 1             | I41 1                        | 41 1                       | 1 |  |
|-----------------------|-----------------|---------------|------------------|------------------------------|----------------------------|---|--|
| 4b. Florida           |                 | 4b.1.         | 4b.1.            |                              | 4b.1.                      |   |  |
| Alternate             |                 | Differentiate | AP who evaluates |                              | Lesson Plans & Walkthrough |   |  |
|                       | differentiation | Instruction   | teacher          | are differentiated by        |                            |   |  |
| Assessment:           | of instruction  |               |                  | student interests, cultural  |                            |   |  |
| Percentage            |                 |               |                  | background, prior            |                            |   |  |
| of students in        |                 |               |                  | knowledge of content, and    |                            |   |  |
|                       |                 |               |                  | skill level                  |                            |   |  |
| Lowest 25%            |                 |               |                  | *Content materials are       |                            |   |  |
| making learning       |                 |               |                  | appropriately scaffolded to  |                            |   |  |
| gains in reading.     |                 |               |                  | meet the needs of diverse    |                            |   |  |
| gams in reading.      |                 |               |                  | learners (learning readiness |                            |   |  |
|                       |                 |               |                  | 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.                  |                            |   |  |
| Reading Goal #4b      | 2012 Current    | 2013Expected  |                  |                              |                            |   |  |
|                       | Level of        | Level of      |                  |                              |                            |   |  |
| Improve current level | Performance:*   | Performance:* |                  |                              |                            |   |  |
| of performance        |                 |               | 1                | l                            |                            |   |  |
| T r community         |                 |               |                  |                              |                            |   |  |
|                       |                 |               |                  |                              |                            |   |  |
| 1                     |                 |               | 1                | l                            |                            |   |  |
|                       |                 |               |                  |                              |                            |   |  |
|                       |                 |               |                  |                              |                            |   |  |
|                       | 46%             | 100%          |                  |                              |                            |   |  |
|                       | 13              |               |                  |                              |                            |   |  |
|                       |                 |               |                  |                              |                            |   |  |
|                       |                 |               | •                |                              |                            |   |  |

|   |                                      | Insufficient intervention supports exist | Create intervention<br>that support core<br>instructional goals and<br>objectives | SBLT      | *SBLT utilizes data to plan for a sufficient number and variety | intervention teachers communicating and planning; Lesson Plans & Walkthroughs |     |
|---|--------------------------------------|--|---|-----------|---|---|-----|
|   |                                      | 4b.3                                     | 4b.3.   |           | reviewing student success in core courses                       | 4b.3.   |     |
|   |                                      | 40.5                                     | <b>1</b> 0.3.   | 40.5.     | 10.3.   | 10.3.   |     |
| Based on Ambitious<br>but Achievable<br>Annual Measurable<br>Objectives (AMOs),<br>Reading and Math<br>Performance Target | 2011-2012                            | 2012-2013                                | 2013-2014   | 2014-2015 | 2015-2016   | 2016-2017   |     |
| but Achievable<br>Annual<br>Measurable  | Baseline<br>data 2010-<br>2011<br>80 | 83                                       | 87  | 90        | 93  | 97  | 100 |

| Reading Goal<br>#5A:  |   |               |                               |  |                                     |  |
|---|---|---------------|-------------------------------|--|-------------------------------------|--|
| 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<br>Barrier                                | Strategy      | Responsible for<br>Monitoring | Process Used to Determine<br>Effectiveness of<br>Strategy  |                                     |  |
| subgroups   | 5b.1.<br>Lack of<br>differentiation<br>of instruction | Differentiate | AP who evaluates<br>teacher   | 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 | 5b.1.<br>Lesson Plans & Walkthrough |  |
|   |   |               |                               | flexible and change with<br>the content, project and<br>assessments<br>*Students are provided<br>opportunities to<br>demonstrate or express<br>knowledge and<br>understanding in different<br>ways, which includes<br>varying degrees of<br>difficulty.  |                                     |  |

| Reading Goal #5B: Improve current level of performance   | Level of   | 2013Expected<br>Level of<br>Performance:*  |                               |                                 |                 |       |  |
|--|--|--|-------------------------------|---------------------------------|-----------------|-------|--|
|  |  |  |                               |                                 |                 |       |  |
|  | 75%<br>641<br>Black:<br>4%<br>34<br>Hispanic:<br>11% | 100% of all subgroups to make a learning gain Increase proficiency of all subgroups by 10% |                               |                                 |                 |       |  |
|  | 5  |  |                               |                                 |                 |       |  |
| Based on the   | Anticipated  | 5B.3.<br>Strategy  |                               | 5B.3. Process Used to Determine |                 | 5B.3. |  |
| analysis of student<br>achievement data,<br>and reference<br>to "Guiding<br>Questions",<br>identify and define<br>areas in need of<br>improvement for the<br>following subgroup: | Barrier  | Suategy  | Responsible for<br>Monitoring | Effectiveness of Strategy       | Evaluation 1001 |       |  |

| 5C English            | 5c.1.           | 5c.1.         | 5c.1.            | 5c.1.   | 5c.1.                      |  |
|-----------------------|-----------------|---------------|------------------|---|----------------------------|--|
|                       | Lack of         | Differentiate | AP who evaluates | Content materials                                     | Lesson Plans & Walkthrough |  |
| Language              | differentiation |               | teacher          | are differentiated by                                 | Lesson Flans & Walkunough  |  |
| Learners (ELL)        | of instruction  | instruction   | teachei          | student interests, cultural                           |                            |  |
| not making            | of msu action   |               |                  | background, prior                                     |                            |  |
|                       |                 |               |                  | knowledge of content, and                             |                            |  |
| satisfactory          |                 |               |                  | skill level   |                            |  |
| progress in           |                 |               |                  | *Content materials are                                |                            |  |
| reading.              |                 |               |                  |   |                            |  |
| g.                    |                 |               |                  | 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.   |                            |  |
| Reading Goal          | 2012 Current    | 2013Expected  |                  |   |                            |  |
| rtearing ocur         | Level of        | Level of      |                  |   |                            |  |
| #5C:                  | Performance:*   | Performance:* |                  |   |                            |  |
| , , ,                 |                 |               |                  |   |                            |  |
| Improve current level |                 |               |                  |   |                            |  |
| of performance        |                 |               |                  |   |                            |  |
|                       |                 |               |                  |   |                            |  |
|                       |                 |               |                  |   |                            |  |
|                       |                 |               |                  |   |                            |  |
|                       |                 |               |                  |   |                            |  |

| l e   |                        | 100% of<br>ELL students      |   |   |                 |       |  |
|---|------------------------|------------------------------|---|---|-----------------|-------|--|
|   |                        | to make a                    |   |   |                 |       |  |
|   |                        | learning gain<br>An increase |   |   |                 |       |  |
|   |                        | in proficiency<br>by 10%     |   |   |                 |       |  |
|   |                        | _                            | 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<br>Barrier | Strategy                     | Person or Position<br>Responsible for<br>Monitoring | Process Used to Determine<br>Effectiveness of<br>Strategy | Evaluation Tool |       |  |

| 5D. Students          | 5d.1.           | 5d.1.         | 5d.1. | 5d.1.                                 | 5d.1.                      |   |
|-----------------------|-----------------|---------------|-------|---------------------------------------|----------------------------|---|
| with Disabilities     | Lack of         | Differentiate |       | Content materials                     | Lesson Plans & Walkthrough | l |
|                       | differentiation |               |       | are differentiated by                 |                            | l |
| (SWD) not             | of instruction  |               |       | student interests, cultural           |                            | l |
| making                |                 |               |       | background, prior                     |                            | l |
| satisfactory          |                 |               |       | knowledge of content, and             |                            | l |
| progress in           |                 |               |       | skill level                           |                            | l |
|                       |                 |               |       | *Content materials are                |                            | 1 |
| reading.              |                 |               |       | appropriately scaffolded to           |                            | l |
|                       |                 |               |       | meet the needs of diverse             |                            | l |
|                       |                 |               |       | learners (learning readiness          |                            | l |
|                       |                 |               |       | and specific learning                 |                            | l |
|                       |                 |               |       | needs)                                |                            | l |
|                       |                 |               |       | *Models, examples and                 |                            | l |
|                       |                 |               |       | questions are appropriately           |                            | 1 |
|                       |                 |               |       | scaffolded to meet the                |                            | l |
|                       |                 |               |       | needs of diverse learners             |                            | 1 |
|                       |                 |               |       | *Teachers provide small               |                            | l |
|                       |                 |               |       | group instruction to target           |                            | l |
|                       |                 |               |       | specific learning needs.              |                            | 1 |
|                       |                 |               |       | *These small groups are               |                            | l |
|                       |                 |               |       | flexible and change with              |                            | 1 |
|                       |                 |               |       | the content, project and              |                            | l |
|                       |                 |               |       | assessments<br>*Students are provided |                            | 1 |
|                       |                 |               |       | opportunities to                      |                            | l |
|                       |                 |               |       | demonstrate or express                |                            | l |
|                       |                 |               |       | knowledge and                         |                            | l |
|                       |                 |               |       | understanding in different            |                            | l |
|                       |                 |               |       | ways, which includes                  |                            | l |
|                       |                 |               |       | varying degrees of                    |                            | 1 |
|                       |                 |               |       | difficulty.                           |                            | 1 |
| Reading Goal          | 2012 Current    | 2013 Expected |       |                                       |                            |   |
| #5D:                  | Level of        | Level of      |       |                                       |                            |   |
| #3D <u>:</u>          | Performance:*   | Performance:* |       |                                       |                            |   |
| T1                    |                 |               |       |                                       |                            |   |
| Improve current level |                 |               |       |                                       |                            |   |
| of performance        |                 |               |       |                                       |                            |   |
|                       |                 |               |       |                                       |                            |   |
|                       |                 |               |       |                                       |                            |   |
|                       |                 |               |       |                                       |                            |   |
|                       |                 |               |       |                                       |                            |   |

|   | 42                     | 100% of all<br>SWD students<br>to make a<br>learning gain<br>An increase<br>in proficiency<br>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<br>Barrier | Strategy   | Person or Position<br>Responsible for<br>Monitoring | Process Used to Determine<br>Effectiveness of<br>Strategy | Evaluation Tool |       |  |

| 5E. Economically                     | 5e 1            | 5e.1.         | 5e.1.   | 5e.1.                                 | 5e.1.                      |  |
|--------------------------------------|-----------------|---------------|---------|---------------------------------------|----------------------------|--|
| SE. Economicany                      | Lack of         | Differentiate |         | Content materials                     | Lesson Plans & Walkthrough |  |
| Disadvantaged                        | differentiation |               |         | are differentiated by                 | Lesson i ians & warkinough |  |
| students                             | of instruction  | mstruction    | tedener | student interests, cultural           |                            |  |
| not making                           | or mstruction   |               |         | background, prior                     |                            |  |
| satisfactory                         |                 |               |         | knowledge of content, and             |                            |  |
|                                      |                 |               |         | skill level                           |                            |  |
| progress in                          |                 |               |         | *Content materials are                |                            |  |
| reading.                             |                 |               |         | 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<br>*Students are provided |                            |  |
|                                      |                 |               |         | opportunities to                      |                            |  |
|                                      |                 |               |         | demonstrate or express                |                            |  |
|                                      |                 |               |         | knowledge and                         |                            |  |
|                                      |                 |               |         | understanding in different            |                            |  |
|                                      |                 |               |         | ways, which includes                  |                            |  |
|                                      |                 |               |         | varying degrees of                    |                            |  |
|                                      |                 |               |         | difficulty.                           |                            |  |
| Reading Goal                         | 2012 Current    | 2013Expected  |         | ,                                     |                            |  |
| #5E:                                 | Level of        | Level of      |         |                                       |                            |  |
| #3 <u>E.</u>                         | Performance:*   | Performance:* |         |                                       |                            |  |
|                                      |                 |               |         |                                       |                            |  |
| Improve current level of performance |                 |               |         |                                       |                            |  |
| or perrormance                       |                 |               |         |                                       |                            |  |
| 1                                    |                 |               |         |                                       |                            |  |
|                                      |                 |               |         |                                       |                            |  |
|                                      |                 |               |         |                                       |                            |  |
|                                      |                 |               |         |                                       |                            |  |

|     | 100% of all    |      |       |       |       |  |
|-----|----------------|------|-------|-------|-------|--|
| 204 | 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  | 5E.3  |  |

# **Reading Professional Development**

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity. |                         |  |   |  |  |   |
|--|-------------------------|--|---|--|--|---|
| PD Content/Topic<br>and/or PLC Focus   | Grade Level/<br>Subject | PD Facilitator<br>and/or<br>PLC Leader | PD Participants<br>(e.g., PLC, subject, grade level,<br>or school-wide) | Target Dates (e.g., early release)<br>and Schedules (e.g., frequency of<br>meetings) | Strategy for Follow-up/Monitoring  | Person or Position Responsible for Monitoring |
| LLT  | 6/7/8                   | Judy Allen and<br>JoAnn Niles          | School-wide   | Monthly meetings   | Reading teachers collaborate with content area teachers to share reading strategies for success. | LLT and Administration                        |
| District Reading Cadre<br>Meetings   | 6/7/8                   | Various Reading PD Facilitators        | Reading Department  |  | Teachers meet in grade level and content area PLCs Administration                                | Administration                                |
| Reading PLC  | 6/7/8                   | Department Head                        | Reading Teachers  | 4 <sup>th</sup> Tuesday  | Meeting Minutes  | Reading Department Head                       |
| Language Arts PLC  | 6/7/8                   | Department Head                        | Language Art Teachers   | 4 <sup>th</sup> Tuesday  | Meeting Minutes  | Reading Department Head                       |

| Literacy Content | 6/7/8 | 6-12 Eng/LA<br>Supervisor                   | All faculty | 11/28/2012 | Sign-in-sheets | Pro-Ed facilitator |
|------------------|-------|---|-------------|------------|----------------|--------------------|
| Complex Text     | 6/7/8 | Reading and<br>Literacy staff<br>developers | All faculty | 1/30/2012  | Sign-in-sheets | Pro-Ed facilitator |

### 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 |  |
|  |                          |                |        |  |
| Subtotal:                              |                          |                |        |  |
| Technology                             |                          |                |        |  |
| Strategy                               | Description of Resources | Funding Source | Amount |  |
|  |                          |                |        |  |
| Subtotal:                              |                          |                |        |  |
| Professional Development               |                          |                |        |  |
| Strategy                               | Description of Resources | Funding Source | Amount |  |
|  |                          |                |        |  |
| Subtotal:                              |                          |                |        |  |
| Other                                  |                          |                |        |  |
| Strategy                               | Description of Resources | Funding Source | Amount |  |
|  |                          |                |        |  |
| Subtotal:                              |                          |                |        |  |
| Total:\$0.00                           |                          |                |        |  |
| E 1 CD 1: C 1                          |                          |                |        |  |

### 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]). June 2012 Rule 6A-1.099811

Revised September 6, 2012

| CELLA Goals   | Problem-Solving<br>Process to Increase<br>Language Acquisition |   |   |   |                 |  |
|---|--|---|---|---|-----------------|--|
| Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students. | Anticipated Barrier  | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |  |
| 1. Students scoring proficient in Listening/Speaking.   | instruction  | 1.1. Provide formative assessments to inform differentiation in instruction | AP who evaluates teacher                      | 1.1.  |                 |  |
| Improve current level of performance  | E COV  |   |   |   |                 |  |
|   | 56%<br>5   |   |   |   |                 |  |

|   |                     | Lack of differentiation of instruction | Differentiate Instruction                     |   | 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. |      |
|---|---------------------|--|---|---|---|------|
|   |                     | 1.3.                                   | 1.3.  | 1.3.  | 1.3.  | 1.3. |
| Students read in English at grade level text in a manner similar to non-ELL students. | Anticipated Barrier | Strategy                               | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool   |      |

| 2. Students scoring   | 2.2.  | 2.2.  | 2.2.   | 2.2.  | 2.2.            |      |
|---|---|---|--|---|-----------------|------|
| proficient in Reading.  | Insufficient standard based instruction                 | Implement High Yield Instructional Strategies | AP who evaluates teacher                         | 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 | Walkthrough     |      |
| Improve current level of performance  | 2012 Current Percent of Students Proficient in Reading: |   |  |   |                 |      |
|   | 67%<br>6  |   |  |   |                 |      |
|   |   |   |  | 2.2.  |                 | 2.2. |
|   |   |   |  | 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<br>for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool |      |

| 3. Students scoring proficient in Writing.          | 3.1. Insufficient standard based instruction               | 3.1. Set and communicate a purpose for learning and learning goals in each lesson | AP who evaluates teacher | Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussior 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  |      |      |
| CELLA Goal #3: Improve current level of performance | 2012 Current Percent of Students<br>Proficient in Writing: |   |                          | inc iesson   |      |      |
|   | 33%  | 2.2.  | 2.2.                     | 2.2.   | 2.2. | 2.2. |
|   |  |   |                          | 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 |  |
| Saltadal.                                 |                          |                |        |  |
| Subtotal:                                 |                          |                |        |  |
| Technology                                |                          |                |        |  |
| Strategy                                  | Description of Resources | Funding Source | Amount |  |
|   |                          |                |        |  |
| Subtotal:                                 |                          |                |        |  |
| Professional Development                  |                          |                |        |  |
| Strategy                                  | Description of Resources | Funding Source | Amount |  |
|   |                          |                |        |  |
| Subtotal:                                 |                          |                |        |  |
| Other                                     |                          |                |        |  |
| Strategy                                  | Description of Resources | Funding Source | Amount |  |
|   |                          |                |        |  |
| Subtotal:                                 |                          |                |        |  |
| Total: \$0.00                             |                          |                |        |  |

End of CELLA Goals

#### **Middle School Mathematics Goals**

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

| Middle<br>School<br>Math<br>ematics Goals  | Problem-<br>Solving<br>Process to<br>Increase<br>Student<br>Achievem<br>ent |  |   |  |                                     |  |
|--|---|--|---|--|-------------------------------------|--|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated<br>Barrie   | Strategy   | Person or Position<br>Responsible for<br>Monitoring | Process Used to Determine<br>Effectiveness of<br>Strategy  | Evaluation Tool                     |  |
| 1a.FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.   | Insufficient standard based instruction                                     | 1a.1. Set and communicate a purpose for learning and learning goals in each lesson | teacher   | Ia.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.<br>Walkthrough & Lesson Plans |  |

| Mathematics Goal #1a: Improve current level of performance | 2012 Current<br>Level of<br>Performance:* | 2013Expected<br>Level of<br>Performance:*   |   |                                   |  |  |
|--|---|---|---|-----------------------------------|--|--|
|  |   | Decrease in level 1 and 2 from 29% to 19% la.2. Insufficient standard based instruction | la.2.<br>Implement High Yield<br>Instructional Strategies | 1a.2.<br>AP who evaluates teacher |  |  |

| T                        | l               | 1a.3.          | 1a.3.                  | 1a.3.                                | 1a.3.                           | 1a.3.                     |  |
|--------------------------|-----------------|----------------|------------------------|--------------------------------------|---------------------------------|---------------------------|--|
| 1                        | 1               | Insufficient   | Increase instructional | AP who evaluates teacher             |                                 | Walkthrough               |  |
|                          |                 | standard based | rigor                  |                                      | Teachers provide instruction    | Teacher Appraisal Results |  |
|                          |                 | 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             |                           |  |
| 1b. Florida              | 1b.2.           | 1b.2.          | 1b.2.                  | 1b.2.                                | 1b.2.                           |                           |  |
| Alternate                | Insufficient    | Implement      | AP who evaluates       | Determine:                           | Walkthrough                     |                           |  |
| A                        | standard based  | High Yield     | teacher                | *Lesson focuses on essential         |                                 |                           |  |
| Assessment:              | instruction     | Instructional  |                        | learning objectives and goals by     |                                 |                           |  |
| Students scoring at      |                 | Strategies     |                        | specifically stating the purpose for |                                 |                           |  |
| Levels 4, 5, and 6 in    |                 |                |                        | learning, lesson agenda and expected |                                 |                           |  |
| mathematics.             |                 |                |                        | 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                       |                                 |                           |  |
| Mathamatica C 1          | 2012 Current    | 2013Expected   |                        |                                      |                                 |                           |  |
| Mathematics Goal         | Level of        | Level of       |                        |                                      |                                 |                           |  |
| <u>#1b:</u>              | Performance:*   | Performance:*  |                        |                                      |                                 |                           |  |
|                          | r criormance: * | r criormance.  | I                      |                                      |                                 |                           |  |
| Improve current level of |                 |                |                        |                                      |                                 |                           |  |
| performance              |                 |                | I                      |                                      |                                 |                           |  |
|                          |                 |                |                        |                                      |                                 |                           |  |
|                          |                 |                | I                      |                                      |                                 |                           |  |
|                          |                 |                | I                      |                                      |                                 |                           |  |
|                          |                 |                |                        |                                      |                                 |                           |  |

|  | 67%  | Decrease in level 1,2 and 3 lb.2. | Ib.2.   | 1b.2.   | 1b.2.               | 1b.2. |  |
|--|--|-----------------------------------|---|---|---------------------|-------|--|
|  |  | 1b.3.                             | 1b.3.   | lb.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<br>Barrier                       | Strategy                          | Person or Position<br>Responsible for<br>Monitoring | Process Used to Determine<br>Effectiveness of<br>Strategy   | Evaluation Tool     |       |  |
| 2a.FCAT 2.0:Students scoring at or above AchievementLevels 4 and 5 in mathematics.   | 2b.1. Lack of differentiation of instruction | Provide                           | 2b.1.<br>AP who evaluates<br>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 | 2b1.<br>Walkthrough |       |  |

| Mathematics Goal #2a: Improve current level of performance | 2012 Current<br>Level of<br>Performance:*    | 2013Expected Level of Performance:* |                                      |   |                     |       |  |
|--|--|-------------------------------------|--------------------------------------|---|---------------------|-------|--|
|  | 519  | 4 and 5 by                          |                                      |   |                     |       |  |
|  |  | 2a.2.                               | 2a.2.                                | 2a.2.   |                     | 2a.2. |  |
|  |  |                                     | 2a.3                                 | 2a.3  |                     | 2a.3  |  |
|  | 2b.1. Lack of differentiation of instruction | Provide                             | 2b.1.<br>AP who evaluates<br>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 | 2b1.<br>Walkthrough |       |  |

| Mathematics Goal #2b: Improve current level of performance   | Level of               | 2013Expected<br>Level of<br>Performance:* |   |   |                 |       |  |
|--|------------------------|---|---|---|-----------------|-------|--|
|  | 60%<br>9               | Increase level<br>7 by 5%                 |   |   |                 |       |  |
|  |                        | 2b.2.                                     | 2b2.  | 2b.2.   | 2b.2.           | 2b.2. |  |
|  |                        | 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<br>Barrier | Strategy                                  | Person or Position<br>Responsible for<br>Monitoring | Process Used to Determine<br>Effectiveness of<br>Strategy | Evaluation Tool |       |  |

|                          | la 1          | h .           | la 1             | la .                                 | la 1                            | 1      |  |
|--------------------------|---------------|---------------|------------------|--------------------------------------|---------------------------------|--------|--|
| 3a. FCAT 2.0:            | 3a.1.         |               | 3a.1.            | 3a.1.                                | 3a.1.                           |        |  |
| Percentage of            |               |               | AP who evaluates | Content materials are differentiated | School Summary of               |        |  |
|                          | engagement    | Instruction   | teacher          | by student interests, cultural       | observation section of teacher  |        |  |
| students making          | 1 " "         |               |                  | background, prior knowledge of       | appraisal results               |        |  |
| Learning Gains in        |               |               |                  | content, and skill level             |                                 |        |  |
| mathematics.             |               |               |                  | *Content materials are appropriately | IDI data when available         |        |  |
| mathematics.             |               |               |                  | scaffolded to meet the needs of      | II I data when available        |        |  |
|                          |               |               |                  |                                      |                                 |        |  |
|                          |               |               |                  | diverse learners (learning readiness | State instructional walkthrough |        |  |
|                          |               |               |                  | and specific learning needs)         | when applicable                 |        |  |
|                          |               |               |                  | *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                          |                                 |        |  |
|                          |               |               |                  | #64-1-4                              |                                 |        |  |
|                          |               |               |                  | *Students are provided opportunities |                                 |        |  |
|                          |               |               |                  | to demonstrate or express knowledge  |                                 |        |  |
|                          |               |               |                  | and understanding in different ways, |                                 |        |  |
|                          |               |               |                  | which includes varying degrees of    |                                 |        |  |
|                          |               |               |                  | difficulty.                          |                                 |        |  |
| Mathematics Goal         | 2012 Current  | 2013Expected  |                  |                                      |                                 |        |  |
|                          | Level of      | Level of      |                  |                                      |                                 |        |  |
| <u>#3a:</u>              | Performance:* | Performance:* |                  |                                      |                                 |        |  |
|                          |               |               |                  |                                      |                                 |        |  |
| Improve current level of |               |               |                  |                                      |                                 |        |  |
| performance              |               |               |                  |                                      |                                 |        |  |
|                          |               |               |                  |                                      |                                 |        |  |
|                          |               |               |                  |                                      |                                 |        |  |
|                          |               |               |                  |                                      |                                 |        |  |
|                          |               |               |                  |                                      |                                 |        |  |
|                          | (70/          | 100% of       |                  |                                      |                                 |        |  |
|                          | 67%           |               |                  |                                      |                                 |        |  |
|                          | 750           | students will |                  |                                      |                                 |        |  |
|                          | 1             | make learning |                  |                                      |                                 |        |  |
|                          |               | _             | 1                |                                      |                                 |        |  |
|                          |               | gains         |                  |                                      |                                 |        |  |
| -                        |               | 3a.2.         | 3a.2.            | 3a.2.                                | 3a.2.                           | 3a.2.  |  |
|                          |               | [3a.2.        | Ja.4.            | Sa.2.                                | Sa.2.                           | Da. 2. |  |
|                          |               |               |                  |                                      |                                 |        |  |
|                          |               |               |                  |                                      |                                 |        |  |
|                          |               | 20.2          | 3a.3.            | 3a.3.                                | 20. 2                           | 20.2   |  |
| 1                        | 1             | 3a.3.         | 3a.3.            | Da.3.                                | 3a3.                            | 3a.3.  |  |
|                          |               |               |                  |                                      |                                 |        |  |
|                          |               |               |                  |                                      |                                 |        |  |
|                          |               |               |                  |                                      |                                 |        |  |

|                          | la            | ia.           | la.   |                                      | la.                             |       |  |
|--------------------------|---------------|---------------|-------|--------------------------------------|---------------------------------|-------|--|
| 3b. Florida              | 3b.1.         |               |       | 3b.1.                                | 3b.1.                           |       |  |
| Alternate                |               |               |       | Content materials are differentiated | School Summary of               |       |  |
|                          | engagement    | Instruction   |       | by student interests, cultural       | observation section of teacher  |       |  |
| Assessment:              |               |               |       | background, prior knowledge of       | appraisal results               |       |  |
| Percentage of            |               |               |       | content, and skill level             |                                 |       |  |
| students making          |               |               |       | *Content materials are appropriately | IPI data when available         |       |  |
| Learning Gains in        |               |               |       | scaffolded to meet the needs of      |                                 |       |  |
|                          |               |               |       | diverse learners (learning readiness | State instructional walkthrough |       |  |
| mathematics.             |               |               |       | and specific learning needs)         | when applicable                 |       |  |
|                          |               |               |       | *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                          |                                 |       |  |
|                          | I             |               |       | *Students are provided opportunities |                                 |       |  |
|                          |               |               |       | to demonstrate or express knowledge  |                                 |       |  |
|                          |               |               |       | and understanding in different ways, |                                 |       |  |
|                          |               |               |       | which includes varying degrees of    |                                 |       |  |
|                          |               |               |       | difficulty.                          |                                 |       |  |
| Mathematics Goal         | 2012 Current  | 2013Expected  |       | -                                    |                                 |       |  |
| #3b:                     | Level of      | Level of      |       |                                      |                                 |       |  |
| <del>#30.</del>          | Performance:* | Performance:* |       |                                      |                                 |       |  |
| Improve current level of |               |               |       |                                      |                                 |       |  |
| performance              |               |               |       |                                      |                                 |       |  |
| performance              |               |               |       |                                      |                                 |       |  |
|                          |               |               |       |                                      |                                 |       |  |
|                          |               |               |       |                                      |                                 |       |  |
|                          |               |               |       |                                      |                                 |       |  |
|                          |               |               |       |                                      |                                 |       |  |
|                          | 54%           | 100% of       |       |                                      |                                 |       |  |
|                          | 13            | students will |       |                                      |                                 |       |  |
|                          |               | make learning |       |                                      |                                 |       |  |
|                          |               | _             |       |                                      |                                 |       |  |
|                          |               | gains         |       |                                      |                                 |       |  |
|                          |               | 3b.2.         | 3b.2. | 3b.2.                                | 3b.2.                           | 3b.2. |  |
|                          |               | 50.2.         | 50.2. | 50.2.                                | 50.2.                           | 50.2. |  |
|                          |               |               |       |                                      |                                 |       |  |
|                          |               |               |       |                                      |                                 |       |  |
|                          |               | 3b.3.         | 3b.3. | 3b.3.                                | 3b.3.                           | 3b.3. |  |
|                          |               |               |       |                                      |                                 |       |  |
|                          |               |               |       |                                      |                                 |       |  |
|                          |               |               |       |                                      |                                 |       |  |
|                          |               |               |       |                                      |                                 |       |  |

| Deced on the out                             | A4: .:                 | C44           | D D4.                                 | December 11-14- Determine  | F1ti T1                         | 1 |
|--|------------------------|---------------|---------------------------------------|--|---------------------------------|---|
| Based on the analysis of student achievement | Anticipated<br>Barrier | Strategy      | Person or Position<br>Responsible for | Process Used to Determine<br>Effectiveness of                      | Evaluation Tool                 | ĺ |
| data, and reference to                       | Barrier                |               | Monitoring                            |  |                                 |   |
| "Guiding Questions",                         |                        |               | Monitoring                            | Strategy   |                                 |   |
| identify and define                          |                        |               |                                       |  |                                 |   |
| areas in need of                             |                        |               |                                       |  |                                 |   |
| improvement for the                          |                        |               |                                       |  |                                 |   |
| following group:                             |                        |               |                                       |  |                                 |   |
| 4a.FCAT                                      | 4a.1.                  | 4a.1.         | 4a.1.                                 | 4a.1.  | 4a.1.                           |   |
|  | Lack of student        |               | AP who evaluates                      | Content materials are differentiated                               | School Summary of               |   |
| 2.0:Percentage of                            | engagement             | Instruction   | teacher                               | by student interests, cultural                                     | observation section of teacher  |   |
| students in Lowest                           |                        |               |                                       | background, prior knowledge of                                     | appraisal results               |   |
| 25% making                                   |                        |               |                                       | content, and skill level   |                                 |   |
| learning gains in                            |                        |               |                                       | *Content materials are appropriately                               | IPI data when available         | ĺ |
| mathematics.                                 |                        |               |                                       | scaffolded to meet the needs of                                    |                                 | ĺ |
| mathematics.                                 |                        |               |                                       | diverse learners (learning readiness                               | State instructional walkthrough | ĺ |
|  |                        |               |                                       | and specific learning needs)                                       | when applicable                 | ĺ |
|  |                        |               |                                       | *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.  |                                 |   |
| Mathematics Goal                             | 2012 Current           | 2013Expected  |                                       |  |                                 |   |
| #4a:   | Level of               | Level of      |                                       |  |                                 |   |
| <i>11</i> 10.                                | Performance:*          | Performance:* |                                       |  |                                 |   |
| Improve current level of                     |                        |               |                                       |  |                                 |   |
| performance                                  |                        |               |                                       |  |                                 |   |
| r  |                        |               |                                       |  |                                 |   |
|  |                        |               |                                       |  |                                 |   |
|  |                        |               |                                       |  |                                 |   |
|  |                        |               |                                       |  |                                 |   |
|  | 54%                    | 100% of       |                                       |  |                                 |   |
|  | 152                    | students will |                                       |  |                                 |   |
|  | 134                    |               |                                       |  |                                 |   |
|  |                        | make learning |                                       |  |                                 |   |
|  |                        | gains         |                                       |  |                                 |   |

|  | 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.<br>SBLT | *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 |       |  |
|--|--|--|---------------|---|-------|--|
|  | 4a.3   | <b>4</b> a.3.  | 4a.3.         | and aligned across all providers<br>*Effectiveness of intervention<br>courses are evaluated by<br>reviewing student success in<br>core courses  | 4a.3. |  |
|  |  |  |               |   |       |  |

| 4b. Florida              | 4b.1.           | 4b.1.         | 4b.1.            | 4b.1.  | 4b.1.                           |  |
|--------------------------|-----------------|---------------|------------------|--|---------------------------------|--|
| Alternate                | Lack of student |               | AP who evaluates | Content materials are differentiated                                     | School Summary of               |  |
|                          | engagement      | Instruction   | teacher          | by student interests, cultural   | observation section of teacher  |  |
| Assessment:              |                 |               |                  | background, prior knowledge of   | appraisal results               |  |
| Percentage of            |                 |               |                  | content, and skill level   |                                 |  |
| students in Lowest       |                 |               |                  | *Content materials are appropriately                                     | IPI data when available         |  |
| 25% making               |                 |               |                  | scaffolded to meet the needs of  |                                 |  |
| learning gains in        |                 |               |                  | diverse learners (learning readiness                                     | State instructional walkthrough |  |
| mathematics.             |                 |               |                  | and specific learning needs) *Models, examples and questions are         | when applicable                 |  |
| mathematics.             |                 |               |                  | appropriately scaffolded to meet the                                     | 1                               |  |
|                          |                 |               |                  | 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.  |                                 |  |
| Mathematics Goal         | 2012 Current    | 2013Expected  |                  | -  |                                 |  |
| #4b:                     |                 | Level of      |                  |  |                                 |  |
| <u>// 10.</u>            | Performance:*   | Performance:* |                  |  |                                 |  |
| Improve current level of |                 |               |                  |  |                                 |  |
| performance              |                 |               |                  |  |                                 |  |
|                          |                 |               |                  |  |                                 |  |
|                          |                 |               |                  |  |                                 |  |
|                          |                 |               |                  |  |                                 |  |
|                          |                 |               |                  |  |                                 |  |
|                          | 54%             | 100% of       |                  |  |                                 |  |
|                          | 13              | students will |                  |  |                                 |  |
|                          |                 | make learning |                  |  |                                 |  |
|                          |                 | gains         |                  |  |                                 |  |

|   |                    | Insufficient intervention supports exist | Create intervention<br>that support core<br>instructional goals and<br>objectives | 4b.2.<br>SBLT | *SBLT utilizes data to plan for a sufficient number and variety | intervention teachers communicating<br>and planning;<br>Lesson Plans & Walkthroughs |    |
|---|--------------------|--|---|---------------|---|---|----|
|   |                    | 4b.3                                     | 4b.3.   | 4b.3.         | 4b.3.   | 4b.3.   |    |
| Based on Ambitious<br>but Achievable Annual<br>Measurable Objectives<br>(AMOs), Reading and<br>Math Performance<br>Target | 2011-2012          | 2012-2013                                | 2013-2014   | 2014-2015     | 2015-2016   | 2016-2017   |    |
|   | data 2010-<br>2011 | 80                                       | 82  | 84            | 85  | 87  | 89 |

| Mathematics Goal #5A: 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<br>Barrier                       | Strategy                        | Person or Position<br>Responsible for<br>Monitoring | Process Used to Determine Effectiveness of Strategy  | Evaluation Tool                     |  |
| subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  | 5b.1. Lack of differentiation of instruction | 5b.1. Differentiate Instruction | 5b.1.<br>AP who evaluates<br>teacher                | 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.<br>Lesson Plans & Walkthrough |  |

| #5B:  | Level of                  | 2013Expected<br>Level of<br>Performance:*   |   |   |                 |       |  |
|---|---------------------------|---|---|---|-----------------|-------|--|
|   | 645<br>Black:<br>3%<br>27 | 100% of all<br>subgroups<br>to make a<br>learning gain<br>Increase<br>proficiency of<br>all subgroups<br>by 10% |   |   |                 |       |  |
|   | 5B.3.                     |   |   |   |                 | 5B.2. |  |
|   |                           |   |   |   |                 | 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<br>Barrier    | Strategy  | Person or Position<br>Responsible for<br>Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |       |  |

|                          |                 |                | 1                | •                                    | i                          | i     |  |
|--------------------------|-----------------|----------------|------------------|--------------------------------------|----------------------------|-------|--|
| 5C. English              | 5c.1.           |                |                  | 5c.1.                                | 5c.1.                      |       |  |
| Language Learners        | Lack of         |                | AP who evaluates | Content materials are differentiated | Lesson Plans & Walkthrough |       |  |
| Early Learners           | differentiation | Instruction    | teacher          | by student interests, cultural       |                            |       |  |
| (ELL) not making         | of instruction  |                |                  | background, prior knowledge of       |                            |       |  |
| satisfactory             |                 |                |                  | content, and skill level             |                            |       |  |
|                          |                 |                |                  | *Content materials are appropriately |                            |       |  |
| progress in              |                 |                |                  | scaffolded to meet the needs of      |                            |       |  |
| mathematics.             |                 |                |                  | scarroided 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 |                            |       |  |
|                          |                 |                |                  | students are provided opportunities  |                            |       |  |
|                          |                 |                |                  | to demonstrate or express knowledge  |                            |       |  |
|                          |                 |                |                  | and understanding in different ways, |                            |       |  |
|                          |                 |                |                  | which includes varying degrees of    |                            |       |  |
|                          |                 |                |                  | difficulty.                          |                            |       |  |
| Mathematics Goal         | 2012 Current    | 2013Expected   |                  |                                      |                            |       |  |
| #5C:                     | Level of        | Level of       |                  |                                      |                            |       |  |
| <del>#3C.</del>          | Performance:*   | Performance:*  |                  |                                      |                            |       |  |
|                          |                 |                |                  |                                      |                            |       |  |
| Improve current level of |                 |                |                  |                                      |                            |       |  |
| performance              |                 |                |                  |                                      |                            |       |  |
|                          |                 |                |                  |                                      |                            |       |  |
|                          |                 |                |                  |                                      |                            |       |  |
|                          |                 |                |                  |                                      |                            |       |  |
|                          |                 |                |                  |                                      |                            |       |  |
|                          | 5.607           | 1000/ 6        |                  |                                      |                            |       |  |
|                          | 56%             | 100% of        |                  |                                      |                            |       |  |
| 1                        | 15              | ELL students   |                  |                                      |                            |       |  |
|                          |                 | to make a      |                  |                                      |                            |       |  |
|                          |                 |                |                  |                                      |                            |       |  |
|                          |                 | learning gain  |                  |                                      |                            |       |  |
|                          |                 |                |                  |                                      |                            |       |  |
| 1                        |                 | Increase       |                  |                                      |                            |       |  |
|                          |                 | proficiency of | 1                |                                      |                            |       |  |
|                          |                 |                |                  |                                      |                            |       |  |
|                          |                 | ELL students   |                  |                                      |                            |       |  |
| 1                        |                 | 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<br>Barrier                       | Strategy                                   | Person or Position<br>Responsible for<br>Monitoring | Process Used to Determine Effectiveness of Strategy  | Evaluation Tool |  |
|---|--|--|---|--|-----------------|--|
| 5D. Students with Disabilities (SWD)not making satisfactory progress in mathematics.  | 5d.1. Lack of differentiation of instruction | 5d.1. Differentiate Instruction            | 5d.1.<br>AP who evaluates<br>teacher                | 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. |                 |  |
| Mathematics Goal #5D: Improve current level of performance  | 2012 Current<br>Level of<br>Performance:*    | 2013 Expected<br>Level of<br>Performance:* |   |  |                 |  |

|   |                        | 100% of<br>SWD students<br>to make a<br>learning gain<br>Increase<br>proficiency of<br>SWD students<br>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<br>Barrier | Strategy  | Person or Position<br>Responsible for<br>Monitoring | Process Used to Determine<br>Effectiveness of<br>Strategy | Evaluation Tool |       |  |

| 5E. Economically         | 5e.1.           | 5e.1.         | 5e.1.  | 5e.1.                      |  |
|--------------------------|-----------------|---------------|--|----------------------------|--|
| Disadvantaged            | Lack of         | Differentiate | Content materials are differentiated                                 | Lesson Plans & Walkthrough |  |
| students not             | differentiation | Instruction   | by student interests, cultural                                       |                            |  |
|                          | of instruction  |               | background, prior knowledge of                                       |                            |  |
| making satisfactory      | <b>'</b>        |               | content, and skill level   |                            |  |
| progress in              |                 |               | *Content materials are appropriately scaffolded to meet the needs of |                            |  |
| mathematics.             |                 |               | 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.  |                            |  |
| Mathematics Goal         | 2012 Current    | 2013Expected  |  |                            |  |
| #5E:                     | Level of        | Level of      |  |                            |  |
| <i>⊞3</i> L.             | Performance:*   | Performance:* |  |                            |  |
| Improve current level of |                 |               |  |                            |  |
| performance              |                 |               |  |                            |  |
| ľ                        |                 |               |  |                            |  |
|                          |                 |               |  |                            |  |
|                          |                 |               |  |                            |  |
|                          |                 |               |  |                            |  |

| 198 | 100% of Economically Disadvanta ged students to make a learning gain Increase proficiency of Economically Disadvantage d students by 10% |      |      |      |       |  |
|-----|--|------|------|------|-------|--|
|     | 5E.2   | 5E.2 | 5E.2 | 5E.2 | 5E.2. |  |
|     | 5E.3   | 5E.3 | 5E.3 |      | 5E.3  |  |

End of Middle School Mathematics Goals

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

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

| Algebra EOC Goals  | Problem-<br>Solving<br>Process to<br>Increase<br>Student<br>Achieveme<br>nt |          |   |  |                            |  |
|--|---|----------|---|--|----------------------------|--|
| 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  1a.1. | Evaluation Tool            |  |
|  | Insufficient Insufficient standard based instruction                        |          | AP who evaluates teacher                      |  | Walkthrough & Lesson Plans |  |

| ringuis Cour ii I | Level of<br>Performance:* | 2013Expected Level<br>of Performance:* |   |  |                      |  |
|-------------------|---------------------------|--|---|--|----------------------|--|
|                   | 1                         | Decrease level 1 and 2                 |   |  |                      |  |
|                   |                           | Insufficient standard                  | 1a.2. Implement High Yield Instructional Strategies |  | 1a.2.<br>Walkthrough |  |

|                                  | 1           | 1 2                   | lı 2                         | 1 2                                    | 1 2                          | 1 2                       |  |
|----------------------------------|-------------|-----------------------|------------------------------|--|------------------------------|---------------------------|--|
|                                  |             |                       | 1a.3.                        |  | 1a.3.                        | la.3.                     |  |
|                                  |             |                       | Increase instructional rigor |  | Evidence of:                 | Walkthrough               |  |
|                                  |             | based instruction     |                              |  | Teachers provide instruction | Teacher Appraisal Results |  |
|                                  |             |                       |                              |  | 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    |                           |  |
| Based on the analysis of student | Anticipated | Strategy              | Person or Position           | Process Used to Determine              | Evaluation Tool              |                           |  |
| achievement data, and reference  | Barrier     | ~                     | Responsible for              | Effectiveness of                       |                              |                           |  |
| to "Guiding Questions", identify |             |                       | Monitoring                   | Strategy                               |                              |                           |  |
| and define areas in need of      |             |                       |                              | 218)                                   |                              |                           |  |
| improvement for the following    |             |                       |                              |  |                              |                           |  |
| group:                           |             |                       |                              |  |                              |                           |  |
| <u> </u>                         | 2b.1.       | 2b.1.                 | 2b.1.                        | 2b.1.                                  | 2b1.                         |                           |  |
| <b>1</b>                         | Lack of     | Provide formative     | AP who evaluates teacher     |  | Walkthrough                  |                           |  |
| above Achievement Levels         |             | assessments to inform | wife evaluates teacher       | *Teachers regularly assess             | v untinough                  |                           |  |
| 4 and 5 in Algebra.              |             | differentiation in    |                              | students' readiness for learning       |                              |                           |  |
|                                  |             | instruction           |                              | 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                                  |                              |                           |  |
|                                  |             |                       |                              | eycle *Teachers utilize data to modify |                              |                           |  |
|                                  |             |                       |                              |  |                              |                           |  |
|                                  |             |                       |                              | and adjust teaching practices          |                              |                           |  |
|                                  |             |                       |                              | and to reflect on the needs and        |                              |                           |  |
|                                  |             |                       |                              | progress of students aligned to        |                              |                           |  |
|                                  |             |                       |                              | FAA access points                      |                              |                           |  |

|  | 1                      | I                  |                    |                           | •                |           |       |
|--|------------------------|--------------------|--------------------|---------------------------|------------------|-----------|-------|
| Algebra Goal #2:   | 2012 Current           | 2013Expected Level |                    |                           |                  |           |       |
|  |                        | of Performance:*   |                    |                           |                  |           |       |
| Improve current level of   | Performance:*          |                    |                    |                           |                  |           |       |
| performance  |                        |                    |                    |                           |                  |           |       |
|  |                        |                    |                    |                           |                  |           |       |
|  |                        |                    |                    |                           |                  |           |       |
|  |                        |                    |                    |                           |                  |           |       |
|  |                        |                    |                    |                           |                  |           |       |
|  |                        | Increase level 4   |                    |                           |                  |           |       |
|  | 79                     | and 5 by 5%        |                    |                           |                  |           |       |
|  |                        | -                  |                    |                           |                  |           |       |
|  |                        | 2.2.               | 2.2.               | 2.2.                      | 2.2.             | 2.2.      |       |
|  |                        |                    |                    |                           |                  |           |       |
|  |                        | 2.3                | 2.3                | 2.3                       | 2.3              | 2.3       |       |
|  |                        | 2.3                | 2.3                | 2.3                       | 2.3              | 2.3       |       |
|  |                        |                    |                    |                           |                  |           |       |
| Based on Ambitious but   | 2011-2012              | 2012-2013          | 2013-2014          | 2014-2015                 | 2015-2016        | 2016-2017 |       |
| Achievable Annual Measurable                                     | 2011-2012              | 2012-2013          | 2013-2014          | 2014-2013                 | 2013-2010        | 2010-2017 |       |
| Objectives (AMOs), Reading                                       |                        |                    |                    |                           |                  |           |       |
| and Math Performance Target                                      |                        |                    |                    |                           |                  |           |       |
| 3A. Ambitious but  | Baseline data          | 97%                | 97%                | 98%                       | 99%              | 99%       | 100%  |
|  | 2010-2011              | ,,,                |                    |                           |                  |           | 10070 |
| Measurable Objectives  | 2010-2011              |                    |                    |                           |                  |           |       |
|  | <u>97%</u>             |                    |                    |                           |                  |           |       |
| (AMOs). In six year  | <u></u>                |                    |                    |                           |                  |           |       |
| school will reduce their   |                        |                    |                    |                           |                  |           |       |
| achievement gap by 50%.  |                        |                    |                    |                           |                  |           |       |
| Algebra Goal #3A:  |                        |                    |                    |                           |                  |           |       |
|  |                        |                    |                    |                           |                  |           |       |
| Improve current level of   | [                      |                    |                    |                           |                  |           |       |
| performance  |                        |                    |                    |                           |                  |           |       |
|  | [                      |                    |                    |                           |                  |           |       |
|  | [                      |                    |                    |                           |                  |           |       |
|  |                        |                    |                    |                           |                  |           |       |
|  |                        |                    |                    |                           |                  |           |       |
|  |                        |                    |                    |                           |                  |           |       |
| Dogad on the analysis of -t1t                                    | Anticipate 1           | Ctratagy           | Person or Position | Process Used to Determine | Evaluation Tool  |           |       |
| Based on the analysis of student achievement data, and reference | Anticipated<br>Barrier | Strategy           | Responsible for    | Effectiveness of          | Evaluation 1 ool |           |       |
| to "Guiding Questions", identify                                 | Darrier                |                    | Monitoring         | Strategy                  |                  |           |       |
| and define areas in need of                                      |                        |                    | Widintolling       | Suategy                   |                  |           |       |
| improvement for the following                                    |                        |                    |                    |                           |                  |           |       |
| subgroup:  |                        |                    |                    |                           |                  |           |       |
|  |                        |                    |                    |                           |                  |           |       |

| 3B. Student subgroups by | 5b.1.                          |                                     |                          |   | 5b.1.                      |   |  |
|--------------------------|--------------------------------|-------------------------------------|--------------------------|---|----------------------------|---|--|
| ethnicity (White, Black, |                                |                                     | AP who evaluates teacher |   | Lesson Plans & Walkthrough |   |  |
| TT                       |                                | Instruction                         |                          | differentiated by student   |                            |   |  |
| <b>■</b>                 | Lack of                        |                                     |                          | interests, cultural background,                                     |                            |   |  |
|                          | differentiation of instruction |                                     |                          | prior knowledge of content, and skill level                         |                            |   |  |
| satisfactory progress in | insu uction                    |                                     |                          | *Content materials are  |                            |   |  |
| Algebra.                 |                                |                                     |                          | 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                                      |                            |   |  |
|                          | 2012 G                         | 20127                               |                          | of difficulty.  |                            |   |  |
| Algebra Goal #3B:        | 2012 Current<br>Level of       | 2013Expected Level of Performance:* |                          |   |                            | 1 |  |
| l                        | Performance:*                  | or refrormance:                     |                          |   |                            | 1 |  |
| Improve current level of | i ci ioi mance.                |                                     |                          |   |                            | 1 |  |
| performance              |                                |                                     |                          |   |                            |   |  |
|                          |                                |                                     |                          |   |                            | 1 |  |
|                          |                                |                                     |                          |   |                            | 1 |  |
|                          |                                |                                     |                          |   |                            | 1 |  |
|                          |                                |                                     |                          |   |                            |   |  |

|  | Black: 5 Hispanic: 14 Asian: 8 American Indian: 0 | 100% of all students subgroups by ethnicity to make a learning gain  Increase proficiency of all student subgroups by ethnicity by 10% |   |   |                 |       |  |
|--|---|--|---|---|-----------------|-------|--|
|  |   |  |   |   |                 | 3B.2. |  |
|  |   | 5B.3.  | 5B.3.   | 5B.3.   | 5B.3.           | 3B.3. |  |
| Based on the analysis of student<br>achievement data, and reference<br>to "Guiding Questions", identify<br>and define areas in need of<br>improvement for the following<br>subgroup: | Anticipated<br>Barrier                            | Strategy   | Person or Position<br>Responsible for<br>Monitoring | Process Used to Determine<br>Effectiveness of<br>Strategy | Evaluation Tool |       |  |

| 3C. English Language     | 5c.1.              | 5c.1.              | 5c.1. | 5c.1.   | 5c.1.                      |       |  |
|--------------------------|--------------------|--------------------|-------|---|----------------------------|-------|--|
| e et English Eurigunge   |                    | Differentiate      |       | Content materials are   | Lesson Plans & Walkthrough |       |  |
| Learners (ELL) not       | differentiation of |                    |       | differentiated by student   |                            |       |  |
| making satisfactory      | instruction        |                    |       | interests, cultural background,                                     |                            |       |  |
| progress in Algebra.     |                    |                    |       | 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,  | 1                          |       |  |
|                          |                    |                    |       | project and assessments   |                            |       |  |
|                          |                    |                    |       | *Students are provided  |                            |       |  |
|                          |                    |                    |       | opportunities to demonstrate  |                            |       |  |
|                          |                    |                    |       | or express knowledge and  |                            |       |  |
|                          |                    |                    |       | understanding in different ways,                                    |                            |       |  |
|                          |                    |                    |       | which includes varying degrees                                      |                            |       |  |
|                          |                    |                    |       | of difficulty.  |                            |       |  |
| Algebra Goal #3C:        | 2012 Current       | 2013Expected Level |       |   |                            |       |  |
|                          |                    | of Performance:*   |       |   |                            |       |  |
| Improve current level of | Performance:*      |                    |       |   |                            |       |  |
| performance              |                    |                    |       |   |                            |       |  |
|                          |                    |                    |       |   |                            |       |  |
|                          |                    |                    |       |   |                            |       |  |
|                          |                    |                    |       |   |                            |       |  |
|                          |                    |                    |       |   |                            |       |  |
|                          | 56%                | 100% of ELL        |       |   |                            |       |  |
|                          |                    | students to make   |       |   |                            |       |  |
|                          |                    | a learning gain    |       |   |                            |       |  |
|                          |                    | a icai iiiig gain  |       |   |                            |       |  |
|                          |                    |                    |       |   |                            |       |  |
|                          |                    | Increase           |       |   |                            |       |  |
|                          |                    | proficiency of     |       |   |                            |       |  |
|                          |                    | ELL students by    |       |   |                            |       |  |
|                          |                    | 10%                |       |   |                            |       |  |
|                          |                    | 10/0               |       |   |                            |       |  |
|                          |                    | 5C.2.              | 5C.2. | 5C.2.   | 5C.2.                      | 3C.2. |  |
|                          |                    |                    |       |   |                            |       |  |

|   |                        | 5C.3.                                | 5C.3.   | 5C.3.   | 5C.3.           | 3C.3. |  |
|---|------------------------|--------------------------------------|---|---|-----------------|-------|--|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | Anticipated<br>Barrier | Strategy                             | Person or Position<br>Responsible for<br>Monitoring | Process Used to Determine<br>Effectiveness of<br>Strategy   | Evaluation Tool |       |  |
| 3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.   |                        | Differentiate                        |   | 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 |                 |       |  |
| Algebra Goal #3D: Improve current level of performance  |                        | 2013 Expected Level of Performance:* |   | of difficulty.  |                 |       |  |

|  | 0                      | 100% of all SWD<br>students to make<br>a learning gain<br>Increase<br>proficiency of<br>SWD students by<br>10% |   |   |                 |       |  |
|--|------------------------|--|---|---|-----------------|-------|--|
|  |                        | 5D.2.  | 5D.2.   | 5D.2.   | 5D.2.           | 3D.2. |  |
|  |                        | 5D.3.  | 5D.3.   | 5D.3.   | 5D.3.           | 3D.3. |  |
| Based on the analysis of student<br>achievement data, and reference<br>to "Guiding Questions", identify<br>and define areas in need of<br>improvement for the following<br>subgroup: | Anticipated<br>Barrier | Strategy   | Person or Position<br>Responsible for<br>Monitoring | Process Used to Determine<br>Effectiveness of<br>Strategy | Evaluation Tool |       |  |

| 3E. Economically Disadvantaged students not making satisfactory progress in Algebra. |   | Differentiate                          | AP who evaluates teacher | 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 | 5e.1.<br>Lesson Plans & Walkthrough |  |
|--|---|--|--------------------------|---|-------------------------------------|--|
| Algebra Goal #3E: Improve current level of performance                               | 2012 Current<br>Level of<br>Performance:* | 2013Expected Level<br>of Performance:* |                          |   |                                     |  |

| 2% | 100% of Economically Disadvantaged students to make a learning gain Increase proficiency of Economically Disadvantaged students by 10% |      |      |      |       |  |
|----|--|------|------|------|-------|--|
|    | 5E.2   | 5E.2 | 5E.2 | 5E.2 | 3E.2. |  |
|    | 5E.3   | 5E.3 | 5E.3 |      | 3E.3  |  |

End of Algebra EOC Goals

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

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

| Geometry EOC<br>Goals  | Problem-<br>Solving<br>Process to<br>Increase<br>Student<br>Achieveme<br>nt |                          |  |   |  |
|------------------------|---|--------------------------|--|---|--|
| Achievement Level 3 in | standard based  | AP who evaluates teacher | 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  | Evaluation Tool  1a.1. Walkthrough & Lesson Plans |  |
|                        |   |                          | to the learning goal and to<br>answering the essential question<br>*Focuses and/or refocuses class<br>discussion by referring back<br>to the learning goal/essential<br>question<br>*Includes a scale or rubric that<br>relates to the learning goal is<br>posted so that all students can<br>see it<br>*Teacher reference to the scale<br>or rubric throughout the lesson |   |  |

| Geometry Goal #1: Improve current level of performance | 2012 Current<br>Level of<br>Performance:* | 2013Expected Level<br>of Performance:* |   |                          |  |  |
|--|---|--|---|--------------------------|--|--|
|  | N/A                                       | and 2 students                         |   |                          |  |  |
|  |   | Insufficient standard                  | 1a.2. Implement High Yield Instructional Strategies | AP who evaluates teacher |  |  |

|                                  |                    |                       |                              |                                  | •                            |                           |  |
|----------------------------------|--------------------|-----------------------|------------------------------|----------------------------------|------------------------------|---------------------------|--|
|                                  |                    |                       |                              |                                  | 1a.3.                        | 1a.3.                     |  |
|                                  |                    | Insufficient standard | Increase instructional rigor | AP who evaluates teacher         | Evidence of:                 | Walkthrough               |  |
|                                  |                    | based instruction     |                              |                                  | Teachers provide instruction | Teacher Appraisal Results |  |
|                                  |                    |                       |                              |                                  | 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    |                           |  |
| Based on the analysis of student | Anticipated        | Strategy              | Person or Position           | Process Used to Determine        | Evaluation Tool              |                           |  |
| achievement data, and reference  | Barrier            | StrateBy              | Responsible for              | Effectiveness of                 | 2 variation 1001             |                           |  |
| to "Guiding Questions",          | Burrer             |                       | Monitoring                   | Strategy                         |                              |                           |  |
| identify and define areas in     |                    |                       | Wollitoring                  | Strategy                         |                              |                           |  |
| need of improvement for the      |                    |                       |                              |                                  |                              |                           |  |
|                                  |                    |                       |                              |                                  |                              |                           |  |
| following group:                 |                    |                       |                              |                                  |                              |                           |  |
|                                  |                    |                       |                              |                                  | 2b1.                         |                           |  |
| above Achievement Levels         |                    |                       | AP who evaluates teacher     |                                  | Walkthrough                  |                           |  |
| 4 and 5 in Caamaton              | differentiation of | assessments to inform |                              | *Teachers regularly assess       |                              |                           |  |
| 4 and 5 in Geometry.             |                    | differentiation in    |                              | students' readiness for learning |                              |                           |  |
|                                  |                    | instruction           |                              | 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                |                              |                           |  |

| Geometry Goal #2:  | 2012 Current  | 2013Expected Level |                    |                           |                 |           |  |
|--|---------------|--------------------|--------------------|---------------------------|-----------------|-----------|--|
| gentury gent man   | Level of      | of Performance:*   |                    |                           |                 |           |  |
| improve current level of                                 | Performance:* |                    |                    |                           |                 |           |  |
| performance.   |               |                    |                    |                           |                 |           |  |
|  |               |                    |                    |                           |                 |           |  |
|  |               |                    |                    |                           |                 |           |  |
|  |               |                    |                    |                           |                 |           |  |
|  |               | Increase level 4   |                    |                           |                 |           |  |
|  | N/A           | and 5 by 5%        |                    |                           |                 |           |  |
|  |               | 2.2.               | 2.2.               | 2.2.                      | 2.2.            | 2.2.      |  |
|  |               |                    |                    |                           |                 |           |  |
|  |               | 2.3                | 2.3                | 2.3                       | 2.3             | 2.3       |  |
|  |               | د.ے                | 2.3                | 2.3                       | 2.3             | ۷.۵       |  |
|  |               |                    |                    |                           |                 |           |  |
| Based on Ambitious but<br>Achievable Annual Measurable   | 2011-2012     | 2012-2013          | 2013-2014          | 2014-2015                 | 2015-2016       | 2016-2017 |  |
| Objectives (AMOs), Reading                               |               |                    |                    |                           |                 |           |  |
| and Math Performance Target                              |               |                    |                    |                           |                 |           |  |
|  | Baseline data |                    |                    |                           |                 |           |  |
|  | 2010-2011     |                    |                    |                           |                 |           |  |
| Measurable Objectives                                    |               |                    |                    |                           |                 |           |  |
| (AMOs). In six year                                      |               |                    |                    |                           |                 |           |  |
| school will reduce their                                 |               |                    |                    |                           |                 |           |  |
| achievement gap by 50%.                                  |               |                    |                    |                           |                 |           |  |
| Geometry Goal #3A:                                       |               |                    |                    |                           |                 |           |  |
| Improve current level of                                 |               |                    |                    |                           |                 |           |  |
| performance  |               |                    |                    |                           |                 |           |  |
|  |               |                    |                    |                           |                 |           |  |
|  |               |                    |                    |                           |                 |           |  |
|  |               |                    |                    |                           |                 |           |  |
|  |               |                    |                    |                           |                 |           |  |
| Based on the analysis of student                         | Anticipated   | Strategy           | Person or Position | Process Used to Determine | Evaluation Tool |           |  |
| achievement data, and reference                          | Barrier       | Strategy           | Responsible for    | Effectiveness of          | Lyanuation 1001 |           |  |
| to "Guiding Questions",                                  |               |                    | Monitoring         | Strategy                  |                 |           |  |
| identify and define areas in need of improvement for the |               |                    |                    |                           |                 |           |  |
| following subgroup:                                      |               |                    |                    |                           |                 |           |  |

| 2D C4-14                  | 5h 1                     | 5b.1.                               | 5b.1.                    | 5b.1.   | 5b.1.                      | I |
|---------------------------|--------------------------|-------------------------------------|--------------------------|---|----------------------------|---|
| 3B. Student subgroups by  | Lack of                  | Differentiate                       | AP who evaluates teacher | SU.1.<br>Content meterials are                                  | Lesson Plans & Walkthrough |   |
|                           | differentiation of       |                                     |                          |   | Lesson Plans & Walkunough  |   |
|                           | instruction              | msuuction                           |                          | differentiated by student                                       |                            |   |
| Indian) <b>not making</b> | insu uction              |                                     |                          | interests, cultural background, prior knowledge of content, and |                            |   |
|                           |                          |                                     |                          | skill level   |                            |   |
| satisfactory progress in  |                          |                                     |                          | *Content materials are  |                            |   |
| Geometry.                 |                          |                                     |                          | 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                                  |                            |   |
| G 1 //2D                  | 2012 C                   | 20125 ( 17 1                        |                          | of difficulty.  |                            |   |
| Geometri Gourii BB.       | 2012 Current<br>Level of | 2013Expected Level of Performance:* |                          |   |                            |   |
| Improve current level of  | Performance:*            | of Performance.                     |                          |   |                            |   |
| performance               | Periormance:*            |                                     |                          |   |                            |   |
|                           |                          |                                     |                          |   |                            |   |
|                           |                          |                                     |                          |   |                            |   |
|                           |                          |                                     |                          |   |                            |   |
|                           |                          |                                     |                          |   |                            |   |
|                           |                          | 100% of                             |                          |   |                            |   |
|                           |                          | all student                         |                          |   |                            |   |
|                           |                          |                                     |                          |   |                            |   |
|                           |                          | subgroups to                        |                          |   |                            |   |
|                           |                          | make a learning                     |                          |   |                            |   |
|                           |                          | gain                                |                          |   |                            |   |
|                           |                          |                                     |                          |   |                            |   |
|                           |                          | T.,                                 |                          |   |                            |   |
|                           |                          | Increase                            |                          |   |                            |   |
|                           |                          | proficiency                         |                          |   |                            |   |
|                           |                          | of all student                      |                          |   |                            |   |
|                           |                          | subgroups by                        |                          |   |                            |   |
|                           |                          | 10%                                 |                          |   |                            |   |
|                           |                          | 1070                                |                          |   |                            |   |
|                           |                          | •                                   |                          |   |                            |   |

|  |  |  | 1   |  |                 | i     |  |
|--|--|--|---|--|-----------------|-------|--|
|  |  |  |   |  |                 | 3B.2. |  |
|  |  |  |   |  |                 |       |  |
|  |  | 5B.3.                                  | 5B.3.   | 5B.3.  | 5B.3.           | 3B.3. |  |
|  |  | _                                      |   |  |                 |       |  |
| Based on the analysis of student<br>achievement data, and reference<br>to "Guiding Questions",<br>identify and define areas in<br>need of improvement for the<br>following subgroup: | Anticipated<br>Barrier                 | Strategy                               | Person or Position<br>Responsible for<br>Monitoring | Process Used to Determine<br>Effectiveness of<br>Strategy  | Evaluation Tool |       |  |
| 3C. English Language   |  |  |   |  | 5c.1.           |       |  |
| Learners (ELL) not making satisfactory progress in Geometry.   | Lack of differentiation of instruction | Differentiate Instruction              |   | 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. |                 |       |  |
| Geometry Godings.  |  | 2013Expected Level<br>of Performance:* |   |  |                 |       |  |
|  |  |  |   |  |                 |       |  |

|                                  |                    | 100% of ELL      |                          |                                    |                            |       |     |
|----------------------------------|--------------------|------------------|--------------------------|------------------------------------|----------------------------|-------|-----|
|                                  | N/A                | students to make |                          |                                    |                            |       |     |
|                                  |                    |                  |                          |                                    |                            |       |     |
|                                  |                    | a learning gain  |                          |                                    |                            |       |     |
|                                  |                    |                  |                          |                                    |                            |       |     |
|                                  |                    | Increase         |                          |                                    |                            |       |     |
|                                  |                    |                  |                          |                                    |                            |       |     |
|                                  |                    | proficiency of   |                          |                                    |                            |       |     |
|                                  |                    | ELL students by  |                          |                                    |                            |       |     |
|                                  |                    | 10%              |                          |                                    |                            |       |     |
|                                  |                    |                  |                          |                                    |                            |       |     |
|                                  |                    | 5C.2.            | 5C.2.                    | 5C.2.                              | 5C.2.                      | 3C.2. |     |
|                                  |                    | 5C.3.            | 5C.3.                    | 5C.3.                              | 5C.3.                      | 3C.3. |     |
| Based on the analysis of student | Anticipated        | Strategy         | Person or Position       | Process Used to Determine          | Evaluation Tool            |       |     |
| achievement data, and reference  | Barrier            | 63               | Responsible for          | Effectiveness of                   |                            |       |     |
| to "Guiding Questions",          |                    |                  | Monitoring               | Strategy                           |                            |       |     |
| identify and define areas in     |                    |                  | S                        | es es                              |                            |       |     |
| need of improvement for the      |                    |                  |                          |                                    |                            |       |     |
| following subgroup:              |                    |                  |                          |                                    |                            |       |     |
|                                  | 5d.1.              | 5d.1.            | 5d.1.                    | 5d.1.                              | 5d.1.                      |       |     |
| obt Statements With              |                    |                  | AP who evaluates teacher |                                    | Lesson Plans & Walkthrough |       |     |
| Disabilities (SWD) not           | differentiation of |                  |                          | differentiated by student          |                            |       |     |
| making satisfactory              | instruction        | instruction      |                          | interests, cultural background,    |                            |       |     |
| progress in Geometry.            | instruction        |                  |                          | prior knowledge of content, and    |                            |       |     |
| progress in Geometry.            |                    |                  |                          | 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.                     |                            |       |     |
|                                  | ı                  | l e              |                          | pr unneulty.                       | 1                          | Ī     | i l |

| ,   | 2012 Current<br>Level of<br>Performance:* | 2013 Expected Level<br>of Performance:*  |   |   |                 |       |  |
|---|---|--|---|---|-----------------|-------|--|
|   |   | 100% of SWD<br>students to make<br>a learning gain<br>Increase<br>proficiency of<br>SWD students by<br>10% |   |   |                 |       |  |
|   |   | 5D.2.  | 5D.2.   | 5D.2.   | 5D.2.           | 3D.2. |  |
|   |   | 5D.3.  | 5D.3.   |   |                 | 3D.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<br>Barrier                    | Strategy   | Person or Position<br>Responsible for<br>Monitoring | Process Used to Determine<br>Effectiveness of<br>Strategy | Evaluation Tool |       |  |

| Disadvantaged students |   | Differentiate                       | AP who evaluates teacher | 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 |  |  |
|------------------------|---|-------------------------------------|--------------------------|--|--|--|
| Comeny Com note.       | 2012 Current<br>Level of<br>Performance:* | 2013Expected Level of Performance:* |                          | *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.  |  |  |

| N/A | 100% of Economically Disadvantaged students to make a learning gain Increase proficiency of Economically Disadvantaged students by 10% |      |      |      |       |  |
|-----|--|------|------|------|-------|--|
|     | 5E.2   | 5E.2 | 5E.2 | 5E.2 | 3E.2. |  |
|     | 5E.3   | 5E.3 | 5E.3 |      | 3E.3  |  |

End of Geometry EOC Goals

# **Mathematics Professional Development**

| Professional Development   |                         |  |   |  |   |   |
|--|-------------------------|--|---|--|---|---|
| (PD) aligned with  |                         |  |   |  |   |   |
| Strategies through   |                         |  |   |  |   |   |
| Professional   |                         |  |   |  |   |   |
| Learning   |                         |  |   |  |   |   |
| Community (PLC)  |                         |  |   |  |   |   |
| or PD Activities   |                         |  |   |  |   |   |
| Please note that each<br>strategy does not require a<br>professional development or<br>PLC activity. |                         |  |   |  |   |   |
| PD Content/Topic<br>and/or PLC Focus   | Grade Level/<br>Subject | PD Facilitator<br>and/or<br>PLC Leader | PD Participants<br>(e.g., PLC, subject, grade level,<br>or school-wide) | Target Dates (e.g., early release)<br>and Schedules (e.g., frequency of<br>meetings) | Strategy for Follow-up/Monitoring                       | Person or Position Responsible for Monitoring |
| Intensive Math PLCs  | 6/7/8                   | Intensive<br>Teachers                  | Intensive Math Teachers   | Monthly  | Implementation of Intensive Curriculum                  | Math Dept. Chair                              |
| Mathematics PLCs   | 6/7/8                   | Math Dept. Chair                       | All Math teachers   | Monthly  | Implementation of Mathematics<br>Requirements by County | Math Dept. Chair                              |

| 2012-2013 School I | mprovement | Plan (SIP)-F | Form SIP-1 | 2012-2013 School Improvement Plan (SIP)-Form SIP-1 |  |  |  |  |  |  |  |
|--------------------|------------|--------------|------------|--|--|--|--|--|--|--|--|
|                    |            |              |            |  |  |  |  |  |  |  |  |

# <u>Mathematics Budget</u> (Insert rows as needed)

| Include only school-based funded activities/materials and exclude district funded activities /materials. |                          |                |        |
|--|--------------------------|----------------|--------|
| Evidence-based Program(s)/Materials(s)   |                          |                |        |
| Strategy   | Description of Resources | Funding Source | Amount |
|  |                          |                |        |
| Subtotal:  |                          |                |        |
| Technology   |                          |                |        |
| Strategy   | Description of Resources | Funding Source | Amount |
|  |                          |                |        |
| Subtotal:  |                          |                |        |
| Professional Development   |                          |                |        |
| Strategy   | Description of Resources | Funding Source | Amount |
|  |                          |                |        |
| Subtotal:  |                          |                |        |
| Other  |                          |                |        |
| Strategy   | Description of Resources | Funding Source | Amount |
|  |                          |                |        |
| Subtotal:  |                          |                |        |
| Total: \$0.00  |                          |                |        |

End of Mathematics Goals

## **Elementary and Middle School Science Goals**

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

| Elementary and<br>Middle Science<br>Goals | Problem-<br>Solving<br>Process to<br>Increase<br>Student<br>Achieveme<br>nt |  |   |   |  |
|---|---|--|---|---|--|
| scoring at Achievement                    |   | Ia.1. Set and communicate a purpose for learning and learning goals in each lesson | Person or Position Responsible for Monitoring  la.1. AP who evaluates teacher | Evaluation Tool  1a.1.  Walkthrough & Lesson  Plans |  |

| Serence Court with. | Level of | 2013Expected<br>Level of<br>Performance:*                |   |  |                      |  |
|---------------------|----------|--|---|--|----------------------|--|
|                     | 195      | Decrease the<br>number of<br>level 1 and 2<br>from<br>To |   |  |                      |  |
|                     |          | Insufficient   | 1a.2.<br>Implement High Yield<br>Instructional Strategies | la.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.<br>Walkthrough |  |

| la.3.  | 1a.3.                    | 1a.3.                               | 1a.3.                                  | 1a.3.                     |   |
|--|--------------------------|-------------------------------------|--|---------------------------|---|
| Insuffici  |                          | AP who evaluates teacher            |  | Walkthrough               |   |
| standard   |                          | AP who evaluates teacher            | Teachers provide                       | Teacher Appraisal Results |   |
| instructi  |                          |                                     | instruction which                      | Teacher Appraisal Results |   |
| Instructi  | )II                      |                                     | is aligned with the                    |                           |   |
|  |                          |                                     |  |                           |   |
|  |                          |                                     | cognitive complexity                   |                           |   |
|  |                          |                                     | levels of standards and benchmarks     |                           |   |
|  |                          |                                     |  |                           |   |
|  |                          |                                     | The cognitive complexity               | 1                         |   |
|  |                          |                                     | of models, examples,                   |                           |   |
|  |                          |                                     | questions, tasks,                      |                           |   |
|  |                          |                                     | and assessments are                    |                           |   |
|  |                          |                                     | appropriate given the                  |                           |   |
|  |                          |                                     | cognitive complexity                   |                           |   |
|  |                          |                                     | level of grade-<br>level standards and |                           |   |
|  |                          |                                     | benchmarks                             |                           |   |
|  |                          |                                     | Students are provided                  |                           |   |
|  |                          |                                     | with appropriate                       |                           |   |
|  |                          |                                     | scaffolding and supports               |                           |   |
|  |                          |                                     | to access higher order                 |                           |   |
|  |                          |                                     | questions and tasks                    |                           |   |
| 1b.Florida Alternate 1b.1. 1b.1.                                 | 1b.1.                    | 1b.1.                               | 1b.1.                                  |                           |   |
| y or :   | AP who evaluates teacher | Determine Lesson:                   | Walkthrough & Lesson                   |                           |   |
| Assessment: Students   |                          | *Is aligned with a course           | Plans                                  |                           |   |
| scoring at Level 4, 5, and 6 standard based instruction a purpos |                          | standard or benchmark and to the    | Fians                                  |                           |   |
| in science.  |                          | district/school pacing guide        |  |                           |   |
| learning   | goals in                 | *Begins with a discussion of        |  |                           |   |
| each less  | on                       | desired outcomes and learning       |  |                           |   |
| cacii ics.   | OII                      | 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 |  |                           |   |
|  | 1                        | E.                                  | I                                      | i .                       | Ī |
|  |                          | 1t                                  |  |                           |   |
|  |                          | *Teacher reference to the scale     |  |                           |   |

|  |   |  |  |   | 1                   | •     |  |
|--|---|--|--|---|---------------------|-------|--|
|  | 2012 Current<br>Level of<br>Performance:* | 2013Expected<br>Level of<br>Performance:*                |  |   |                     |       |  |
| performance  |   |  |  |   |                     |       |  |
|  |   |  |  |   |                     |       |  |
|  |   |  |  |   |                     |       |  |
|  | 71%                                       | Decrease the<br>number of<br>level 1,2, and<br>3 from to |  |   |                     |       |  |
|  |   | 1b.2.  | 1b.2.  | 1b.2.   | 1b.2.               | 16.2. |  |
|  |   | 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<br>Barrier                    | Strategy   | Person or Position<br>Responsible for Monitoring | Process Used to Determine<br>Effectiveness of<br>Strategy   | Evaluation Tool     |       |  |
| scoring at or above  | differentiation of instruction            | Provide  | 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 | 2b1.<br>Walkthrough |       |  |

| Serence Sear was   | Level of                               | 2013Expected<br>Level of               |       |   |                     |       |  |
|--|--|--|-------|---|---------------------|-------|--|
| Improve current level of performance   | Performance:*                          | Performance:*                          |       |   |                     |       |  |
| Teach and utilize 2 column or Cornell notes in class.  |  |  |       |   |                     |       |  |
| Focus on literacy by assigning students current event articles written in a s scientific format, using newspaper or Science World Magazine articles. |  |  |       |   |                     |       |  |
| Increase number and scope of labs (as finances permit)   |  |  |       |   |                     |       |  |
|  | 87                                     | 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  |  |
| Assessment: Students   | Lack of differentiation of instruction | Provide                                |       | 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.<br>Walkthrough |       |  |

| <br>Level of | 2013Expected<br>Level of<br>Performance:* |       |       |       |       |  |
|--------------|---|-------|-------|-------|-------|--|
|              | Increase the level 7 by 5%                |       |       |       |       |  |
|              | 2b.2.                                     | 2b.2. | 2b.2. | 2b.2. | 2b.2. |  |
|              | 2b.3                                      | 2b.3  | 2b.3  | 2b.3  | 2b.3  |  |

### End of Elementary and Middle School Science Goals

# **Science Professional Development**

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity. |                         |  |   |  |                                      |  |
|--|-------------------------|--|---|--|--------------------------------------|--|
| PD Content /Topic<br>and/or PLC Focus  | Grade Level/<br>Subject | PD Facilitator<br>and/or<br>PLC Leader | PD Participants<br>(e.g., PLC, subject, grade level, or<br>school-wide) | Target Dates (e.g., Early<br>Release) and Schedules (e.g.,<br>frequency of meetings) | Strategy for Follow-up/Monitoring    | Person or Position Responsible for<br>Monitoring |
| BYOD – Bring your own data to PLC for discussion   | 6/7/8<br>Science        | Fergusson                              | Science<br>Teachers   | Monthly  | Follow-up BYOD                       | Fergusson  |
| Best Practices   | 6/7/8<br>Science        | Russo                                  | Science<br>Teachers   | 2x per year  | FODD – Final open discussion of data | Fergusson  |

| 6th Gr Science | 6/Science | Quirk     | 6 <sup>th</sup> grade Science<br>Teachers | Monthly | BYOD | Quirk     |
|----------------|-----------|-----------|---|---------|------|-----------|
| 7th Gr Science | 7/Science | Fergusson | 7 <sup>th</sup> grade Science<br>Teachers | Monthly | BYOD | Fergusson |
| 8th Gr Science | 8/Science | O'Nale    | 8 <sup>th</sup> grade Science<br>Teachers | Monthly | BYOD | O'Nale    |

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 |
| Subtotal:                                 |                          |                |        |
|   |                          |                |        |
| Technology                                |                          |                |        |
| Strategy                                  | Description of Resources | Funding Source | Amount |
|   |                          |                |        |
| Subtotal:                                 |                          |                |        |
| Professional Development                  |                          |                |        |
| Strategy                                  | Description of Resources | Funding Source | Amount |
|   |                          |                |        |
| Subtotal:                                 |                          |                |        |
| Other                                     |                          |                |        |
| Strategy                                  | Description of Resources | Funding Source | Amount |
| Subtotal:                                 |                          |                |        |
| Total: \$0.00                             |                          |                |        |
| E 1 00 . O 1                              |                          |                |        |

End of Science Goals

## **Writing Goals**

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

| Writing<br>Goals   | Problem-<br>Solving<br>Process to<br>Increase<br>Student<br>Achievement |          |   |   |  |  |
|--|---|----------|---|---|--|--|
| Based on the analysis of<br>student achievement data,<br>and reference to "Guiding<br>Questions", identify and<br>define areas in need of<br>improvement for the<br>following group: | Anticipated<br>Barrier  | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine<br>Effectiveness of<br>Strategy | Evaluation Tool                        |  |
| 1a. FCAT:Students scoring at Achievement Level3.0 and higher in writing.   | Insufficient standard based instruction                                 |          |   | Determine Lesson:   | 1a.1.<br>Walkthrough & Lesson<br>Plans |  |

| Writing Goal #1a:<br>Improve current level of<br>performance | of Performance:*                                 | 2013Expected<br>Level of<br>Performance:*              |                                   |  |  |
|--|--|--|-----------------------------------|--|--|
|  | 43%<br>174<br>Level 4 and<br>above<br>47%<br>195 | Decrease level 1,2 and 3                               |                                   |  |  |
|  |  | Ia.2.<br>Insufficient<br>standard based<br>instruction | Ia.2.<br>AP who evaluates teacher | Ia.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 |  |

|                   | 1                     | 1 2                  | lı 2                         | 1 2                                | 1 2                      | lı 2                      |  |
|-------------------|-----------------------|----------------------|------------------------------|------------------------------------|--------------------------|---------------------------|--|
|                   |                       | 1a.3.                | 1a.3.                        | 1a.3.                              | 1a.3.                    | 1a.3.                     |  |
|                   |                       | Insufficient         | Increase instructional rigor | AP who evaluates teacher           | Evidence of:             | Walkthrough               |  |
|                   |                       | standard based       |                              |                                    | Teachers provide         | Teacher Appraisal Results |  |
|                   |                       | instruction          |                              |                                    | instruction which        |                           |  |
|                   |                       |                      |                              |                                    | is aligned with the      |                           |  |
| 1                 |                       |                      |                              |                                    | cognitive complexity     |                           |  |
| 1                 |                       |                      |                              |                                    | levels of standards and  |                           |  |
| 1                 |                       |                      |                              |                                    | benchmarks               |                           |  |
| 1                 |                       |                      |                              |                                    | The cognitive complexity | 1                         |  |
| 1                 |                       |                      |                              |                                    | of models, examples,     |                           |  |
| 1                 |                       |                      |                              |                                    | questions, tasks,        |                           |  |
| 1                 |                       |                      |                              |                                    | and assessments are      |                           |  |
| 1                 |                       |                      |                              |                                    | 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      |                           |  |
| 1b. Florida       | 1b.1.                 | 1b.1.                | 1b.1.                        | 1b.1.                              | 1b.1.                    |                           |  |
| Alternate         | Insufficient standard |                      | AP who evaluates teacher     | Determine Lesson:                  | Walkthrough & Lesson     |                           |  |
|                   | based instruction     | communicate a        |                              | *Is aligned with a course          | Plans                    |                           |  |
| Assessment:       |                       | purpose for learning |                              | standard or benchmark and to the   |                          |                           |  |
| Students scoring  |                       | and learning goals   |                              | district/school pacing guide       |                          |                           |  |
| at 4 or higher in |                       | in each lesson       |                              | *Begins with a discussion of       |                          |                           |  |
|                   |                       |                      |                              | desired outcomes and learning      |                          |                           |  |
| writing.          |                       |                      |                              | 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                           |                          |                           |  |
|                   |                       | I                    |                              | *Includes a scale or rubric that   |                          |                           |  |
|                   |                       |                      |                              | relates to the learning goal is    |                          |                           |  |
|                   |                       |                      |                              | posted so that all students can    |                          |                           |  |
|                   |                       |                      |                              | see it                             |                          |                           |  |
|                   |                       | I                    |                              | *Teacher reference to the scale    |                          |                           |  |
|                   |                       |                      |                              | or rubric throughout the lesson    |                          |                           |  |
|                   |                       | L                    | ļ.                           | or rubite unroughout the lesson    | l                        | ļ                         |  |

| Writing Goal #1b: Improve current level of performance | of Performance:*                                | 2013Expected<br>Level of<br>Performance.* |       |       |       |       |  |
|--|---|---|-------|-------|-------|-------|--|
|  | Level 4,5, and 6<br>43%<br>Level 7, 8, 9<br>43% | Decrease 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. |  |

End of Writing Goals

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

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

| When using percentage  | s, merade me               | number of study                   | onto the percentage                                 | represents (e.g., 70% (3.                                   | 7)).                       |  |
|--|----------------------------|-----------------------------------|---|---|----------------------------|--|
| Civics EOC Goals   | Problem-                   |                                   |   |   |                            |  |
|  | Solving                    |                                   |   |   |                            |  |
|  | Process to                 |                                   |   |   |                            |  |
|  | Increase                   |                                   |   |   |                            |  |
|  | Student                    |                                   |   |   |                            |  |
|  | Achieveme                  |                                   |   |   |                            |  |
|  |                            |                                   |   |   |                            |  |
|  | nt                         |                                   |   |   |                            |  |
| 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<br>Barrier     | Strategy                          | Person or Position<br>Responsible for<br>Monitoring | Process Used to Determine<br>Effectiveness of<br>Strategy   | Evaluation Tool            |  |
| 1. Students scoring at   | 1a.1.                      |                                   |   |   | 1a.1.                      |  |
| Achievement Level 3 in   | Insufficient               |                                   | AP who evaluates teacher                            |   | Walkthrough & Lesson Plans |  |
| Civics.  | standard based instruction | a purpose for learning            |   | *Is aligned with a course standard or benchmark and to      |                            |  |
| 33,333   | instruction                | and learning goals in each lesson |   | the district/school pacing guide                            |                            |  |
|  |                            | eden lesson                       |   | *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                             |                            |  |

| Civics Goal #1:  Establish baseline level of performance | Level of<br>Performance:* | 2013Expected Level<br>of Performance:* |   |  |                      |  |
|--|---------------------------|--|---|--|----------------------|--|
|  |                           | Improved from baseline                 |   |  |                      |  |
|  |                           | Insufficient standard                  | 1a.2. Implement High Yield Instructional Strategies | Ia.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 | la.2.<br>Walkthrough |  |

|                                  |   |  |                              | i   |                                     | i -                       |  |
|----------------------------------|---|--|------------------------------|---|-------------------------------------|---------------------------|--|
|                                  |   |  | 1a.3.                        | 1a.3.   |                                     | 1a.3.                     |  |
|                                  |   | Insufficient standard  | Increase instructional rigor | AP who evaluates teacher  |                                     | Walkthrough               |  |
|                                  |   | based instruction  |                              |   | Teachers provide instruction        | Teacher Appraisal Results |  |
|                                  |   |  |                              |   | 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           |                           |  |
| Based on the analysis of student | Anticipated                             | Strategy   | Person or Position           | Process Used to Determine   | Evaluation Tool                     |                           |  |
| achievement data, and reference  | Barrier                                 |  | Responsible for              | Effectiveness of  |                                     |                           |  |
| to "Guiding Questions", identify | Durrier                                 |  | Monitoring                   | Strategy  |                                     |                           |  |
| and define areas in need of      |   |  | Widilitoring                 | Strategy  |                                     |                           |  |
|                                  |   |  |                              |   |                                     |                           |  |
| improvement for the following    |   |  |                              |   |                                     |                           |  |
| group:                           |   |  |                              |   |                                     |                           |  |
|                                  |   |  |                              |   |                                     |                           |  |
| 2. Students scoring at or        | 2a.1.                                   |  | 2a.1.                        | 2a.1.   | 2a.1.                               |                           |  |
|                                  | Insufficient                            | Set and communicate  | AP who evaluates teacher     | Determine Lesson:   | 2a.1.<br>Walkthrough & Lesson Plans |                           |  |
| above Achievement Levels         | Insufficient standard based             | Set and communicate a purpose for learning                             | AP who evaluates teacher     | Determine Lesson: *Is aligned with a course   |                                     |                           |  |
|                                  | Insufficient standard based instruction | Set and communicate<br>a purpose for learning<br>and learning goals in | AP who evaluates teacher     | Determine Lesson:  *Is aligned with a course standard or benchmark and to   |                                     |                           |  |
| above Achievement Levels         | Insufficient standard based instruction | Set and communicate a purpose for learning                             | AP who evaluates teacher     | Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide   |                                     |                           |  |
| above Achievement Levels         | Insufficient standard based instruction | Set and communicate<br>a purpose for learning<br>and learning goals in | AP who evaluates teacher     | Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of  |                                     |                           |  |
| above Achievement Levels         | Insufficient standard based instruction | Set and communicate<br>a purpose for learning<br>and learning goals in | AP who evaluates teacher     | Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of  |                                     |                           |  |
| above Achievement Levels         | Insufficient standard based instruction | Set and communicate<br>a purpose for learning<br>and learning goals in | AP who evaluates teacher     | 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  |                                     |                           |  |
| above Achievement Levels         | Insufficient standard based instruction | Set and communicate<br>a purpose for learning<br>and learning goals in | AP who evaluates teacher     | 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  |                                     |                           |  |
| above Achievement Levels         | Insufficient standard based instruction | Set and communicate<br>a purpose for learning<br>and learning goals in | AP who evaluates teacher     | 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/   |                                     |                           |  |
| above Achievement Levels         | Insufficient standard based instruction | Set and communicate<br>a purpose for learning<br>and learning goals in | AP who evaluates teacher     | 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  |                                     |                           |  |
| above Achievement Levels         | Insufficient standard based instruction | Set and communicate<br>a purpose for learning<br>and learning goals in | AP who evaluates teacher     | 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  | Walkthrough & Lesson Plans          |                           |  |
| above Achievement Levels         | Insufficient standard based instruction | Set and communicate<br>a purpose for learning<br>and learning goals in | AP who evaluates teacher     | 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   | Walkthrough & Lesson Plans          |                           |  |
| above Achievement Levels         | Insufficient standard based instruction | Set and communicate<br>a purpose for learning<br>and learning goals in | AP who evaluates teacher     | 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   | Walkthrough & Lesson Plans          |                           |  |
| above Achievement Levels         | Insufficient standard based instruction | Set and communicate<br>a purpose for learning<br>and learning goals in | AP who evaluates teacher     | 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  | Walkthrough & Lesson Plans          |                           |  |
| above Achievement Levels         | Insufficient standard based instruction | Set and communicate<br>a purpose for learning<br>and learning goals in | AP who evaluates teacher     | 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  | Walkthrough & Lesson Plans          |                           |  |
| above Achievement Levels         | Insufficient standard based instruction | Set and communicate<br>a purpose for learning<br>and learning goals in | AP who evaluates teacher     | 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   | Walkthrough & Lesson Plans          |                           |  |
| above Achievement Levels         | Insufficient standard based instruction | Set and communicate<br>a purpose for learning<br>and learning goals in | AP who evaluates teacher     | 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  | Walkthrough & Lesson Plans          |                           |  |
| above Achievement Levels         | Insufficient standard based instruction | Set and communicate<br>a purpose for learning<br>and learning goals in | AP who evaluates teacher     | 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   | Walkthrough & Lesson Plans          |                           |  |
| above Achievement Levels         | Insufficient standard based instruction | Set and communicate<br>a purpose for learning<br>and learning goals in | AP who evaluates teacher     | 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  | Walkthrough & Lesson Plans          |                           |  |
| above Achievement Levels         | Insufficient standard based instruction | Set and communicate<br>a purpose for learning<br>and learning goals in | AP who evaluates teacher     | 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   | Walkthrough & Lesson Plans          |                           |  |
| above Achievement Levels         | Insufficient standard based instruction | Set and communicate<br>a purpose for learning<br>and learning goals in | AP who evaluates teacher     | 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  | Walkthrough & Lesson Plans          |                           |  |
| above Achievement Levels         | Insufficient standard based instruction | Set and communicate<br>a purpose for learning<br>and learning goals in | AP who evaluates teacher     | 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        | Walkthrough & Lesson Plans          |                           |  |
| above Achievement Levels         | Insufficient standard based instruction | Set and communicate<br>a purpose for learning<br>and learning goals in | AP who evaluates teacher     | 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 | Walkthrough & Lesson Plans          |                           |  |
| above Achievement Levels         | Insufficient standard based instruction | Set and communicate<br>a purpose for learning<br>and learning goals in | AP who evaluates teacher     | 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        | Walkthrough & Lesson Plans          |                           |  |

| Civics Goal #2:  Establish baseline level of performance | 2013Expected Level<br>of Performance:* |      |      |      |      |  |
|--|--|------|------|------|------|--|
|  | Improved from baseline                 |      |      |      |      |  |
|  | 2.2.                                   | 2.2. | 2.2. | 2.2. | 2.2. |  |
|  | 2.3                                    | 2.3  | 2.3  | 2.3  | 2.3  |  |

## **Civics Professional Development**

| Professional<br>Development  |                         |  |  |  |                                   |  |
|--|-------------------------|--|--|--|-----------------------------------|--|
| (PD) aligned with  |                         |  |  |  |                                   |  |
| Strategies through   |                         |  |  |  |                                   |  |
| Professional   |                         |  |  |  |                                   |  |
| Learning   |                         |  |  |  |                                   |  |
| Community  |                         |  |  |  |                                   |  |
| (PLC) or PD  |                         |  |  |  |                                   |  |
| Activity Please note that each Strategy does not require a professional development or PLC activity. |                         |  |  |  |                                   |  |
| PD Content /Topic<br>and/or PLC Focus  | Grade Level/<br>Subject | PD Facilitator<br>and/or<br>PLC Leader | PD Participants<br>(e.g. , PLC, subject, grade level, or<br>school-wide) | Target Dates (e.g., Early<br>Release) and Schedules (e.g.,<br>frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for<br>Monitoring |
| Civics PLC   | 7                       | Brandi<br>Alahouzos                    | Civics teachers  | 4 <sup>th</sup> Tuesday of each month  | Minutes                           | Brandi Alahouzos                                 |
| Civics district wide training  | 7                       | Linda Whitley                          | Civics teachers  | Summer 2012  | Grade level PLCs                  | Brandi Alahouzos                                 |

Civics Budget (Insert rows as needed)

| Include only school-based funded          |                          |                |        |  |
|---|--------------------------|----------------|--------|--|
| activities/materials and exclude district |                          |                |        |  |
| funded activities /materials.             |                          |                |        |  |
| Evidence-based Program(s)/Materials(s)    |                          |                |        |  |
| Strategy                                  | Description of Resources | Funding Source | Amount |  |
| Subtotal:                                 |                          |                |        |  |
| Technology                                |                          |                |        |  |
| Strategy                                  | Description of Resources | Funding Source | Amount |  |
|   |                          |                |        |  |
| Subtotal:                                 |                          |                |        |  |
| Professional Development                  |                          |                |        |  |
| Strategy                                  | Description of Resources | Funding Source | Amount |  |
|   |                          |                |        |  |
| Subtotal:                                 |                          |                |        |  |
| Other                                     |                          |                |        |  |
| Strategy                                  | Description of Resources | Funding Source | Amount |  |
| Subtotal:                                 |                          |                |        |  |
| Total: \$0.00                             |                          |                |        |  |

End of Civics Goals

## **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)  Based on the analysis of attendance data, and reference to "Guiding | Problem- solving Process to Increase Attendance  Anticipated Barrier | Strategy   | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy  | Evaluation Tool   | J (33)). |  |
|---|--|--|---|--|---|----------|--|
| Questions", identify and define areas in need of improvement:                           |  |  |   |  |   |          |  |
| 1. Attendance   | engagement   | supports are in place<br>in the form of an<br>effective school wide<br>behavior plan |   | 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 | I.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 |          |  |
| Attendance Goal #1: Improve current level of performance                                | Attendance Rate:*  | 2013 Expected<br>Attendance Rate:*   |   |  |   |          |  |
|   | 94%<br>1200  | Greater than prior<br>year   |   |  |   |          |  |

| Number of Studentswith Excessive Absences | 2013 Expected Number of Students with Excessive Absences (10 or more) |      |      |      |      |  |
|---|---|------|------|------|------|--|
|   | 10% decrease from prior year  |      |      |      |      |  |
| Number of Students with Excessive Tardies | 2013Expected Number of Students with Excessive Tardies (10 or more)   |      |      |      |      |  |
|   | 10% decrease<br>from prior year                                       |      |      |      |      |  |
|   | 1.2.  | 1.2. | 1.2. | 1.2. | 1.2. |  |
|   | 1.3.  | 1.3. | 1.3. | 1.3. | 1.3. |  |

| Professional Development                                |                         |  |  |   |  |   |
|---|-------------------------|--|--|---|--|---|
| Development (PD) aligned with                           |                         |  |  |   |  |   |
| Strategies through                                      |                         |  |  |   |  |   |
| Professional  |                         |  |  |   |  |   |
| Learning  |                         |  |  |   |  |   |
| Community (PLC)   |                         |  |  |   |  |   |
| or PD Activity  |                         |  |  |   |  |   |
| Please note that each                                   |                         |  |  |   |  |   |
| Strategy does not require a professional development or |                         |  |  |   |  |   |
| PLC activity.   |                         |  |  |   |  |   |
| PD Content /Topic<br>and/or PLC Focus                   | Grade Level/<br>Subject | PD Facilitator<br>and/or<br>PLC Leader | PD Participants<br>(e.g., PLC, subject, grade level, or<br>school-wide)  | Target Dates and Schedules<br>(e.g., Early Release) and<br>Schedules (e.g., frequency of<br>meetings) | Strategy for Follow-up/Monitoring  | Person or Position Responsible for<br>Monitoring              |
| Child Study Team  | 6/7/8                   | Dawn Simmons                           | Guidance, Admin, Attendance<br>Specialist, Grade level clerks,<br>DMT, School Social Worker, School<br>Psychologist. |   | Reports, documentation of mentors/<br>tutors, parent contact,<br>conferences | Attendance Specialist,<br>Grade Level Clerks,<br>Dawn Simmons |

#### Attendance Budget(Insert rows as needed)

| Include only school-based funded          |                          |                |              |
|---|--------------------------|----------------|--------------|
| activities/materials and exclude district |                          |                |              |
| funded activities /materials.             |                          |                |              |
| Evidence-based Program(s)/Materials(s)    |                          |                |              |
| Strategy                                  | Description of Resources | Funding Source | Amount       |
|   |                          |                |              |
| Subtotal:                                 |                          |                |              |
| Technology                                |                          |                |              |
| Strategy                                  | Description of Resources | Funding Source | Amount       |
|   |                          |                |              |
| Subtotal:                                 |                          |                |              |
| Professional Development                  |                          |                |              |
| Strategy                                  | Description of Resources | Funding Source | Amount       |
|   |                          |                |              |
| Subtotal:                                 |                          |                |              |
| Other                                     |                          |                |              |
| Strategy                                  | Description of Resources | Funding Source | Amount       |
|   |                          |                |              |
| Subtotal:                                 |                          |                |              |
| Total: \$0.00                             |                          |                |              |
| $\Gamma$ 1 $C$ $A_{ij}$ 1 $C$ 1           | 1                        | '              | <del>!</del> |

End of Attendance Goals

### **Suspension Goal(s)**

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

| Sus | spension | Problem-   |  |  |  |  |
|-----|----------|------------|--|--|--|--|
|     | Goal(s)  | solving    |  |  |  |  |
|     |          | Process to |  |  |  |  |

|  | Decrease<br>Suspension                                 |  |  |   |   |  |
|--|--|--|--|---|---|--|
| Based on the analysis<br>of suspension data, and<br>reference to "Guiding<br>Questions", identify and<br>define areas in need of<br>improvement: | Anticipated<br>Barrier                                 | Strategy   | Person or Position<br>Responsible for Monitoring | Process Used to Determine<br>Effectiveness of<br>Strategy   | Evaluation Tool   |  |
| 1. Suspension  | 1.1. Lack of Student Engagement  2012Total Number      | 1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan |  | I.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 | Number of alternative<br>bell assignments<br>Number of students<br>assigned to alternative<br>bell schedule |  |
| Improve current level of   | of In –School Suspensions                              | Number of In- School Suspensions   |  |   |   |  |
|  | 977  | 10% decrease<br>from prior year  |  |   |   |  |
|  | 2012Total Number of<br>Students Suspended<br>In-School | 2013 Expected Number of Students Suspended In -School  |  |   |   |  |
|  |  | 10% decrease<br>from prior year  |  |   |   |  |
|  | Out-of-School  | 2013 Expected Number of Out-of-School Suspensions  |  |   |   |  |

|                     | 10% decrease                |      |      |      |      |  |
|---------------------|-----------------------------|------|------|------|------|--|
|                     | from prior year             |      |      |      |      |  |
| 2012Total Number of |                             |      |      |      |      |  |
| Students Suspended  |                             |      |      |      |      |  |
| Out- of- School     | Suspended<br>Out- of-School |      |      |      |      |  |
|                     | Out- 01-School              |      |      |      |      |  |
| 41                  | 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** 

| Suspension 1 Tole                                       | bololiul Dev            | cropinent                              |   |   |   |  |
|---|-------------------------|--|---|---|---|--|
| Professional  |                         |  |   |   |   |  |
| Development   |                         |  |   |   |   |  |
| (PD) aligned with                                       |                         |  |   |   |   |  |
| Strategies through                                      |                         |  |   |   |   |  |
| Professional  |                         |  |   |   |   |  |
| Learning  |                         |  |   |   |   |  |
| Community (PLC)   |                         |  |   |   |   |  |
| or PD Activity  |                         |  |   |   |   |  |
| Please note that each                                   |                         |  |   |   |   |  |
| Strategy does not require a professional development or |                         |  |   |   |   |  |
| PLC activity.   |                         |  |   |   |   |  |
| PD Content /Topic<br>and/or PLC Focus                   | Grade Level/<br>Subject | PD Facilitator<br>and/or<br>PLC Leader | PD Participants<br>(e.g., PLC, subject, grade level, or<br>school-wide) | Target Dates and Schedules<br>(e.g., Early Release) and<br>Schedules (e.g., frequency of<br>meetings) | Strategy for Follow-up/Monitoring                             | Person or Position Responsible for<br>Monitoring |
| RtI   | 6/7/8                   | Jennifer                               | Guidance,<br>Administrators,  | Bi-monthly  | Reports, documentation of mentors/<br>tutors, parent contact, | RtI Team   |
|   | 0, 7, 0                 | McGinnis                               | Teachers, School Social<br>Worker, School                               | Bi monuny   | conferences, teacher input                                    | rea ream   |
| Student Behavior  | 6/7/8                   | Jennifer<br>McGinnis                   | SBLT  | Every 6 weeks   | Student outcome details                                       | RtI Team   |
| IBest Practices PLU                                     | 6/7/8                   | Tracie Russo                           | School-wide   | Monthly   | Student outcome details                                       | Tracie Russo,<br>Administrators                  |
| Positive Behavior System                                | 6/7/8                   | Nancy Verigan                          | School-wide   | Weekly  | Student recognition of positive behavior                      | Nancy Verigan                                    |

Suspension Budget(Insert rows as needed)

| T 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1   |                          | 1              |        |  |
|---|--------------------------|----------------|--------|--|
| Include only school-based funded          |                          |                |        |  |
| activities/materials and exclude district |                          |                |        |  |
| funded activities /materials.             |                          |                |        |  |
| Evidence-based Program(s)/Materials(s)    |                          |                |        |  |
| Strategy                                  | Description of Resources | Funding Source | Amount |  |
|   |                          |                |        |  |
| Subtotal:                                 |                          |                |        |  |
|   |                          |                |        |  |
| Technology                                |                          |                |        |  |
| Strategy                                  | Description of Resources | Funding Source | Amount |  |
|   |                          |                |        |  |
|   |                          |                |        |  |
| Subtotal:                                 |                          |                |        |  |
| Professional Development                  |                          |                |        |  |
| Strategy                                  | Description of Resources | Funding Source | Amount |  |
|   |                          |                |        |  |
|   |                          |                |        |  |
| Subtotal:                                 |                          |                |        |  |
| Other                                     |                          |                |        |  |
| Strategy                                  | Description of Resources | Funding Source | Amount |  |
|   |                          |                |        |  |
| Subtotal:                                 |                          |                |        |  |
| Total: \$0.00                             |                          |                |        |  |
| E 1 00 . O 1                              | •                        | +              | *      |  |

End of Suspension Goals

**Dropout Prevention Goal(s)** Note: Required for High School- F.S., Sec. 1003.53

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

| Dropout    | Problem-   |  |  |  |
|------------|------------|--|--|--|
| Prevention | solving    |  |  |  |
| Goal(s)    | Process to |  |  |  |

|  | Dropout<br>Prevention                          |                                   |  |   |  |      |  |
|--|--|-----------------------------------|--|---|--|------|--|
| Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:        | Anticipated<br>Barrier                         | Strategy                          | Person or Position<br>Responsible for Monitoring | Process Used to Determine<br>Effectiveness of<br>Strategy | Evaluation Tool                              |      |  |
| 1. Dropout Prevention  Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year. | aspirations and<br>create educational<br>goals | Yield Instructional<br>Strategies | 1.1.<br>Principal                                | 1.1.  | 1.1.<br>Walkthrough and teacher<br>appraisal |      |  |
| Improve current level of performance   |  | 2013 Expected<br>Dropout Rate:*   |  |   |  |      |  |
|  |  | from prior year 2013 Expected     |  |   |  |      |  |
|  | Graduation Rate:*                              | Graduation Rate:* Improve rate    |  |   |  |      |  |
|  |  | from prior year<br>1.2.           | 1.2.   | 1.2.  | 1.2.   | 1.2. |  |
|  |  | 1.3.                              | 1.3.   | 1.3.  | 1.3.   | 1.3. |  |

## **Dropout Prevention Professional Development**

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

| Subtotal:     |                          |                |        |
|---------------|--------------------------|----------------|--------|
| Other         |                          |                |        |
| Strategy      | Description of Resources | Funding Source | Amount |
|               |                          |                |        |
| Subtotal:     |                          |                |        |
| Total: \$0.00 |                          |                |        |

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)).

| Parent Involvement<br>Goal(s)   | Problem-<br>solving<br>Process<br>to Parent<br>Involveme<br>nt |          |  |   |                 |  |
|---|--|----------|--|---|-----------------|--|
| Based on the analysis of parent<br>involvement data, and reference<br>to "Guiding Questions", identify<br>and define areas in need of<br>improvement: |  | Strategy | Person or Position<br>Responsible for Monitoring | Process Used to Determine<br>Effectiveness of<br>Strategy | Evaluation Tool |  |

| 1. Parent Involvement     | 1.1.            |                           |                            | 1.1.                          | 1.1.                 |      |  |
|---------------------------|-----------------|---------------------------|----------------------------|-------------------------------|----------------------|------|--|
|                           |                 |                           | Data Management Technician | Parents with access to Portal | Surveys, sign in log |      |  |
| Parent Involvement Goal   | home-school     | home-school               |                            |                               |                      |      |  |
| <u>#1:</u>                |                 | communication             |                            |                               |                      |      |  |
| *Please refer to the      |                 | in a variety of formats,  |                            |                               |                      |      |  |
| percentage of parents who |                 | and allows                |                            |                               |                      |      |  |
| participated in school    |                 | for families              |                            |                               |                      |      |  |
| activities, duplicated or |                 | to support                |                            |                               |                      |      |  |
| unduplicated.             | and supervise   | and supervise             |                            |                               |                      |      |  |
|                           |                 | their child's educational |                            |                               |                      |      |  |
|                           |                 | progress                  |                            |                               |                      |      |  |
|                           |                 | 2013 Expected             |                            |                               |                      |      |  |
| Improve current level of  | level of Parent | level of Parent           |                            |                               |                      |      |  |
| performance               | Involvement:*   | Involvement:*             |                            |                               |                      |      |  |
|                           |                 |                           |                            |                               |                      |      |  |
| Portal logins by parents  |                 |                           |                            |                               |                      |      |  |
|                           |                 |                           |                            |                               |                      |      |  |
|                           |                 |                           |                            |                               |                      |      |  |
|                           |                 |                           |                            |                               |                      |      |  |
|                           | 77% (983)       | 80% (1020)                |                            |                               |                      |      |  |
|                           |                 |                           |                            |                               |                      |      |  |
|                           |                 | 1.2                       | 1.2                        | 1.2                           | 1.2                  | 1.2  |  |
|                           |                 | 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              |  |  |  |
| Please note that each       |  |  |  |
| Strategy does not require a |  |  |  |

| professional development or PLC activity.          |                         |  |  |   |                                      |  |
|--|-------------------------|--|--|---|--------------------------------------|--|
| PD Content /Topic<br>and/or PLC Focus              | Grade Level/<br>Subject | PD Facilitator<br>and/or<br>PLC Leader       | PD Participants<br>(e.g. , PLC, subject, grade level, or<br>school-wide) | Target Dates and Schedules<br>(e.g., Early Release) and<br>Schedules (e.g., frequency of<br>meetings) | Strategy for Follow-up/Monitoring    | Person or Position Responsible for<br>Monitoring |
| Family and Community<br>Relations Liaison PD       | 6/7/8                   | Family and<br>Community<br>Relations Liaison | School -wide   | 8/28/12   | School based volunteer feedback      | Family and Community Relations Liaison           |
| Family and Community<br>Relations Liaison training | 6/7/8                   | Family and<br>Community<br>Relations Liaison | School -wide   | 9/5/12  | School based volunteer feedback      | Family and Community Relations Liaison           |
| Mentoring  | 6/7/8                   | Family and<br>Community<br>Relations Liaison | Community, Parents   | October   | data based results, teacher feedback | Family and Community Relations Liaison           |
| Volunteer Orientation<br>Training                  | 6/7/8                   | Family and<br>Community<br>Relations Liaison | School -wide   | September   | School based volunteer feedback      | Family and Community Relations Liaison           |
|  |                         |  |  |   |                                      |  |

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

| Other         |                          |                |        |
|---------------|--------------------------|----------------|--------|
| Strategy      | Description of Resources | Funding Source | Amount |
| Subtotal:     |                          |                |        |
| Total: \$0.00 |                          |                |        |

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)).

| STEM Goal(s)   | Problem-Solving Process to Increase Student Achievement |                                    |   |   |                           |
|--|---|------------------------------------|---|---|---------------------------|
| Based on the analysis of school data, identify and define areas in need of improvement:            | Anticipated Barrier                                     | Strategy                           | Person or Position<br>Responsible for<br>Monitoring | Process Used to Determine<br>Effectiveness of<br>Strategy | Evaluation Tool           |
| STEM Goal #1:  Students have the exposure to real world integrated STEM concepts and applications. | Common planning and                                     | Cross curricular collaboration for |   |   | 1.1.<br>Not yet available |
|  | 1.2.  | 1.2.                               | 1.2.  | 1.2.  | 1.2.                      |
|  | 1.3.  | 1.3.                               | 1.3.  | 1.3.  | 1.3.                      |

**STEM Professional Development** 

| Professional       | 1 |  |  |  |
|--------------------|---|--|--|--|
| Development        |   |  |  |  |
| _                  |   |  |  |  |
| (PD) aligned wit   |   |  |  |  |
| Strategies through | h |  |  |  |

| Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity. |                         |  |   |   |                                   |  |
|--|-------------------------|--|---|---|-----------------------------------|--|
| PD Content /Topic<br>and/or PLC Focus  | Grade Level/<br>Subject | PD Facilitator<br>and/or<br>PLC Leader | PD Participants<br>(e.g., PLC, subject, grade level, or<br>school-wide) | Target Dates and Schedules<br>(e.g., Early Release) and<br>Schedules (e.g., frequency of<br>meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for<br>Monitoring |
| District Wide STEM<br>Training   | 6/7/8                   | Bob Hawkins/<br>Supervisor             | Johanna Anderson  | August 2012   | Additional training               | Supervisor/Administration                        |
|  |                         |  |   |   |                                   |  |
|  |                         |  |   |   |                                   |  |

STEM Budget (Insert rows as needed)

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

| Subtotal:     |                          |                |        |
|---------------|--------------------------|----------------|--------|
| Other         |                          |                |        |
| Strategy      | Description of Resources | Funding Source | Amount |
|               |                          |                |        |
|               |                          |                |        |
| Subtotal:     |                          |                |        |
| Total: \$0.00 |                          |                |        |

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<br>Responsible for<br>Monitoring | Process Used to Determine<br>Effectiveness of<br>Strategy                          | Evaluation Tool       |
| CTE Goal #1: Support high student achievement through career preparation and lifelong learning. | 1.1. Students do not have the required skills to achieve an entry level career. | 1.1. Provide instruction regarding life skills. | 1.1.<br>8 <sup>th</sup> grade teachers              | 1.1.<br>Economics unit and field trip to<br>Finance Park in 8 <sup>th</sup> grade. | 1.1. Unit assessments |

| 1.2. | 1.2.   | 1.2.  | 1.2.  | 1.2.                |
|------|--|---|---|---------------------|
|      | i Tovide exposure to different                     | 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grade<br>teachers, Guidance<br>counselors | Career evaluation questionnaires<br>Facts.org | Questionnaire       |
| 1.3. | 1.3.   | 1.3.  | 1.3.  | 1.3.                |
|      | Provide exposure to different career opportunities | 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grade<br>teachers                         | Great American Teach-In                       | # of Guest Speakers |

### **CTE Professional Development**

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity. |                         |  |   |   |                                   |  |
|--|-------------------------|--|---|---|-----------------------------------|--|
| PD Content /Topic<br>and/or PLC Focus  | Grade Level/<br>Subject | PD Facilitator<br>and/or<br>PLC Leader | PD Participants<br>(e.g., PLC, subject, grade level, or<br>school-wide) | Target Dates and Schedules<br>(e.g., Early Release) and<br>Schedules (e.g., frequency of<br>meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for<br>Monitoring |
| CTE Goals  | 6/7/8                   | Guidance<br>Supervisor                 | Guidance Counselors   | Monthly   | Review Questionnaires             | Margy Laird                                      |
| Finance Park   | 8                       | Brandi<br>Alahouzos                    | 8 <sup>th</sup> Grade Social Studies<br>Teachers                        | Monthly   | Finance Park Student Outcome      | Brandi Alahouzos                                 |
|  |                         |  |   |   |                                   |  |

CTE Budget (Insert rows as needed)

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

| Evidence-based Program(s)/Materials(s) |                          |                |        |  |
|--|--------------------------|----------------|--------|--|
| Strategy                               | Description of Resources | Funding Source | Amount |  |
|  |                          |                |        |  |
| Subtotal:                              |                          |                |        |  |
| Technology                             |                          |                |        |  |
| Strategy                               | Description of Resources | Funding Source | Amount |  |
|  |                          |                |        |  |
| Subtotal:                              |                          |                |        |  |
| Professional Development               |                          |                |        |  |
| Strategy                               | Description of Resources | Funding Source | Amount |  |
|  |                          |                |        |  |
| Subtotal:                              |                          |                |        |  |
| Other                                  |                          |                |        |  |
| Strategy                               | Description of Resources | Funding Source | Amount |  |
|  |                          |                |        |  |
| Subtotal:                              |                          |                |        |  |
| Total: \$0.00                          |                          |                |        |  |

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)).

|                    |            | <br>Translation talle pro- | <br><u> </u> | <br>( )) |  |
|--------------------|------------|----------------------------|--------------|----------|--|
|                    | Problem-   |                            |              |          |  |
|                    | Solving    |                            |              |          |  |
|                    | Process to |                            |              |          |  |
|                    | Increase   |                            |              |          |  |
| Additional Goal(s) | Student    |                            |              |          |  |
|                    | Achieveme  |                            |              |          |  |

|   | 4                      | İ  |  |   | 1   | ı |
|---|------------------------|--|--|---|---|---|
|   | nt                     |  |  |   |   |   |
| Based on the analysis of school data, identify and define areas in need of improvement: | Anticipated<br>Barrier | Strategy   | Person or Position<br>Responsible for Monitoring | Process Used to Determine<br>Effectiveness of<br>Strategy   | Evaluation Tool   |   |
| 1. Additional Goal:<br>Wellness   | Team.                  | Healthy Schools Program 6 Step Process online https:// | administrator, physical                          | A:  Completion of 6 <sup>th</sup> Step of the Healthy School Program online (Celebrate Successes) | I.1.  A:  Healthy School  Inventory (Evaluate Your School) online |   |
|   | Fitnessgram data       | B:<br>Complete Pre<br>and Post Being                   |  |   | B:<br>Being Fit Matters<br>Statistical Report (Portal)            |   |

| Additional Goal #1:  Improve current level of performance  2012 Current Level :* | 2013 Expected<br>Level :*  |      |      |      |      |  |
|--|--|------|------|------|------|--|
| Level on   | Meeting Bronze Level on Healthy Schools Inventory Meeting Silver Level on Healthy Schools Inventory                |      |      |      |      |  |
| B Data:<br>Being Fit Ma<br>/ Fitnessgram<br>Data                                 | School will<br>improve<br>students' scores<br>on one Being<br>Fit Matters /<br>Fitnessgram<br>Assessment<br>score. |      |      |      |      |  |
|  | 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**

| Professional       |  |  |  |
|--------------------|--|--|--|
| Development        |  |  |  |
| (PD) aligned with  |  |  |  |
| Strategies through |  |  |  |
| Professional       |  |  |  |

| Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity. |                         |  |  |   |   |  |
|---|-------------------------|--|--|---|---|--|
| PD Content /Topic<br>and/or PLC Focus   | Grade Level/<br>Subject | PD Facilitator<br>and/or<br>PLC Leader | PD Participants<br>(e.g. , PLC, subject, grade level, or<br>school-wide) | Target Dates and Schedules<br>(e.g., Early Release) and<br>Schedules (e.g., frequency of<br>meetings) | Strategy for Follow-up/Monitoring             | Person or Position Responsible for<br>Monitoring |
| P.E. Health PLC   | 6/7/8                   | Adam Tedora                            | P.E. and Health teachers   | Monthly   | Minutes                                       | Adam Tedora, Administration                      |
| Faculty Wellness PLC  | 6/7/8                   | Stan Harbaugh                          | School-wide  | Monthly and as needed   | Questionnaires, newsletters, online inventory | Stan Harbaugh, Administration                    |
|   |                         |  |  |   |   |  |

## 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 |  |
|  |                          |                |        |  |
| Subtotal:  |                          |                |        |  |
| Technology   |                          |                |        |  |
| Strategy   | Description of Resources | Funding Source | Amount |  |
|  |                          |                |        |  |
| Subtotal:  |                          |                |        |  |
| Professional Development   |                          |                |        |  |
| Strategy   | Description of Resources | Funding Source | Amount |  |
|  |                          |                |        |  |
| Subtotal:  |                          |                |        |  |
| Other  |                          |                |        |  |

| Strategy      | Description of Resources | Funding Source | Amount |
|---------------|--------------------------|----------------|--------|
|               |                          |                |        |
| Subtotal:     |                          |                |        |
| Total: \$0.00 |                          |                |        |

### 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)).

| Additional Goal(s)  | Problem-<br>Solving<br>Process to<br>Increase<br>Student<br>Achieveme<br>nt |          |  |   |                 |  |
|---|---|----------|--|---|-----------------|--|
| Based on the analysis of school data, identify and define areas in need of improvement: | Anticipated<br>Barrier  | Strategy | Person or Position<br>Responsible for Monitoring | Process Used to Determine<br>Effectiveness of<br>Strategy | Evaluation Tool |  |

| 1. Additional Goal: Black                              | 1.1.                     | 1.1.                      | 1.1. | 1.1.   | 1.1.           |      |  |
|--|--------------------------|---------------------------|------|--|----------------|------|--|
| Academic Achievement                                   | Lack of                  | Differentiate             |      | Content materials are  | Lesson Plans & |      |  |
|  | differentiation of       | Instruction               |      | differentiated by student                                      | Walkthrough    |      |  |
|  | instruction              |                           |      | 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.   |                |      |  |
| Additional Goal #1:                                    | 2012 Current<br>Level :* | 2013 Expected<br>Level :* |      |  |                |      |  |
| TI :111 · · · · · · · · · · · · · · · · ·              | Level.                   | Level . ·                 |      |  |                |      |  |
| There will be an increase in black student achievement |                          |                           |      |  |                |      |  |
| student acmevement                                     |                          |                           |      |  |                |      |  |
|  |                          |                           |      |  |                |      |  |
|  |                          |                           |      |  |                |      |  |
|  |                          |                           |      |  |                |      |  |
|  | 60%                      |                           |      |  |                |      |  |
|  | 38                       | 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** 

| 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   |                         |  |   |   |                                       |   |
|   |                         |  |   | Target Dates and Schedules  |                                       |   |
| and/or PLC Focus  | Grade Level/<br>Subject | PD Facilitator<br>and/or<br>PLC Leader | PD Participants<br>(e.g., PLC, subject, grade level, or<br>school-wide) | (e.g., Early Release) and<br>Schedules (e.g., frequency of<br>meetings) | Strategy for Follow-up/Monitoring     | Person or Position Responsible for Monitoring |
| Rigorous Text PLC   | 6/7/8                   | LLC                                    | School-wide   | Monthly   | Meeting minutes and faculty trainings | Administration, Guidance<br>Counselors        |
|   |                         |  |   |   |                                       |   |
|   |                         |  |   |   |                                       |   |
| Please note that each Strategy does not require a professional development or PLC activity.  PD Content /Topic and/or PLC Focus | Subject                 | and/or<br>PLC Leader                   | (e.g. , PLC, subject, grade level, or school-wide)                      | Schedules (e.g., frequency of meetings)                                 | Meeting minutes and faculty           | Monitoring  Administration, Guidance          |

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

| riadicional Mioe Goal(s) Bauges           | (more rows as necessary) |                |        |
|---|--------------------------|----------------|--------|
| Include only school-based funded          |                          |                |        |
| activities/materials and exclude district |                          |                |        |
| funded activities /materials.             |                          |                |        |
| Evidence-based Program(s)/Materials(s)    |                          |                |        |
| Strategy                                  | Description of Resources | Funding Source | Amount |
|   |                          |                |        |
| Subtotal:                                 |                          |                |        |
| Technology                                |                          |                |        |
| Strategy                                  | Description of Resources | Funding Source | Amount |
|   |                          |                |        |

| Subtotal:                |                          |                |        |
|--------------------------|--------------------------|----------------|--------|
| Professional Development |                          |                |        |
| Strategy                 | Description of Resources | Funding Source | Amount |
|                          |                          |                |        |
| Subtotal:                |                          |                |        |
| Other                    |                          |                |        |
| Strategy                 | Description of Resources | Funding Source | Amount |
|                          |                          |                |        |
| Subtotal:                |                          |                |        |
| Total: \$0.00            |                          |                |        |

### 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)).

|   | Problem-<br>Solving<br>Process to<br>Increase<br>Student<br>Achieveme<br>nt |          |  |   |                 |  |
|---|---|----------|--|---|-----------------|--|
| Based on the analysis of school data, identify and define areas in need of improvement: | Anticipated<br>Barrier  | Strategy | Person or Position<br>Responsible for Monitoring | Process Used to Determine<br>Effectiveness of<br>Strategy | Evaluation Tool |  |

| 1. Additional Goal:                | 1.1.         |                             |      | 1.1.   | 1.1.                                       |      |  |
|------------------------------------|--------------|-----------------------------|------|--|--|------|--|
| Student Engagement for             |              | Positive behavior           |      |  | Decrease in                                |      |  |
| Black Students                     | Engagement   | supports are in             |      |  | Number of In-School                        |      |  |
| Diack Students                     |              | place in the form           |      |  | Suspension                                 |      |  |
|                                    |              | of an effective school wide |      |  | Number of Students<br>suspended In-School  |      |  |
|                                    |              | behavior plan               |      |  | Number of out-of-school                    |      |  |
|                                    |              | ochavior plan               |      |  | suspensions                                |      |  |
|                                    |              |                             |      | acknowledged   | Number of Students                         |      |  |
|                                    |              |                             |      | Behavioral errors are proactively                      | suspended out-of-school                    |      |  |
|                                    |              |                             |      | corrected  | Number of alternative                      |      |  |
|                                    |              |                             |      | A database for keeping                                 | bell assignments                           |      |  |
|                                    |              |                             |      | records and making decisions is established Data-based | Number of students assigned to alternative |      |  |
|                                    |              |                             |      |  | bell schedule                              |      |  |
|                                    |              |                             |      | the plan are regularly conducted                       | ben senedule                               |      |  |
| Additional Goal #1:                | 2012 Current | 2013 Expected               |      | pro- pro- are regularly conducted                      |  |      |  |
| Additional Goal #1.                | Level :*     | Level :*                    |      |  |  |      |  |
| There will be an increase in black |              |                             |      |  |  |      |  |
| student engagement                 |              |                             |      |  |  |      |  |
|                                    |              |                             |      |  |  |      |  |
|                                    |              |                             |      |  |  |      |  |
|                                    |              |                             |      |  |  |      |  |
|                                    | ·            |                             |      |  |  |      |  |
|                                    | 8%<br>29     | Decrease                    |      |  |  |      |  |
|                                    | 29           | 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** 

| Professional |  | • |  |  |
|--------------|--|---|--|--|
| Development  |  |   |  |  |

| (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity. |                         |  |   |   |   |  |
|---|-------------------------|--|---|---|---|--|
| PD Content /Topic<br>and/or PLC Focus   | Grade Level/<br>Subject | PD Facilitator<br>and/or<br>PLC Leader | PD Participants<br>(e.g., PLC, subject, grade level, or<br>school-wide)   | Target Dates and Schedules<br>(e.g., Early Release) and<br>Schedules (e.g., frequency of<br>meetings) | Strategy for Follow-up/Monitoring   | Person or Position Responsible for<br>Monitoring |
| Bully Prevention Support  | 6/7/8                   | Joan Reubens                           | School - wide   | quarterly   | Ongoing monitoring  | Administration                                   |
| RtI   | 6/7/8                   | Jennifer<br>McGinnis                   | Guidance,<br>Administrators,<br>Teachers, School Social<br>Worker, School | Bi-monthly  | Reports, documentation of mentors/<br>tutors, parent contact,<br>conferences, teacher input | RtI Team   |
| Student Behavior  | 6/7/8                   | Jennifer<br>McGinnis                   | SBLT  | Every 6 weeks   | Student outcome details   | RtI Team   |
| Classroom Management/Best<br>Practices PLC  | 6/7/8                   | Tracie Russo                           | School-wide   | Monthly   | Student outcome details   | Tracie Russo,<br>Administrators                  |
| Positive Behavior System  | 6/7/8                   | Nancy Verigan                          | School-wide   | Weekly  | Student recognition of positive behavior  | Nancy Verigan                                    |
| Girlfriends Club  | 6/7/8                   | Dawn<br>Simmons                        | Girls   | Monthly   | Student outcome details   | Dawn Simmons                                     |

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 |
|   |                          |                |        |
| Subtotal:                                 |                          |                |        |

| Technology               |                          |                |        |
|--------------------------|--------------------------|----------------|--------|
| Strategy                 | Description of Resources | Funding Source | Amount |
|                          |                          |                |        |
|                          |                          |                |        |
| Subtotal:                |                          |                |        |
| Professional Development |                          |                |        |
| Strategy                 | Description of Resources | Funding Source | Amount |
|                          |                          |                |        |
| Subtotal:                |                          |                |        |
| Other                    |                          |                |        |
| Strategy                 | Description of Resources | Funding Source | Amount |
|                          |                          |                |        |
| Subtotal:                |                          |                |        |
| Total: \$0.00            |                          |                |        |

## 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)).

| Additional Goal(s)  | Problem-<br>Solving<br>Process to<br>Increase<br>Student<br>Achieveme<br>nt |          |  |   |                 |  |
|---|---|----------|--|---|-----------------|--|
| Based on the analysis of school data, identify and define areas in need of improvement: | Anticipated<br>Barrier  | Strategy | Person or Position<br>Responsible for Monitoring | Process Used to Determine<br>Effectiveness of<br>Strategy | Evaluation Tool |  |

| 1. Additional Goal: Black          | 1.1.       | 1.1.                      | 1.1. | 1.1.                        | 1.1.              |      |  |
|------------------------------------|------------|---------------------------|------|-----------------------------|-------------------|------|--|
| graduation rate                    | Lack of    | Positive                  | SBLT | Determine:                  | Increase in black |      |  |
|                                    | Student    | behavior                  |      | Expectations are clearly    | graduation rate   |      |  |
|                                    | Engagement | supports are              |      | and positively defined      |                   |      |  |
|                                    |            | in place in               |      | Behavioral expectations     |                   |      |  |
|                                    |            | the form of               |      | are taught and reviewed     |                   |      |  |
|                                    |            | an effective              |      | with all students and staff |                   |      |  |
|                                    |            | school wide               |      | Appropriate behaviors are   |                   |      |  |
|                                    |            | behavior plan             |      | 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                   |                   |      |  |
| Additional Goal #1:                |            | 2013 Expected<br>Level :* |      |                             |                   |      |  |
| There will be an increase in black | Level      | Level . ·                 |      |                             |                   |      |  |
| student graduation rate            |            |                           |      |                             |                   |      |  |
| 2-11-11-12                         |            |                           |      |                             |                   |      |  |
|                                    |            |                           |      |                             |                   |      |  |
|                                    |            |                           |      |                             |                   |      |  |
|                                    |            |                           |      |                             |                   |      |  |
|                                    | N/A        |                           |      |                             |                   |      |  |
|                                    | IN/A       |                           |      |                             |                   |      |  |
|                                    |            | 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

| Professional       |  |  |  |
|--------------------|--|--|--|
| Development        |  |  |  |
| (PD) aligned with  |  |  |  |
| Strategies through |  |  |  |

| Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or |                         |  |   |   |                                   |  |
|--|-------------------------|--|---|---|-----------------------------------|--|
| PLC activity.  PD Content /Topic and/or PLC Focus  | Grade Level/<br>Subject | PD Facilitator<br>and/or<br>PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates and Schedules<br>(e.g., Early Release) and<br>Schedules (e.g., frequency of<br>meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for<br>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 |  |
|  |                          |                |        |  |
| Subtotal:  |                          |                |        |  |
| Technology   |                          |                |        |  |
| Strategy   | Description of Resources | Funding Source | Amount |  |
|  |                          |                |        |  |
| Subtotal:  |                          |                |        |  |
| Professional Development   |                          |                |        |  |
| Strategy   | Description of Resources | Funding Source | Amount |  |
|  |                          |                |        |  |
| Subtotal:  |                          |                |        |  |
| Other  |                          |                |        |  |
| Strategy   | Description of Resources | Funding Source | Amount |  |

| Subtotal:     |  |  |
|---------------|--|--|
| Total: \$0.00 |  |  |

### Additional Goal V Bradley MOU (s)

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

| Additional Goal(s)  | Problem-<br>Solving<br>Process to<br>Increase<br>Student<br>Achieveme<br>nt |          |  | <u></u>   |                 |  |
|---|---|----------|--|---|-----------------|--|
| Based on the analysis of school data, identify and define areas in need of improvement: | Anticipated<br>Barrier  | Strategy | Person or Position<br>Responsible for Monitoring | Process Used to Determine<br>Effectiveness of<br>Strategy | Evaluation Tool |  |

| 1. Additional Goal: Black  | .1.                                       | 1.1.                                  |                          | 1.1.  | 1.1.   |      |  |
|--|---|---------------------------------------|--------------------------|---|--|------|--|
| advanced Coursework  | ack of<br>ifferentiation of<br>astruction | Differentiate                         | AP who evaluates teacher | Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level | Lesson Plans & Walkthrough Professional Development includes equity and cultural |      |  |
| 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>.evel :*</u>                           | 2013 Expected Level :*  Increase from |                          |   |  |      |  |
| 3  |   | prior year                            |                          |   | 1.0  |      |  |
|  |   | 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**

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

| Description of Resources | Funding Source | Amount |
|--------------------------|----------------|--------|
|                          |                |        |
|                          |                |        |
|                          |                |        |
| Description of Resources | Funding Source | Amount |
|                          |                |        |
|                          |                |        |
|                          |                |        |
|                          |                |        |

End of Additional Goal(s)

Final Budget(Insert rows as needed)

| That buget(more tows as needed)                    |               |
|--|---------------|
| Please provide the total budget from each section. |               |
| Reading Budget                                     |               |
|  | Total: \$0.00 |
| Mathematics Budget                                 |               |
|  | Total: \$0.00 |
| Science Budget                                     |               |
|  | Total: \$0.00 |
| Writing Budget                                     |               |
|  | Total: \$0.00 |
| Attendance Budget                                  |               |
|  | Total: \$0.00 |
| Suspension Budget                                  |               |
|  | Total: \$0.00 |
| Dropout Prevention Budget                          |               |
|  | Total: \$0.00 |
| palvement Budget                                   |               |
|  | Total: \$0.00 |
| Additional Goals                                   |               |
|  | Total: \$0.00 |
|  |               |

Grand Total: \$0.00

#### End of Additional Goal(s)

Final Budget (Insert rows as needed)

| Please provide the total budget from each section. |                |
|--|----------------|
| Reading Budget                                     |                |
|  | Total: \$0.00  |
| CELLA Budget                                       |                |
|  | Total: \$0.00  |
| Mathematics Budget                                 |                |
|  | Total: \$0.00  |
| Science Budget                                     |                |
|  | Total: \$0.00  |
| Writing Budget                                     |                |
|  | Total: \$0.00  |
| Civics Budget                                      |                |
| 8  | Total: \$0.00  |
| U.S. History Budget                                |                |
| Clove 2 mager                                      | Total: \$0.00  |
| Attendance Budget                                  | Τυται, ψυ.υυ   |
| Attenuance Buuget                                  | Total: \$0.00  |
|  | 1 0tar: \$0.00 |
| Suspension Budget                                  |                |
|  | Total: \$0.00  |
| Dropout Prevention Budget                          |                |
|  | Total: \$0.00  |
| Parent Involvement Budget                          |                |
|  | Total: \$0.00  |
| STEM Budget  |                |
|  | Total: \$0.00  |
|  |                |

| CTE Budget       |                     |
|------------------|---------------------|
|                  | Total: \$0.00       |
| Additional Goals |                     |
|                  | Total: \$0.00       |
|                  |                     |
|                  | Grand Total: \$0.00 |

#### **Differentiated Accountability**

#### School-level Differentiated Accountability (DA) Compliance

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

| School Differentiated Accountability Status |        |          |
|---|--------|----------|
| □Priority                                   | □Focus | □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.  |
|   |
| Review and discuss SIP, Review of Superintendent meeting notes to keep SAC informed. Provide a voice for the parents of all students in our school. Provide a positive bridge to our community. Provide a sounding board for issues presented by the School Board or Carwise faculty. |

| Describe the projected use of SAC funds.  | Amount |
|---|--------|
| N/A - There are no allocated state or district SIP funds for the 2012-13 school year. | \$0.00 |
|   |        |
|   |        |